



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



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

LITERATURE IN ENGLISH



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024 LITERATURE IN ENGLISH

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Candidates' Items Response Analysis (CIRA) report for the Certificate of Secondary Education Examination (CSEE), which was done from November to December 2022. The report has been written in order to give feedback to education administrators, school managers, teachers, candidates and other education stakeholders on the performance of candidates for the Literature in English subject examination.

The report provides a comprehensive analysis of the candidates' responses on each question based on their performance. It highlights the factors that contributed to the achievements of the candidates as well as the challenges that the candidates faced in attempting the questions. This analysis shows that candidates who yielded high scores in different items demonstrated understanding and mastery of the content of literature and literary readings; namely, novels/short stories, plays and poetry. Such candidates also demonstrated adequate knowledge of different literary concepts, assumptions and theories.

Furthermore, there were candidates who responded averagely to the items which were tested in this examination. Their performance was categorised as average due to moderate quality of their responses to the given questions. In addition, the report shows that there were candidates who got low scores/marks in some items of different questions and their overall subject performance was consequently low. The performance of such candidates was categorised as poor following their inability to exhibit the expected competences, knowledge and mastery of the subject matter in their responses.

The National Examinations Council of Tanzania (NECTA) anticipates that all education stakeholders will use the feedback provided in this report, to improve the teaching and learning of the Literature in English subject. Hence the improvement of the performance in future.

Finally, NECTA would like to thank all who participated in the preparation of this report.



Dr. Said A Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report provides the analysis of the performance of the candidates who sat for the 024 Literature in English subject for the Certificate of Secondary Education Examination (CSEE) which was done from November to December, 2022. The Literature in English examination of 2022 was set in accordance with the new examination format issued by NECTA in February, 2019 which aims at testing candidates' competence and ability to use the knowledge gained in the classroom in real life situations. According to the format, the 2022 Literature in English examination was organised into three (03) sections: A, B and C comprised of ten (10) questions.

Section A consisted of two objective questions; questions 1 and 2. Question 1 had a total of 10 marks and Question 2 had a total of 05 marks. Section B consisted of four (4) questions; question 3, 4, 5 and 6. Each question weighed 10 marks which made this section to have a total of 40 marks. Candidates were required to answer all questions in this section. Section C consisted of four (4) questions. Questions 7, 8, 9 and 10. Candidates were required to attempt only three (3) questions in this section. Each question was worth 15 marks. Hence, section C had a total weight of 45 marks.

This report provides a detailed analysis backed with figures and extracts based on the candidates' performance in each question. The analysis shows the percentage of performance at three categories, namely good (65 - 100%), average (30 - 64%) and poor (0 - 29%). In the figures, three colours have been used to clarify the performance analysis whereby green indicates good performance, yellow stands for average performance and red indicates poor performance. Additionally, the analysis of the candidates' performance in all questions is accompanied by extracts that serve as pieces of evidence to show how the candidates responded.

A total of 109,471 candidates sat for the CSEE 2022 Literature in English examination. Among them 87,292 which is equivalent to 80.06 per cent passed the examination with different grades. This indicates that the performance was higher in 2022 than in 2021, whereby 79.56 per cent of candidates passed with different grades as shown in table 1.

Table 1: Comparison of candidates' grades in CSEE between 2021 and 2022

Year	2021					2022				
Grades	A	B	C	D	F	A	B	C	D	F
Percentage	1.4	6	37	33	20	1.28	5.3	35.7	37.3	19.9

This performance of 80.06 per cent indicates that in 2022 the performance increased by 0.5 per cent as candidates passed with different grades, as shown in the Table 1 above.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: MULTIPLE CHOICE AND MATCHING ITEMS

This section consisted of two compulsory questions; which were questions 1 and 2. The section had a total of 15 marks whereby question 1(multiple choices) consisted of 10 items with a total of 10 marks of which each correct item weighed 1 mark. Question 2 (matching items) consisted of 5 items in which each correct item weighed 1 mark, making a total of 5 marks for this question.

2.1.1 Question 1: Multiple Choice Items

The question aimed at testing the candidates' multiple levels of cognitive domains extending from remembering, applying, analysing and evaluating. In this question, the candidates were required to choose the correct answer from the given alternatives and to write its letter beside the item number in the answer booklet provided. The question comprised 10 items numbered (i)-(x), each item had 5 alternatives lettered A-E. Among the 5 alternatives, one was a correct answer which candidates were required to choose while the rest were distractors.

The question was attempted by 109,471 candidates which is equal to 100 per cent of the candidates. The candidates who scored 3 to 6 marks were 59.05 per cent which is average, Furthermore 10.32 per cent of the candidates scored 0 to 2 marks and their performance was weak; 30.03 per cent of the candidates had good performance and scored 7 to 10 marks.

Therefore, the general performance of this question was good because 89.08 per cent of the candidates scored marks ranging from 3 to 10. Figure 1 illustrates detailed general performance of the candidates on question number 1.

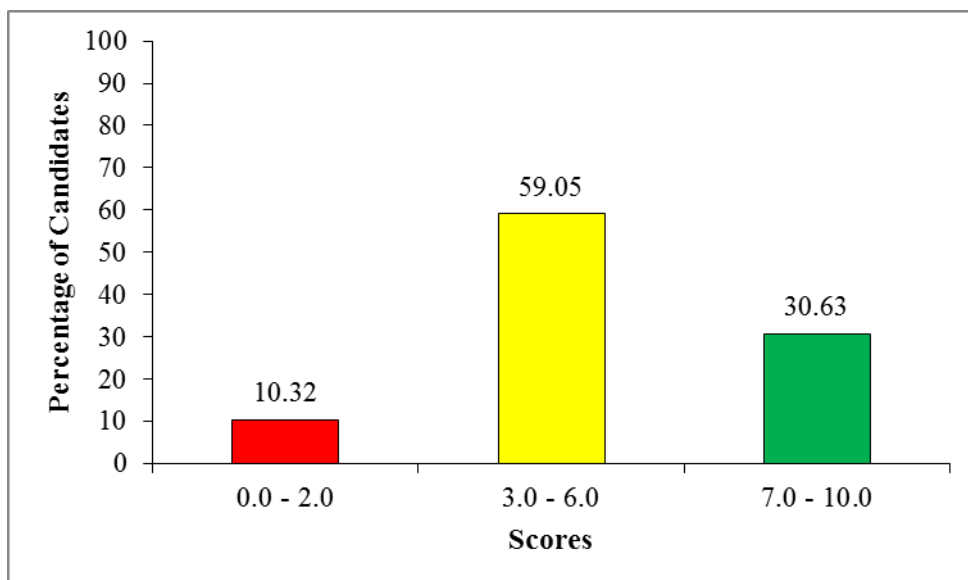


Figure 1: The Performance of the Candidates on Question 1

Item (i) of question number 1 required the candidates to identify an expression which does not exemplify some aspects of the functions of literature among options given. The question was:

Which expression does not exemplify some aspects of the functions of literature?

- | | | |
|--------------------|----------------------|---------------------|
| <i>A Educating</i> | <i>B Criticizing</i> | <i>C Rectifying</i> |
| <i>D Expansion</i> | <i>E Recreation</i> | |

The correct response for this item was D, '*expansion*.' The candidates who chose this alternative were correct because they managed to recall the various functions of literature in society and were able to show that the term, 'expansion' is not related in any way with the functions of literature. Rather, it is the increase in size of something or an object.

Those who opted for incorrect responses did not realize that choice A, *'educating'* is one of the functions of literature which is concerned with instilling new knowledge, ideas and thoughts to the people reading literary works as it raises people's awareness and understanding of their society. Choice B, was *'criticizing'* which is also one of the functions of literature where by literature reveals what is right or wrong in society and then prompts the people to choose what is right over what is wrong. Choice C, *'rectifying'* is also a function of literature which points at social vices and tells the society why and how to avoid them. Choice E, *'recreation'* is a function of literature which shows that literature is used to entertain and refresh the people in society. Recreation is achieved by literary artists by presenting incidents in a way that is funny and entertaining using figures of speech, creation of characters and organization of incidents.

Item (ii) of this question required candidates to identify the figure of speech which was used to refer to the statement given. The question was:

"Juma's wedding which was held on 21st February 2016 in his house was attended by millions of people." What figure of speech has been used in the statement?

- | | | |
|------------------|-----------|-------------|
| A Symbolism | B Imagery | C Hyperbole |
| D Understatement | E Sarcasm | |

In this item, the correct alternative was C, *'hyperbole'*. This indicates that candidates who chose it understood that a hyperbole is a literary technique, which exaggerates reality deliberately to make something or someone appear more serious or intense than the reality. Alternative A, *'symbolism'* was not a correct response because it is a literary technique which involves the use of an object or a word to represent or stand for an idea. Alternative B, *'imagery'* was also not a correct response for this item because it refers to the use of words or expressions which appeal to human senses, making readers or listeners create a picture of what is read or said in their mind. *'Understatement'* which was alternative D was not correct because it is a literary device which makes things or people appear less serious or less important than the reality. Alternative E, *'sarcasm'* was also incorrect because it is a literary device which involves the use of words that mean the opposite of what is said to change a wrong idea or unpleasant behaviour.

Hence the candidates who opted for those incorrect responses were not familiar with these figures of speech.

Item (iii) of this question required candidates to name the genre of literature in which musical and sense devices are found. The question was:

In which genre of literature are musical and sense devices found?

- | | | |
|-------------|---------|----------|
| A Prose | B Play | C Poetry |
| D Narrative | E Drama | |

Alternative C, 'poetry' was the correct choice for the item. Candidates who chose it demonstrated the understanding of the poetic and sound devices whose function is to make poems easily sung or recited while at the same time arousing interest and effectively delivering the intended ideas to the audience. Choice A, 'prose' was not a correct response because prose is a narrative arranged in chapters and paragraphs meant for reading not singing. Alternative B, 'play' was also an incorrect response for this item because plays are written for the purpose of being acted on the stage and so they do not employ plenty of sound devices. Choice D, 'narrative' was not a correct choice because a narrative is a story told for the sake of conveying a moral to the audience hence it hardly employs musical features. Choice E, 'drama' was also not a correct choice because it is a work of art which is staged by actors lively before the audience. Hence the candidates who opted for those incorrect responds were not familiar with the given devices found in the poetry.

In item (iv) of this question, candidates were required to identify a proper name for a person or anything used by artists to present ideas in novels and plays. The question was:

Identify a proper name for a person or anything used by artists to present ideas in Novels and Plays.

- | | | |
|-------------|-----------|--------------------|
| A Human | B Persona | C Characterization |
| D Character | E Animal | |

Alternative D, 'character' was the correct choice. Candidates who chose it demonstrated ability to realize that a character is a person or anything used by artists to present their ideas and messages to the intended audience. Other candidates opted for the incorrect choices due to the lack of knowledge on character. Choice A, 'human' was an incorrect response

because artists do not only use human beings as characters in their works but also other things such as animals and objects. Choice B, '*persona*' was also incorrect because persona is usually a voice of a person who speaks in a poem hence, he/she is a character in a poem but not applicable in novels and plays. Choice C, '*characterization*' was not a correct response because it refers to the process of creating and assigning roles and responsibilities to characters by an artist during the process of preparing a literary work. Also, choice E, '*animal*' was also incorrect because literary artists do not only use animals as characters but they also use other things like objects and people.

Item (v) of this question required candidates to identify a figure of speech suitable for the words that are no longer used in everyday life. It reads as follows

"Quoth", "thee" and "thence" are some of the words, which are no longer in use in everyday life. Which figure of speech is suitable for these words?

- | | | |
|------------|------------|------------|
| A Symbols | B Simile | C Anaphora |
| D Archaism | E Metaphor | |

Alternative D, '*archaism*' was the correct response because the term refers to the use of old expressions or words which are almost dying or disappearing from a language. Candidates who chose this alternative noticed that the quoted words in the given item are not common in their current everyday life because they were used in the past during the old English era. The candidates who got it wrong were not familiar with the given words as they chose the incorrect responses. Choice A, '*symbols*' was an incorrect choice because symbols are words or objects which writers use to represent an idea or something else. Choice B, '*simile*' was not a correct response because a simile is a figure of speech that uses conjunctions to compare two dissimilar things or objects for artistic purposes. Choice C, '*anaphora*' was also not a correct choice because it is a sound device which involves the repetition of the same word at the beginning of several or consecutive verses in a stanza of a poem. Choice E, '*metaphor*' was also not a correct choice for this item because it refers to the direct comparison of two dissimilar objects or things usually for emphasis. It involves calling one thing something else which is related to it by traits.

Item (vi) of this question required the candidates to choose the correct alternative that best describes a work of art. The question was:

Which of the following describes a work of art?

- A *Event that is described as imaginary*
- B *Event that is based mainly on fact*
- C *Event that involves normal character*
- D *Event that does not involve setting*
- E *Event that involves real presentation*

Alternative A, '*Event that is described as imaginary*' was a correct choice answer for this item. Candidates who chose it showed an understanding of the meaning of a work of art and some distinguishing features of literary materials from other works. Choice B, '*event that is based mainly on fact*' was not a correct choice because works of art do not only deal with factual events but also imaginary; based on the author's creativity. Choice C, '*event that involves normal characters*' was also incorrect because literary works involve the use of imaginary characters who are shaped, developed and given life by an artist to suit his/her ideas. Choice D, '*event that does not involve setting*' was incorrect because works of art notwithstanding the fact that they are based on imagination and creativity, they must have the setting, which is the place and period when the event in the work of art occurred. Choice E, '*event that involves real presentation*' was also not correct because works of art involve not only real presentations but also imaginary presentations. They tend to imitate what goes on in the real society for many reasons such as educating, entertaining, criticising, liberating or warning. The candidates who opted for the incorrect choices did not know how to describe a work of art.

Item (vii) of this question required candidates to name a poetic device in which consonant sounds are repeated. The question was:

How is the poetic device in which consonant sounds are repeated called?

- A *Alliteration* B *Refrain* C *Assonance*
- D *Hyperbole* E *Rhymes*

The correct response was A, '*Alliteration.*' Candidates who chose this alternative demonstrated that they had enough knowledge of poetic devices and concepts. They also had good knowledge of poetic diction which

helped them to differentiate ‘alliteration’ from ‘assonance.’ Choice B, ‘*refrain*’ was not a correct answer for the item because it is a repetition of an expression at the end of two or more successive stanzas in a poem. Choice C, ‘*assonance*’ was not a correct choice because it refers to the repetition of an identical vowel sound in different lexical items within a verse. Choice D, ‘*hyperbole*’ was also not a correct choice because hyperbole is a literary technique which involves the use of words to exaggerate the reality or truth of something for emphatic purposes. Choice E, ‘*rhymes*’ was not a correct choice because rhymes involve the repetition of similar sounds at the end of consecutive verses or at a particular interval in a stanza. This repetition must necessarily not be of consonant sounds alone but also vowels. The choice of these incorrect responses by the candidates implies that they did not understand the concept of alliteration.

Item (viii) of this question required candidates to identify an expression which exemplifies a simile among those given. The question was:

Which of the following is a good example of a simile?

- A *He has become an earth worm*
- B *The Indian hair is like sisal strains*
- C *Majuto is a chameleon*
- D *Mkude was a lion in the battle*
- E *Mwajuma is a Giraffe*

Choice B, ‘*the Indian hair is like sisal strains*’ was the correct response for this item. Candidates who chose this alternative demonstrated to have good knowledge on various figures of speech used in literature. They could realize that a simile involves the comparison of two dissimilar objects or things by using conjunctions like *as....as...or like...* The Indian hair is compared with *sisal strains* by using the conjunction word ‘*like.*’ Choice A, ‘*he has become an earth worm*’ was not a correct choice because it represents a metaphor in the sense that a human being is addressed directly as an earthworm. Choice C, ‘*Majuto is a chameleon*’ was not correct because it describes a metaphor which basically involves the direct comparison of two dissimilar objects or things without conjunctions. Majuto is compared with a chameleon without using a joining word. Choice D, ‘*Mkude was a lion in the battle*’ was not a correct choice because it is also a description of a metaphor due to the absence of a conjunction in making the comparison between ‘Mkude’ and ‘the lion’. Choice E,

'*Mwajuma is a giraffe*' was an incorrect response for this item because it is the description of the same literary concept, a metaphor, in which Mwajuma is named a giraffe directly. The candidates who got wrong in this item failed to differentiate examples of simile from other figures of speech.

Item (ix) of this question required candidates to name an autobiography that usually focuses on a significant event or period in the writer's life.

What is the name of an autobiography that usually focuses on a significant event or period in the writer's history? The question was:

- | | | |
|-------------|----------------|-----------------|
| A Biography | B Reference | C Autobiography |
| D Memoir | E Bibliography | |

The correct choice for this item was D, '*memoir*.' Candidates who chose this alternative had the required competence and ability to classify literary materials. Those who got this item right were able to discover that a memoir is the type of an autobiography written by a person for the intention of remembering his/her important event in life. There were candidates who got wrong in this question. These candidates did not realize that choice A, '*biography*' was not a correct choice because it is an account of someone's life history written by another person. Choice B, '*reference*' was not a correct choice because it is not related to events of people or history of a life of the person since it is the use of a source of information in order to ascertain something. Choice C, '*autobiography*' was not a correct choice because it is an account of someone's life records or history written by an individual himself or herself. It comprises many events a person has experienced from the moment he/she was born up to date. Choice E, '*bibliography*' was not also a correct choice for the item because it does not refer to the description of people's events and records. Rather, it is a list of readings the author of a certain book has made reference to in the preparation of his or her written work.

Item (x) of this question required the candidates to identify the type of a poem that addresses a person or celebrates an event such as a wedding. The question was:

Which type of a poem addresses a person or celebrates an event such as a wedding?

- | | | |
|---------|----------|------------|
| A Ode | B Epic | C Didactic |
| D Lyric | E Sonnet | |

Choice A, '*Ode*' was a correct choice for this item. Candidates who chose it showed enough competence in the categorization of the genres of poetry. They discovered that an ode is a poem composed to celebrate an important event. The choice of option B, C, D and E by the students were wrong as they did not match with the given description in the demand of the question. Choice B, '*epic*' was not a correct choice because it is category of poetry which celebrates heroic deeds. Choice C, '*didactic*' was not a correct choice because it is a kind of a poem which gives instructions to readers. Choice D, '*lyric*' was also not a correct choice because it is a poem sung to express an individual's strong or deep feelings. Choice E, '*sonnet*' was not a correct choice because it is a poem structure which has first eight verses for the first stanza and the second stanza with six verses making a total of fourteen lines.

Generally, the candidates who scored high marks in this question proved that they had developed the required competences in analysing different literary concepts and theories, and also they thought critically and made sound judgments on literary assumptions and propositions. Hence, they managed to choose the correct alternatives from the list of distractors in the item of this question. Their scores ranged from 7 to 10 out of 10 marks. Extract 1.1 below is a sample of responses from a candidate who scored high marks in question number 1.

1.	Qn no	i)	ii)	iii)	iv)	v)	vi)	vii)	viii)	ix)	x)
	Ans.	D	C	C	D	D	A	A	B	D	A

Extract 1.1 A sample of a good responses to question 1

It is worth noting that there were other candidates who had average scores. Such candidates demonstrated average competences on some basic literary concepts and theories. Their scores ranged from 4 to 6 marks out of 10 marks. They managed to choose some correct alternatives from the distractors and failed to choose the few correct alternatives in the first question. An illustration is made in Extract 1.2 from one of these candidates:

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

Extract 1.2 A sample of a response from a candidate with average performance on question 1

On the other hand, there were candidates who showed poor competence in some items tested in this question. Such candidates failed to choose the correct alternatives from distractors for many items leading to their poor performance in this question. It is observed in this analysis that the candidates' failure in this question was caused by lack of skills in remembering, applying, analysing and evaluating literary terms and concepts. Their scores ranged from 0 to 3 marks out of 10 marks. Extract 1.3 below shows a sample of a candidate's response with poor performance.

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

Extract 1.3 A Sample of Incorrect Responses to Question 1

2.1.2 Question 2: Matching items

The candidates were required to match the descriptions in List A with their corresponding figures of speech in List B, by writing the letter of a correct response beside the item numbers in the answer booklets provided. The question read as follows:

Match the descriptions in List A with the corresponding figures of speech in List B by writing the letter of the correct response beside the item number in the answer booklets provided.

<i>List A</i>	<i>List B</i>
(i) <i>A figure of speech which compares two different things by using conjunctions.</i>	<i>A Proverb</i>
(ii) <i>A figure of speech which compares two different things without conjunctions.</i>	<i>B Metaphor</i>
(iii) <i>A figure of speech in which foolish ideas of a person are shown to improve his/her humanity.</i>	<i>C Simile</i>
(iv) <i>A figure of speech which exaggerates fact for comic or serious effects.</i>	<i>D Irony</i>
(v) <i>A situation in which the expression of truth is directly opposite of the reality.</i>	<i>E Hyperbole</i>
	<i>F Satire</i>
	<i>G Metonymy</i>
	<i>H Personification</i>

The question was attempted by 109,471 candidates, which was equal to 100 per cent of the candidates. Out of whom, 28.62 per cent of the candidates scored 2 to 3 marks and their performance was average. Moreover 11.43 per cent of the candidates performed weak because they scored 0 to 1, while 59.95 per cent of the candidates scored 4 to 5 marks which was good performance. The general performance on the question was good because 88.57 per cent of the candidates scored 2 to 5 marks. Figure 2 presents the detailed performance of the candidate in question number 2.

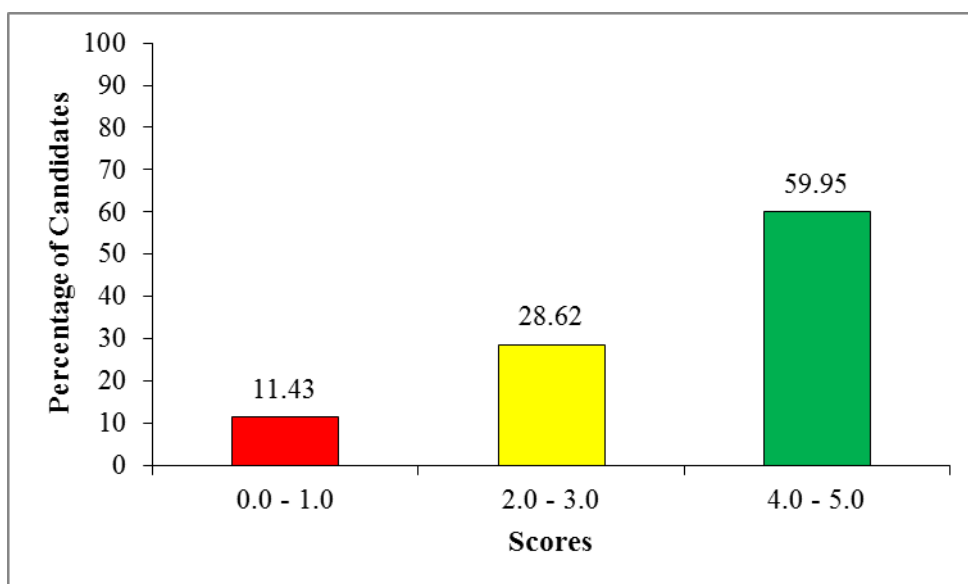


Figure 2: The Performance of the Candidates on Question 2

The analysis shows that candidates who managed to match the descriptions with their correct responses had enough knowledge of different figures of speech as used by literary writers in the readings. Item (i), ‘*A figure of speech which compares two different things by using conjunctions*’ was matched with response C, ‘*Simile*’ because a simile shows comparison between two things by using conjunctions. Item (ii), ‘*A figure of speech which compares two different things without conjunctions*’ was matched with response B, ‘*metaphor*’ because it is a metaphor that shows the comparison between two things without using conjunctions. Item (iii), *figure of speech in which foolish ideas of a person are shown to improve his/her humanity*’ was matched with response F, ‘*satire*’ because satire uses humour and wit to improve people’s behaviour. Item (iv), in ‘*A figure of speech which exaggerates facts for comic or serious effects*’ was matched with response E, ‘*hyperbole*’ because truly, hyperbole intensifies the reality for emphasis on an idea or thing. Item (v), ‘*A situation in which the expression of truth is directly opposite from the reality*’ was matched with response D, ‘*irony*’ because in irony, what is said is actually the opposite of what is meant.

Generally, candidates who scored high marks on this question had competence on the conceptualization and understanding on different figures of speech used in literature. They were also able to differentiate the meaning of one figure of speech from the other. The candidate scores ranged from 4 to 5 marks out of 5 marks. Extract 2.1 below shows the sample of a response from the candidates who got good performance on this question.

2	LISTA	i	ii	iii	iv	v
	LISTB	C	B	F	E	D

Extract 2.1 A Sample of Correct Responses to Question 2

There were also candidates who scored average marks. They showed partial mastery of the knowledge in figures of speech in literature which enabled them to match a few pairs correctly and others wrongly. Their scores ranged from 2 to 3 marks out of 5 marks. For example one of the candidates matched item (iv) *A figure of speech which exaggerates fact for comic or serious effects* with F *Satire* instead of E *Hyperbole* and item (v) *A situation in which the expression of truth is directly opposite of the reality* with F *Satire* instead of D *Irony*. The extract below shows a sample of a response from candidates who got average performance on this question.

21	C	
ii	B	
iii	D	
iv	E	
v	F	

Extract 2.2 A Sample of a Response from a Candidate with Average Performance on Question 2

Furthermore, the candidates who scored low marks in this question demonstrated poor competence and mastery on the knowledge of figures of speech. They failed to correctly match the given description in List A with

their respective meanings in List B to produce a complete and meaningful expression. For insistence some of the candidates matched item (i) with F instead of C, item (ii) matched with E instead of B and item (v) matched with H instead of D their scores ranged from 0 to 1 and it was categorised as poor performance. Extract 2.3 below is a sample of incorrect responses to this question.

201	B	
111	C	
111	E	
111	H	
111	F	

Extract 2.3 A Sample of Incorrect Responses to Question 2

2.2 SECTION B: SHORT ANSWER QUESTIONS

This section consisted of 4 compulsory questions. These were questions 3, 4, 5 and 6 respectively. Each question carried the weight of 10 marks, making a total of 40 marks for this section.

2.2.1 Question 3: Short answer

This question aimed at assessing the ability of students to remember and name correctly the figures of speech represented by literary terms/expressions given. The question was:

Which literary term is represented by each of the following expressions?

- (a) *I thought the world was mad.*
- (b) *Soon my voice will be the sand between two grinding stones.*
- (c) *A cloudy sky does not always cry rain.*
- (d) *Did you have any lunch friend?*
- (e) *One of the poets wrote that, "black is beautiful."*

The question was attempted by 109,471 candidates which was equal to 100 per cent of all candidates. Out of whom, 2.83 per cent of the candidates scored 7 to 10 which was good performance. Moreover 45.51 per cent of

the candidates scored 3 to 6 marks which was average performance, 51.67 per cent of the candidates scored 0 to 2 marks and their performance was poor. The general performance on this question was Average because 48.34 per cent of the candidates scored 3 to 10 marks. Figure 3 present the detailed performance of the candidate for question number 3.

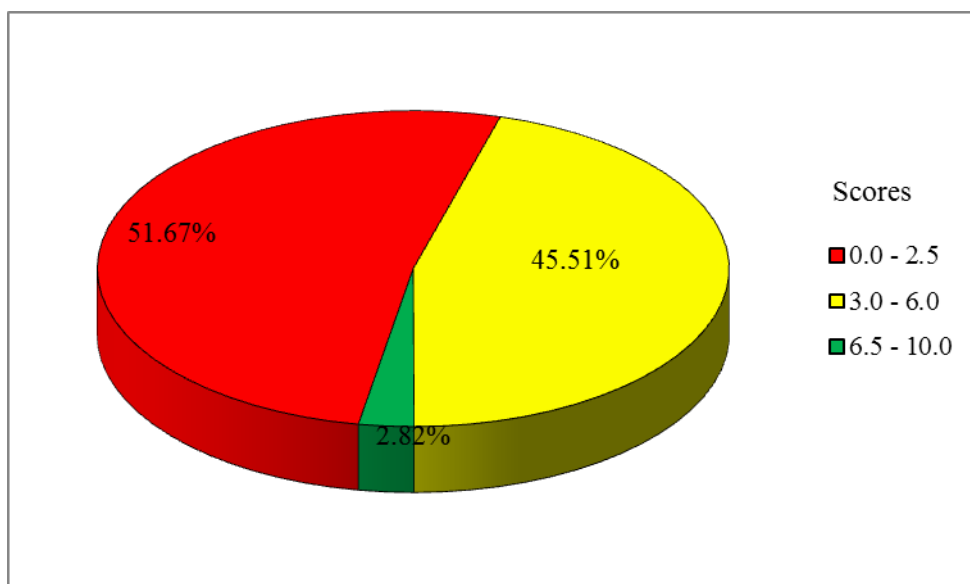


Figure 3: The Performance of the Candidates on Question 3

In item (a), '*I thought the world was mad*' prompted candidates to name a figure of speech described by the expression. The correct figure of speech for this item was, '*personification*' because it involves assigning human attributes to non-human entities. Candidates who got this item correctly understood the meaning of personification and finally discovered that the '*world*' in a given expression is assumed to have the ability to think as if it is a human being.

In item (b), the expression '*Soon my voice will be the sand between two grinding stones*' the correct figure of speech for this item was either, '*metaphor*' or '*imagery*' because, firstly, this expression shows a direct comparison between the '*voice*' and the '*sand*' for there is no use of a conjunction in the marked comparison. This makes it a metaphor because it is the metaphors in literature that compare two different things without using joining words. Secondly, this expression evokes an auditory sense in the mind of the listener through the use of words, '*voice*' and '*grinding*'

stones' which makes it to be '*imagery*' because imagery refers to the use of words/expressions which appeal to human senses leading to the creation of a mental picture or feeling of what is said or read. Candidates who got this item right understood well the terms, '*metaphor*' and '*imagery*' based on their operations and functions in literature.

In item (c), '*A cloudy sky does not always cry rain*' candidates were required to, name a figure of speech represented by this given description. The correct response for this item was either, '*saying*' or '*proverb*' because, both '*saying* and *proverb*' are short polite expressions whose meanings are usually not related with the individual words which make them and they are intended to convey wisdom/moral to the audience as well as improving their thinking. Candidates who got this item correct had good understanding of the meanings of a variety of sayings and how to interpret them.

In item (d), '*Did you have any lunch friend?*' candidates were supposed to identify the appropriate figure of speech represented by the given expression too. The correct figure of speech for this item was, a '*rhetorical question*' due to the reason that such questions do not require immediate response because their responses/answers are usually obvious. They are asked for only emphatic reasons in works of art. Candidates who got this item right were able to demonstrate the required competence about rhetorical questions as they were able to find out that the expression given never demanded a reply but to challenge the listener to reflect on what the speaker says.

In item (e), '*One of the poets wrote that, 'black is beautiful*' candidates were supposed to identify the appropriate figure of speech represented by this expression. The correct answer for this item was either, '*alliteration*' or '*hyperbole*' because firstly, in this expression, each word in it begins with an identical consonant sound, /b/ which makes the whole phrase to be alliteration. Secondly, this expression also qualifies to be a hyperbole because it is charged with some elements of exaggeration to make '*black*' referring to colour look/appear more important/better than other colours. Candidates who got this item right were able to demonstrate enough knowledge on the interpretation of literary devices. Those who wrote '*alliteration*' were able to identify the repetition of sound /b/ at the

beginning of the words ‘*black*’ and ‘*beautiful*’ while those who wrote, ‘*hyperbole*’ were able to discover the intention of the speaker to qualify/advocate for the black skin colour.

Generally, candidates who had good performance on this question managed to apply their knowledge of various literary devices and how they can be employed in speech and writing. Their scores ranged from 7 to 10 marks out of 10 marks. Hence, they had good performance. A sample of the correct responses is presented in Extract 3.1 below.

Q3.	a. personification.	
	b. Metaphor.	
	c. Proverb.	
	d. Rhetorical question.	
	e. Alliteration.	

Extract 3.1 A Sample of Correct Responses to Question 3

There were also candidates who got average performance because they demonstrated partial understanding of the given literary concepts. Their scores ranged from 4 to 6 marks out of 10 marks, which was an average performance. A sample of a response from a candidate with average performance is shown in Extract 3.2 below.

3.	(a) Personification
	(b) Exaggeration
	(c) Personification
	(d) Rhetorical question
	(e) Metaphor

Extract 3.2 A Sample Of a Response from a Candidate with Average Performance on Question 3

On the other hand, the candidates who performed poorly, failed to identify/name the correct or appropriate figures of speech/literary devices that were provided in the description because they lacked the expected competences in the items which were tested. Their scored ranged from 0 to 3 marks out of 10 marks. A sample of a response from the candidate with poor grade is shown on Extract 3.3 below.

3.	a) Hyperbole
	b)
	c) Metaph
	d) Rhetoric question
	e) simile Irony

Extract 3.3 A Sample of Incorrect Responses to Question 3

2.2.2 Question 4 Short answer

The question aimed at testing candidates' ability to read and comprehend a given poem by responding to the questions that followed it. The question was:

Read the following poem and answer the questions that follow:

Pedestrian to Passing Benz-man – By Albert Ojuka (Kenya)

*You man, lifted gently
Out of poverty and suffering
We so recently shared, I say-
Why splash the muddy puddle on to
My bare legs, as if, still unsatisfied
With your seated opulence
You must sully the unwashed
With your diesel-smoke and mud-water
and force him buy, beyond his means
a bar of soap from your shop?
a few years back we shared a master
today you have none, while I have
exchanged a parasite for something worse
But may be a few years is too long a time*

Questions

- (a) How does the pedestrian differ from the passing Benz-man today?*
- (b) How does the passing Benz-man drive his car?*
- (c) Is the pedestrian happy with the changes? Give a reason for your answer/*
- (d) What does the word “parasite” in the poem mean?*
- (e) How does the passing Benz-man exploit the pedestrian?*

This question was attempted by 109,471 candidates which was equal to 100 per cent of the candidates. Out of whom, 8.54 per cent of the candidates scored 7 to 10 marks and their performance was good Moreover, 26.51 per cent of the candidates scored 3 to 6 marks which was average performance, 64.95 per cent of the candidates scored 0 to 2 marks which was weak performance. The general performance on the question was average because 35.05 per cent of the candidates scored 3 to 10 marks as illustrated in Figure 4.

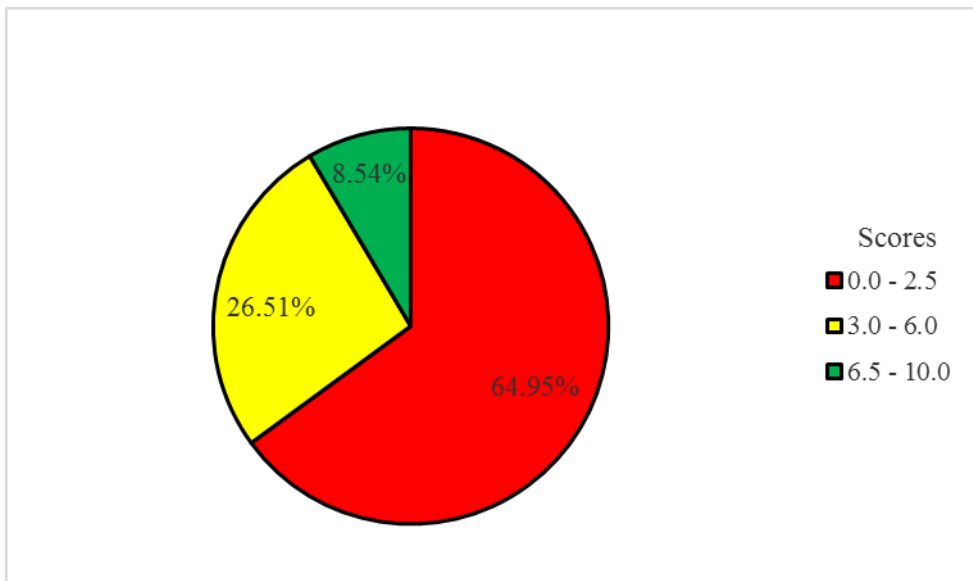


Figure 4: The Performance of the Candidates on Question Number 3

Item (a) required candidates to differentiate between the pedestrian and the passing Benz-man in the current world (today). The correct response for this item was either, *‘The pedestrian has a master while the passing Benz-man does not have any master’* or *‘the pedestrian suffers while the Benz-man has a comfortable life.’* This is evidenced from the given poem when the persona says:

*“a few years back we shared a master
today you have none, while I have
exchanged a parasite for something worse”*

In item (b), the candidates were required to describe the Benz-man’s driving manner. The correct response for this item was, *‘The passing Benz-man drives carelessly and splashes the muddy puddle on the pedestrian’s legs.’* The verses below justify this:

*“Why splash the muddy puddle on to
My bare legs, as if, still unsatisfied
With your seated opulence”*

It is the *careless* driving manner which makes the persona complains in the poem.

Item (c) required candidates to state whether the pedestrian is happy or not and thereafter give a reason for their answer. The correct response to this item was, *'The pedestrian is not happy because he has exchanged a parasite for something worse which means the pain the pedestrian suffered have become more than even before he changed the master.'*

Item (d) demanded candidates to give the meaning for the word 'parasite' as used in the poem. The correct response was, *'The word parasite means, a person whose life depends on the sweat of others.'* This is proved when the persona says,

*"today you have none, while I have
exchanged a parasite for something worse
But may be a few years is too long a time"*

It is obvious that, the parasitic nature of the Benz-man who represents the upper class has impoverished the persona.

In item (e), the candidates were supposed to explain how the passing Benz-man exploits the pedestrian. The correct response for this item was that *'The passing Benz-man forces the pedestrian to buy a bar of soap from his shop.'*

Generally, the candidates who had good performance proved that they had the ability to read and comprehend poems by responding correctly to the questions given after. They also demonstrated ability to comprehend the English language. They scored from 7 to 10 marks out of 10 marks. This was categorized as good performance as shown in the sample extract below.

Q4	Answers
(a)	The pedestrian is a low class man who walks on bare foot on the road and gets splashed with muddy water from Benz man
	While
	Passing Benz man is of high class and rank and uses his vehicle to move and pours muddy water to the pedestrian.
b)	The Passing Benz man drives his car mercilessly and he is not carefull with other road users such as the pedestrian as he ends up pouring muddy water on him as the poem says

c)	" Why splash the muddy puddle on to My bare legs "
c)	The pedestrian is not happy with the changes because The Benz man mistreats the pedestrian due to his poverty and being of low class. The passing Benz man has forgotten that few days he was same level with the pedestrian " You man, lifted gently Out of poverty and suffering We've recently shared "
d)	The word 'parasite' on the poem means a master from high class who keeps on exploiting the people from a low class level like the pedestrian " Today you have none, while I have exchanged a parasite for something worse But maybe few years is too long " Also parasite could represent people like passing benz man
e)	The passing Benz-man exploit the pedestrian by making him buy a soap beyond his means at his shop so as to wash off the muddy water on the clothes that were splashed onto him by Passing Benz man as the poem says " With your diesel- smoke and mud water and force him buy beyond his means a bar of soap from your shop ?

Extract 4.1 A Sample of Correct Responses to Question 4

In this question, there were candidates who scored average marks. Their scores ranged from 4 to 6 marks out of 10 marks which was categorised as average performance.

These candidates demonstrated partial ability of reading and comprehending poems. They adhered to some guidelines and principles of interpreting a poem which enabled them to respond correctly to some items of the question but they failed to provide the correct answers for a few items of this question. Extract 4.2 below shows a response of a candidate who tried to provide correct responses but he/she failed to substantiate them by giving evidence from the given poem.

4	a) The pedestrian differ from the Passing-Benz-Man today because the pedestrian live in a poor life and Passing Benz-Man has good life as he own car.
1	
	b) Passing Benz-Man drive his car in faster slowly because he offered the pedestrians and they start to make a story.
	c) The pedestrians must happy from the change because he can now live in good life later after the changes to occur.
	d) The word parasite in the poem means the exploitation person.
	e) The passing Benz-Man exploit the pedestrians by forcing him to buy a bar of shet soap from his soap.

Extract 4.2 A Sample of Responses from a Candidate with Average Performance on Question 4

On the other hand, there were candidates who scored low marks on this question. They scored 0 to 2 marks out of 10, which was categorised as poor performance. These candidates did not manage to read and comprehend the given poem. So, they failed to provide correct answers to the questions. In (a) one of these candidates wrote that the pedestrian is anyone who is ready for anything in the world instead of the pedestrian is a low class man who is suffering humiliation and oppression from his master. In (b) the student wrote the driver drove his car with full of pleasure

instead of the driver drives the car very rough that he doesn't care the pedestrian and other low class people hence he poured mad on them. In extract 4.3, the sample response indicates that the candidate failed to provide correct answers to the given items because he/she was not knowledgeable on the procedures of analysing a poem.

49	exchanged a parasite for something worse	
b	because Benz-man out of poverty and suffering	
c	It is true the pedestrian happy with the change because life is change to and to have sad.	
d	Parasite means something	
e	Benz-man exploit the pedestrian have not satisfied.	

Extract 4.3 A Sample of Incorrect Responses to Question 4

2.2.3 Question 5 Short Answer

This question aimed at measuring candidates' ability to apply their knowledge of literature by providing correct explanations for each of the given items (a) - (e). The question was:

Briefly write the correct answer for each of the items (a) - (e) in the answer booklet provided.

- (a) *Imagine you are a literary artist; how would you create misunderstanding between characters in your work of art?*
- (b) *Suppose you were writing a novel, how would you use flashback as a writing technique?*
- (c) *Imagine you are reading a poem; how would you know that onomatopoeia has been used by the poet?*
- (d) *How can you create an irony as a literary device?*
- (e) *Why does a poet use allusion?*

This question was attempted by 109,471 candidates which was equal to 100 per cent of the candidates. Out of whom, 7.20 per cent of the candidates scored 6 to 10 marks and their performance was good. Moreover, 24.24 per cent of the candidates scored 3 to 6 marks and their performance was average, 68.56 per cent of the candidates scored 0 to 2 marks and their performance was weak. The general performance on the question was average because 31.44 per cent of the candidates scored 3 to 10 marks. The performance of the candidates on this question is illustrated in Figure 5.

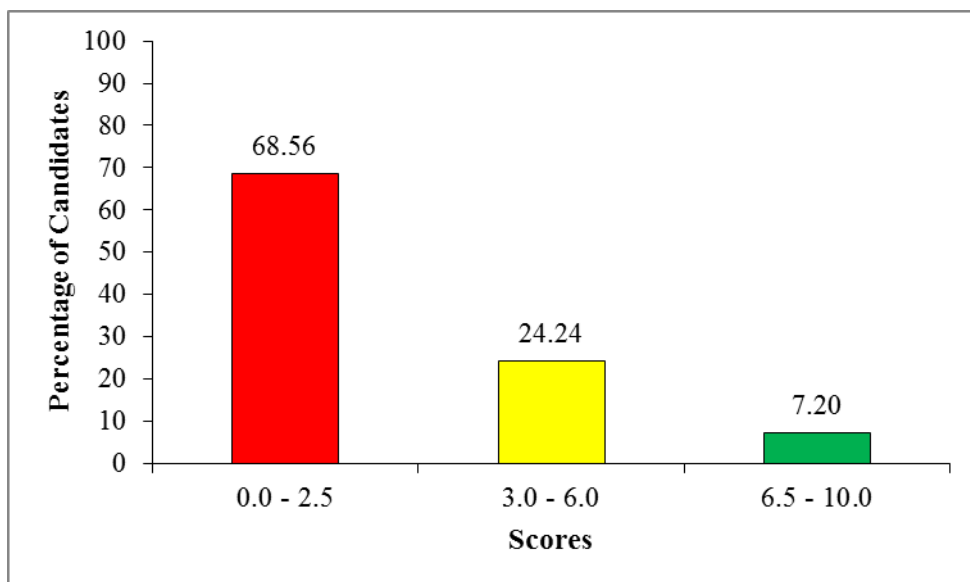


Figure 5 The Performance of the Candidates on Question 5

Item (a) required candidates to explain how an artist can create misunderstandings between characters in a literary work. The correct response to this item was as follows. *‘Misunderstandings are created in the work of art through presenting opposing ideas or characters and each defending his/her position rather than accepting to each other.’* Candidates who approached this item correctly were deemed knowledgeable enough to recognize that misunderstandings occur when two parts each with own interests oppose each other, and that, misunderstandings involve characters in literature.

Item (b) required the candidates to show how one would use flashback as a writing technique. The correct answer for this item was, *‘To show that flashback is used in plotting events by allowing a character to refer to the*

past events or actions to establish the connection between the present and the past as a way of comprehending the characters' motives and the reasons on why events and actions happen as they do. This increases the plot's credibility.' Candidates who approached this item correctly had enough knowledge on the stages for plot development in a work of art and the styles through which a literary material can be presented to the audience. They provided substantial explanations on the concept and how it is achieved by writers in literature.

In item (c), the candidates were required to make an imagination of reading a poem and show how onomatopoeia is used by the poet. The correct response to this item was '*Onomatopoeia is detected when the poet uses words to imitate sounds of objects.*' To get this item right, candidates were supposed to have an understanding of poetic sound devices and how they operate. Candidates who got it right were able to ascertain that onomatopoeia involves the imitation of sounds of objects for clarity and emphatic reasons. They also managed to provide thorough elaborations accompanied with examples on the device.

Item (d) of this question, tested candidates abilities to create irony as a literary device. The expected response to this item was as follows, '*Irony can be created by identifying an idea or concept and stating it in such a way that what is said is not what it is. There is discrepancy between a statement and reality.*'

Item (e) meant to examine candidates' ability to explain why poets use allusion. The correct response to this item was as follows, '*The poet may opt to use allusion as a poetic device through which reference to the assumed well-known event/person or idea is made so as to make the current idea clearly understood.*'

Generally, the candidates who demonstrated good performance on this question had the knowledge of literature and ability to apply it by providing correct explanations for each of the given items in the question. Such candidates were able to express their knowledge of concepts in well-organized comprehensible English. Their scores ranged from 7 to 10 marks out of 10 marks. The analysis reveals that the candidate, understood the question well and they were able to have a good flow of ideas in their

explanations. The candidates responded to each item explicitly, citing examples to justify their explanations. Extract 5.1 is an example of the candidate with a correct response.

5. a) If I were a Literary artist I would create misunderstandings between characters in the work of art by creating/imposing an action/event which will make them differ in understandings and ideologies hence making them to fight so the characters will enter into misunderstanding one character will be supporting the action/event (protagonist) while other one will be against the other ideology/idea (Antagonist)

b) If I was writing a novel I would apply flash back by interfering the chronological order of events

5(b)	event/actions and making the last expression of event at the beginning of an event Example; I would recall the history of a main character at the climax stage and make it the first
(c)	I would know that Onomatopoeia has been used by the poet by seeing some of imitation of sounds from different objects such as bang of the door and sound of crying so I would know onomatopoeia is used by looking at the words which are imitated from different occasions Example; sound of crying uiii-uuu and sound of door - Bang! Bang!
(d)	I can create irony as a literary device by meaning opposite to the intended meaning / by expressing the truth by meaning directly opposite from the reality example; saying you are tall - while you are short or you are beautiful while you are not so
(e)	poet uses allusion so that to make references from different places such as from historical books, pamphlets, Quran, bible and so many religious books in order to make the poem attractive and beautiful also to make more vivid references to the reader Example; David killed Goliath - from the bible

Extract 5.1 A Sample of Correct Responses to Question 5

There were also candidates who got average scores in this question. They demonstrated fractional aptitude to grasp and explain a variety of literary concepts and theories. They did not manage to provide the correct and anticipated responses to some given items, for example, one of the student in item (a) wrote that misunderstanding can be created in creating a work of art instead of explain how misunderstanding can be created which is by imposing an opposite idea and event. Moreover, in item (v) the candidate

wrote the poet use allusion to create fear to the readers instead of allusion in the poem is used to refer to legend, religious matters for attraction. Their scores ranged from 4 to 6 out of 10 marks. In Extract 5.2, the candidate tried to explain four items out of five (5) which were tested but she failed to provide some examples to justify his/her explanations on the items answered.

05.	(a) The misunderstanding between characters can be created by using Antagonistic character and Main character whom having opposite ideas and results to the conflict to take place.	
	(b) Flashback can be used by ^{arranging events} starting with the last event toward the first event in writing the novel.	
	(c) Onomatopoeia can be known that it has been used by the poet by pronouncing the words which have used in the poem.	
	(d) Irony can be created by expressing the truth directly opposite from the reality.	

Extract 5.2 A Sample of Responses from a Candidate with Average Performance on Question 5

Nevertheless, there are candidates who scored low marks in this question. Their scores ranged between 0 and 2 marks out of 10 marks. Such performance was categorised as poor. The items' response analysis shows that, the low marks scored by such candidates were caused by their failure to apply the knowledge of literature in explaining, defending and exemplifying the tested literary items from this question. For example, the sample response shown in Extract 5.3 indicates the candidate who did not understand the question and he/she made a list of literary terms which were not related to the question.

5a	character
b	Drama
c	symbol
d	symbolism
e	rhymes

Extract 5.3: A Sample of Incorrect Responses to Question 5

2.2.4 Question 6: Short answer

This question was set to assess candidates' competence and ability to remember, evaluate and apply the knowledge obtained from the concepts of oral literature in relation to the current fast growing technology.

Briefly write the correct answer for each of the following items (a) – (e)

- (a) *Why is oral literature said to be the oldest compared to written literature?*
- (b) *What is the most important function of oral African literature?*
- (c) *Write two differences between oral literature and written literature.*
- (d) *What is the effect of science and technology on oral literature?*
- (e) *How has science and technology improved oral literature?*

This question was attempted by 109,471 candidates which was equal to 100 per cent of the candidates. Whereby, 12.25 per cent of the candidates scored 7 to 10 marks and their performance was good. Moreover, 47.56 per cent of the candidates scored 3 to 6 and their performance was average, 40.19 per cent of the candidates scored 0 to 2 marks and their performance was weak. The general performance on the question was average because 59.81 per cent of all the candidates scored 3 to 10 marks. The performance of the candidates on this question is illustrated in Figure 6.

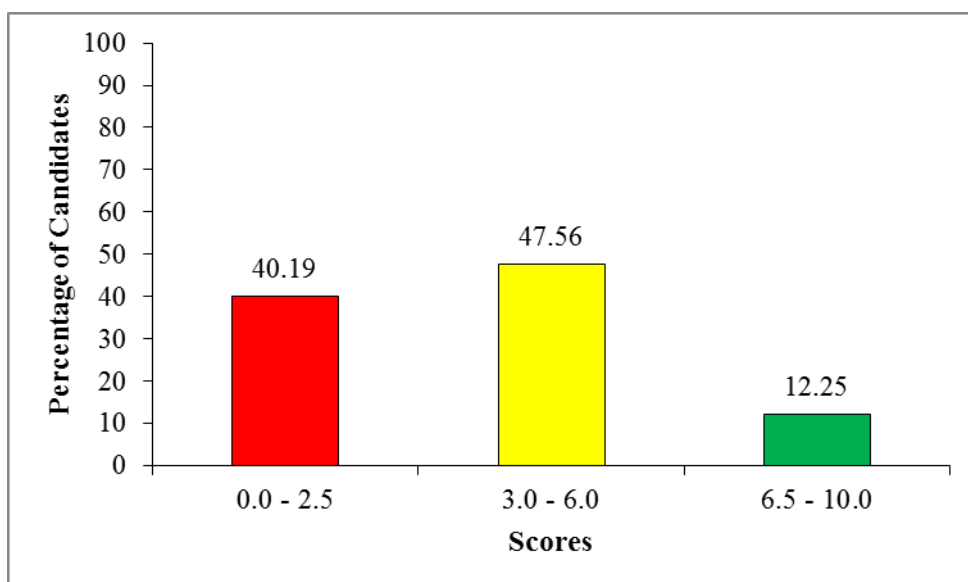


Figure 6: The Performance of the Candidates on Question 6

Item (a) required candidates to explain why oral literature is said to be the oldest compared to written literature. The correct response to this item was, *‘Because oral literature started before the invention of writings.’* Candidates who scored all marks in this item managed to trace the origin of both, oral and written literature.

Item (b) required *candidates* to state the most important function of oral African literature. The correct response which was required to this item was, *‘To preserve the African values/African culture.’* Candidates who scored this item correctly had an awareness of the examples and roles of oral narrations in the society. They mentioned genres such as folk tales, riddles, myths, legends and others of the like as effective tales which help to pass African values from one generation to the next.

In item (c), the candidates were asked to list two differences between oral literature and written literature. The two correct response were as follows,

- (i) *Oral literature is the oldest compared to written literature.*
- (ii) *Oral literature is presented orally while written literature is presented in written form.*

Candidates who had correct responses in these items tried well to back their points with brief explanations together with examples to prove their views. However, candidates who responded by giving any other differences apart from these, were considered and they scored well.

In item (d), candidates were asked to provide the effect of science and technology on oral literature. The correct response to this item was, '*Oral literature is no longer recited from memory but may be recorded by modern instruments.*' However, any other relevant effects of science and technology on oral literature were accepted.

Item (e) of this question required candidates to briefly explain how science and technology has improved oral literature. The correct response was, '*Science and technology has eased the accessibility to oral literature materials by people through modern instruments and devices such as DVDs, CDs, audio recordings and flash disks.*'

Generally, candidates who had good performance on this question managed to apply their knowledge of oral literature and its genres by providing clear explanations for the given items with concrete examples. Their scores ranged from 7 to 10 out of 10 marks. An extract that follows illustrates a candidate who wrote a good response to this question by giving the required explanations to the given description by providing correct examples. The candidate managed to show a good command of English through his/her responses and had enough knowledge and understanding on oral literature concepts.

d) Science and Technology has effect on Oral literature as the development on Science and technology facilitates on the written literature as many people can read and write thus the oral literature is to be presented in

e) Science and Technology has improved oral literature by helping it in storage system. Through science and technology oral literature can be stored in headphones, cassettes, film, video cassette and tape recorder rather than in head of people where it may lose some of its quality.

Extract 6.1 A sample of Correct Responses to Question 6

Subsequently, there were candidates who got average scores in this question. They managed to provide correct explanations on a few items but did not manage to explain and exemplify the rest of the items appropriately. Their scores ranged from 4 to 6 marks out of 10 marks. This performance was categorised as average. In Extract 6.2, a sample of a response for the candidate who responded to some items by briefly writing the correct answers for the items given in the question but he/she did not cite enough examples in the items' responses given.

6.	a) It is because oral literature started after a human being started by expressing his or her feelings compared to written literature which started after the invention of writings.	8
	b) Educating people in the society on different issues that are concerned in the society, issues like oppression, humiliation and traditions that emphasised using oral literature to be practised in our daily societies.	
	c) (i) Oral literature is presented in spoken form while written literature is presented in written form. (ii) In oral literature there is face to face contact between the audience and an artist while in written literature there is no face to face contact between a reader and author.	
	d) Science and technology has affected oral literature by undermining it through different ^{electronic} devices like television, radio, cassettes and telephones in which these all makes oral literature to be undermined and not used by people. And also through different media that have been established through the use of science and technology.	
	e) Science and technology has improved oral literature through storing it using CDs and DVDs, which always records and stores sounds of humans and it has improved it by spreading it through using CDs and DVDs which are easily cheap and used by people.	

Extract 6.2 A Sample of Responses from a Candidate with Average Performance on Question 6

On the other hand, the candidate who performed poorly in this question failed to provide correct explanations to the given items. Their scores ranged from 0 to 2 out of 10 marks which was categorised as poor performance. Some of the candidates who attempted this question ended up rewriting questions with short irrelevant answers without providing explanations as it was required in the question. The analysis reveals that the candidates lacked enough understanding on the terms and due to lack of good English comprehension they failed to provide the required response to the question. Extract 6.3 below shows a sample response of candidates who failed to provide correct explanations to the literary descriptions which were tested.

6. Put the correct answer for each of the following item a-c)	
a) How has science and technology improved oral literature	Literature uses a word
b) Why is oral literature said to be the oldest compared to written literature	
c) What is the most important function of oral African literature	Important function of oral African literature should be support people
d) Write two differences between oral literature and written literature	
1) Oral literature the res differences	
2) Written literature they know differences	
e) What is the effect of science and technology on oral literature	
1) Oral literature educate people	
2) Reduce people.	

Extract 6.3: A Sample of Incorrect Responses to Question 6

2.3 SECTION C: ESSAY TYPE QUESTIONS

This section comprised of four (4) essay type questions. Questions number 7, 8, 9 and 10. Each question carried 15 marks, making the total of 45 marks for the section. The candidates were obliged to attempt only three (3) questions from this section of which, questions 7 and 8 were compulsory. The questions attempted under this section were supposed to be supported by making reference to the recommended readings.

LIST OF READINGS

PLAYS

The Lion and the Jewel	- Soyinka, W.
The Trials of Brother Jero	-Soyinka, W.
The Dilemma of the Ghost	- Aidoo, A.A.
The Government Inspector	-Gogol, N.

NOVELS

A Walk in the Night and Other Stories	- Guma, A.
Houseboy	- Oyono, F.
The Old Man and the Medal	- Oyono, F.
The Concubine	-Amadi, E.

POETRY

Selected Poems – Tanzania Institute of Education
Growing Up with Poetry – Rubadiri, D.

2.3.1 Question 7: Plays

Question number 7 was on plays. It required the candidates to illustrate how playwrights use language devices to reveal different themes in plays. Specifically, the question reads:

Show how two playwrights have used language devices to reveal different themes in their respective societies.

This question was attempted by 109,471 candidates, which was equivalent to 100 per cent of the candidates. Out of whom, 12.40 per cent of the candidates scored 9.5 to 15 marks and their performance was good. Moreover, 45.12 per cent of the candidates scored 4.5 to 9.5 marks and

their performance was average, 42.48 per cent of the candidates scored 0 to 4 marks and their performance was weak. The general performance on the question was average because 57.52 per cent of the candidates scored 4 to 15 marks. The performance of the candidates on this question is illustrated in Figure 7.

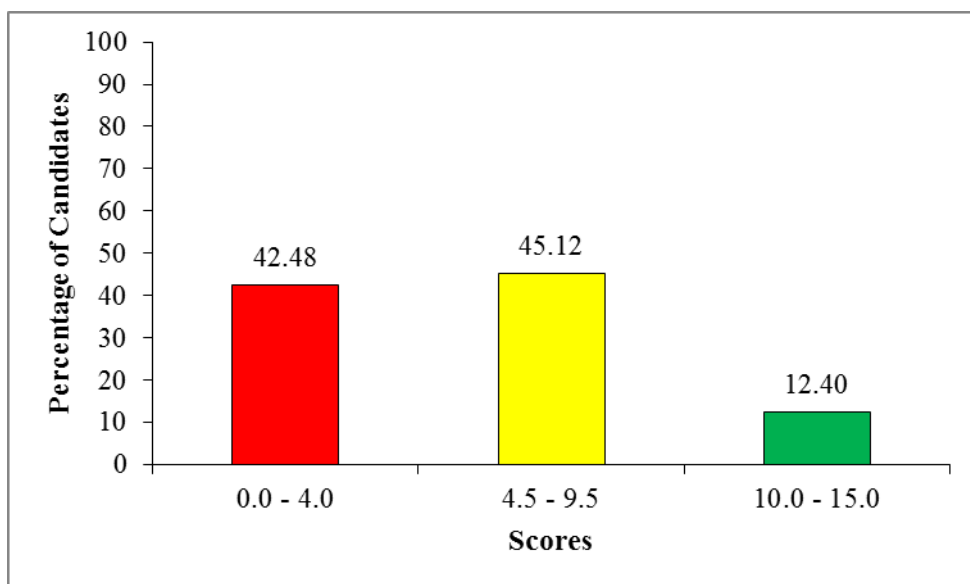


Figure 7: The performance of the Candidates on Question 7

The analysis of the candidates' responses indicates that candidates with good performance understood the question and demonstrated a good understanding of the plays they used as references. As a result, the candidates in this category managed to discuss how the playwrights of the plays they referred to have used language devices to reveal different themes in their societies.

In '*The Lion and the Jewel*' by Wole Soyinka, the candidates were capable of showing how metaphors were employed by the writer to reveal the themes. The candidates wrote that, the playwright has used metaphors which are expressions that show direct comparison between two different things without the words such as 'like' and 'as'. In this play, the playwright has used a metaphor through Baroka who points to Sadiku for not being faithful in keeping the secret of him losing his manhood. Baroka says, "*The sharpest tongue grows from that one, Sadiku my faithful lizard.*" Sadiku is compared directly with a faithful lizard to show how truthful she had been

from the beginning until when she comes to expose her husband's manhood loss secret. This metaphor conveys the theme of betrayal as Baroka learns that it is Sadiku who has disclosed to Sidi the secret that he had confided to her. In the play, Baroka tells Sadiku that he had told it to no one but Sadiku his eldest and faithful wife. Sadiku's revealing of this secret makes Baroka to be disappointed because he had never seen her exposing his secrets before. Having betrayed him, he refers Sadiku's words as the sharpest tongue. For that reason, a metaphor has been used to illustrate how things are.

Moreover, the candidates explained well hyperbole as it is the language device which literary writers employ when intending to exaggerate facts. It is used to make something or someone look more serious or important than the reality. In the play, hyperbole is employed through Lakunle who tries to express his feelings to Sidi. He says, "*Sidi, my heart burst into flowers with my love.*" Here the candidates exaggerate love feeling and likened with bursting flowers, so as to convey the theme of love.

Another device that the candidates elaborated is personification. They correctly define it first by writing as the act of giving human qualities to non-human beings or objects and they give an example of Lakunle who is quoted speaking to himself when he learns of Sidi's loss of virginity to Baroka, "*ooh heavens strike me dead*". Here the heaven is given the power to strike. This conveys the theme of disappointment as what has happened is beyond control.

Candidates also define euphemism which is the device where words are used to replace words that are considered unpleasant to people or offensive with the more acceptable ones. They show that in the play, euphemism is employed by the playwright as follows, "*Sadiku's unopened treasure-house demanded sacrifice and Okiki came with his rusted key.*" The unopened treasure-house is with reference to Sadiku's virginity while Okiki's rusted key refers to Okiki's old penis which fails to break Sadiku's virginity. Euphemism is used to convey the theme of oppression against women by old men who fail to satisfy biological needs of their wives. It is a harsh experience presented in a soft-pleasant way.

The candidates who scored good marks, they also used the play '*The dilemma of a Ghost*' by Ama Ata Aidoo. To show how literary devices have been used to reveal themes in the play. They wrote symbolism is a literary device which involves the use of an object or thing to stand for an idea or something else. On the other hand, a symbol in literature is something used to represent/stand for something else or an idea. It can be a word, person or an object. Referring to the play, Ato is quoted telling his wife Eulalie, "*poor sweetie pie.*" Sweetie pie is used to convey the theme of love of Ato to Eulalie. A ghost which is in dilemma is Ato's dream on whether to go to Elmina or Cape Coast is also a symbol. The *ghost* is a symbol of Ato's dilemma whether to follow the wishes of his wife or to follow the wishes of his people. This symbol conveys a theme of personal conflict/indecision/dilemma.

Another device extracted from this play by the candidates with good performance was allusion. They defined allusion as a device that involves making reference to a famous person or event in society so as to stress an idea. In the play, '*Dilemma of a Ghost*' the author has made use of biblical terms when Ato says the following to his wife; "*My darling we are going to create a paradise with or without children.*" This device is used to convey the theme of love where in love there is peace, joy and tranquility as is the case with the paradise that is believed to be full of joy and happiness. The playwright has alluded to this biblical concept to show emphasis on the love that Ato has to Eulalie. He makes a promise to her that they would live happily in their marriage even if they are not blessed with children.

The candidates were able to refer to apostrophe as the act of a character addressing an invisible person. The first woman addresses Eulalie as if she is with her, "*Ooh! Strange girl, whom I do not know, I weep for you, I know what is to start marriage with barrenness.*" The candidates show apostrophe is used to convey the theme of infertility.

Dramatic irony was also used by these candidates. They referred it as the opposite at the level of expectation. Esikom finances Ato's education hoping for future support. However, he fails to support his mother. This leads to Esikom's disappointment.

They also show the use of proverbs when Ato says to his wife; "*When in Rome do as Romans do.*" In this proverb, Ato means that if a person wants to live peacefully he/she has to cope with the people he/she is living with. This proverb is used to reveal the theme of cultural adoption.

In 'The Trials of Brother Jero' by Wole Soyinka, the candidates identified and explained dramatic irony as one of the device that reveals themes in this book. They wrote that dramatic irony is the opposite of what was expected. In the play the old prophet believes that Brother Jero is working for him but he finds that, Brother Jero is working for himself. Upon the realization of this, he becomes disappointed. This is used to convey the theme of betrayal and disappointment. The device presents the reality of how things are in relation to what was expected.

The candidates were able to write that sarcasm is a figure of speech that involves the use of bitter or hurting words for the purpose of showing disapproval of someone or a situation. In the use of sarcasm, what is said is contrary to what is meant with the aim of making the addressee feel that what he/she has done is inappropriate or wrong. In this play, sarcasm is observed when a fish trader speaks to Amope who had accused her of the fish that she was selling produced a bad smell. The fish trader says, "*Maybe it is you who haven't had a bath for weeks.*" This statement made by the fish trader is a reply that intended to hurt Amope and make her stop her quarrelsome and abusive nature. Sarcasm has been used to depict the theme of conflict which occurs between the two women, the fish trader and Amope. The writer also uses this expression to express the anger of the fish trader to Amope.

Moreover they explained that symbol has been used to refer to something that stands for something else for example a cross stands for Christianity, red colour stands for bloodshed. In the play, Chume tells his wife Amope, "*My cross has been lifted off my shoulders by Prophet.*" The cross is used to symbolize problems. It conveys the theme of disappointment. Chume is disappointed by his wife who nags at him every day.

The analysis reveals that there were candidates who scored high marks in this question. They scored from 9.5 to 15 marks range out of 15 marks. Hence, their performance was good. Candidates who scored high marks in

this question understood it well and they showed a good response to it. They introduced the question well considering the definition of key words that appeared in the question and the introduction of reference readings that supported their arguments in their essays. They discussed the language devices by stating clearly the themes which were conveyed through the devices. They managed to provide evident quotations from the plays which were recommended. Such candidates also ended up their essays with plausible conclusions which suited the tested competences in the question. Extract 7.1 provides a sample of a correct response from a candidate who scored high marks from this question.

7	<p>Playwrights are people who write plays and language devices are pieces of language used in a literary work. Playwrights use language devices to reveal different themes in their respective societies. This is clearly seen in the play "DILEMMA of A Ghost" written by "Christina Ama Ata Aidoo" and "TRIALS OF BROTHER JERO" which is written by "Kole Soyinka". Whereby in these plays these playwrights have been used so many language devices to reveal different themes in their respective societies.</p> <p>Starting with the play "Dilemma of a Ghost" written by "Christina Ama Ata Aidoo"</p> <p>The theme of effect of formal education is revealed through the use of euphemism in the play; Euphemism is a language device which we use to replace the offensive and taboo words in a literary work. In the play the Playwright says:</p> <p>"What is preventing you from giving your grand mother a great grand child before she leaves us"</p> <p>The word "she leaves us" is used instead of "she dies" and through this language device we get the theme of effect of formal education where we see Ato is using Family Planning as the result of formal education.</p> <p>The theme of clash of cultures is revealed through the use of metaphor in a play; Metaphor is a language device in which comparison of two different things is made without the use of conjunctions in a literary work. In the play metaphor is used when the Playwright says:</p>	
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7	<p>"Maami, Maami! Ato's morning sunshine has thrown away the snails that you gave them"</p> <p>Here Eulalie is referred as Ato's morning sunshine and the issue of throwing away the snails shows the clash between American culture and African culture. So, the clash between cultures is revealed through the use of metaphor.</p> <p>The theme of Illusion is revealed in the play through the use of Allusion; Allusion is a language device in which a playwright or any other artist makes reference to another work of art for clarification. In the play it is seen when Ato says:</p> <p>"My love, we are going to create a Paradise in Africa"</p> <p>The word "Paradise" is an allusion from the Bible, this shows the expectations which Eulalie and Ato were having before coming in Africa. Hence the theme of Illusion is revealed in the society through the use of Biblical Allusion.</p> <p>Putting aside the play "Dilemma of a Ghost" on the side of "Trials of Brother Jero" it is as follows:</p> <p>The theme of misuse of religion is revealed through the use of metaphor in the play; Metaphor is used in the play to show misuse of religion when Brother Jero says:</p> <p>"And I grew to love the trade"</p> <p>Here we see Prophet ministry is compared with trade and as the results we see how Brother Jero treats and uses his converts in which</p>
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7	<p>He exploits and Oppresses them as the result of misuse of religion. So, the theme of misuse of religion is revealed through the use of metaphor in the societies.</p> <p>The theme of Hypocrisy is revealed in the play through the use of Hyperbole; Hyperbole is the language device which exaggerates facts for comic or serious effect. This is seen in the play when Brother Jero talks to Chuno by saying:</p> <p>"I think I see Satan in your eyes, I see him entrenched..."</p> <p>As we know it is impossible to see Satan through the eyes so this shows how hypocrite Brother Jero was. Hence the theme of Hypocrisy in the society is revealed through the use of hyperbole in the play.</p> <p>The theme of classes in the society in the play is revealed by the use of Rhetorical Question; Rhetorical question are questions which does not need a reply. This is seen in the play when Chuno says to himself that;</p> <p>"A chief messenger, Am I to go to my grave a chief messenger?"</p> <p>Through these rhetorical question we see classes of people in the society because it is obvious there are people with good careers than chief messenger. So, the theme of classes in the society is revealed through the use of Rhetorical question.</p> <p>To sum up; Now we come into a thoughtful conclusion that Playwrights have used language devices to reveal different themes in</p>	
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7	their respective societies because playwrights of "Dilemma of a ghost" and "Trial of Brother Jero" have used them hence. language devices are used to reveal different themes in our respective societies in different literary works rather than plays. So, language devices should be used effectively to reveal different issues in the society.	
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Extract 7.1 A Sample of Correct Responses to Question 7

On the other hand, there were candidates who scored average marks in this question. Their scores ranged from 4.5 to 9.5 marks out of 15 marks. These candidates demonstrated their partial understanding obtained from the study of plays in explaining how important language devices are in the delivery of themes in literary works by writers but did not demonstrate the expected competences in their responses. Some candidates who attempted this question discussed a few language devices but did not show clearly the themes depicted through the devices. The analysis furthermore shows that there are candidates who mentioned some language devices but could not quote from the respective reference readings. The sample in Extract 7.2 shows candidate's response who mixed other literary terms which were not related with language devices such as 'use of point of view' and 'the use of food taboos'.

7. Language devices, refer to the devices that involves communication skills between two or more than one person. With reference to two plays that we read which are THE DILEMMA of A GHOST written by Ama Ata Aidoo and THE LION AND THE JEWEL playwrights have shown uses of language devices in different ways.

By starting with the play of THE DILEMMA of A GHOST, The following are the language devices that used to reveal different themes:

The use of Food taboos; This includes using food which are not accepted by the society of a particular region. In our play Eulalie is seen to throw away snails which are the food used by African people. Food taboos has been used to show African culture as the central idea.

The use of Symbolism; An act of using something to represent another has been portrayed when Eulalie uses Cigarette and bear to represent Western culture, for example Eulalie as the black ~~un~~united woman of United State of America (U.S.A) has lived with the total way of life of European people due to her life style.

The use of point of view; In our play, the first point of view is seen when Ato is dilemma to choose his African culture or Western culture that results to the person-interpersonal conflict, also when Ato is dilemma to marry either Eulalie or an African woman. Also in our society there are people speaking inner thoughts due to being dilemma.

By finishing with the play of THE LION AND THE JEWEL, playwrights have used

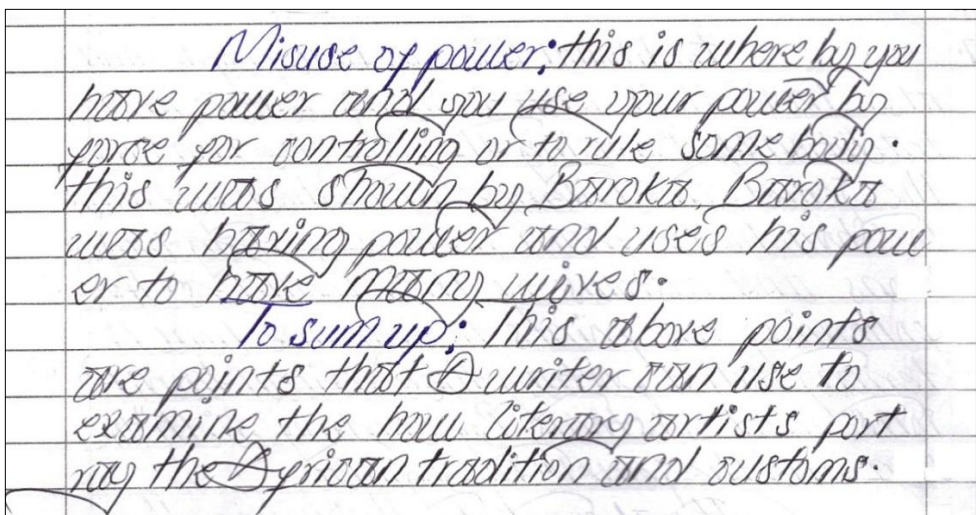
7	the following language devices to reveal different themes in their respective societies;	
	Personification, refers to the language device that involve giving human qualifications to inanimate objects in our play a writer has shown Chief Barloka when he says "The moon was said to be cry" that means the moon can not cry unfortunately he says to show conflict as the theme that occurred between Lakunkle and Chief Barloka. Also in our societies there are people having misunderstandings in communication skills due to different views	
	Symbolism; refers to the use of one thing to represent another. In our play we see the playwrighter titled the play "THE LION AND THE JEWEL", that means The Lion is the powerful leader and The Jewel is Sidi, hence he has used it to show Men's superiority as a theme. Even if in our societies there are Men discriminating women in land and other resources.	
	Imagery; refers to the language device that create a mental picture to the audiences. In our play Lakunkle is seen to build Modern areas that used for dancing and he wears "nice shoes" that create mental pictures psychologically to the readers. Even if our societies there are people practicing Western culture as the theme portrayed by the playwrighter when using later language device.	
	Therefore; Through using language devices playwrights are able to portray various Messages to the Contemporary Society as follows; Cooperation is a source of development, poor leadership should be treated badly, Unity and peace create favourable condition to the development.	

Extract 7.2 A Sample of Responses from a Candidate with Average Performance on Question 7

Furthermore, there were candidates who scored low marks in this question. The range of their scores was 0 to 4 marks out of 15 marks. In the analysis, this performance was categorised as poor. Candidates who attempted this

question failed to respond to the question correctly. They failed to provide correct language devices which playwrights use to deliver their intended ideas to the readers for example some of these candidates explained themes in different books instead of showing how those themes were revealed by the literary devices.

7.	<p>traditional this is how people and also have their own language culture and traditional. By using the play the lion and the jewel and Dilemma of a Ghost by Achebe to show how African writers portray traditions and customs of their localities. The following are points to examine how literary artist portray the African traditions and customs. By starting with "the lion and the jewel" by Soyinka</p> <p><u>Cultural conflict</u>: There were the African culture and the western culture the African culture was presented by Iakunle But Iakunle betrayed his culture because he wanted his culture to us the western culture so he want to bring sauce pan and use instead of using pots for his African culture.</p> <p><u>Iakunle irresponsibilities</u>: The writer use this point to portray the African culture and traditional customs where by this point was shown by Iakunle since he had left the student inside the class and he went to talk to Sidi</p> <p><u>Polygamy</u>: this is the traditional practice where by a man has more than two wives. this was shown by Iakunle Iakunle had many wives he was 32 yrs old but wanted to marry Sidi</p>
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Extract 7.3: A Sample of Incorrect Responses to Question 7

2.3.2 Question 8: Novels

In this question, candidates were required to choose two characters, one from each novel and show how the problems of mistreatment which they face in their society could be solved. In attempting this question, candidates were required to make reference to any two recommended novels to support their opinions/points.

The question was attempted by 109,471 candidates which was equivalent to 100 per cent of the candidates whereby 57.40 per cent scored 0 to 4 marks which was a weak performance. Furthermore, 34.44 per cent of the candidates got average performance by scoring 4.5 to 9.5 marks. However there were 8.16 per cent of the candidates who scored 10 to 15 marks which was good performance. The general performance of this question was average because 42.60 per cent scored 4.5 to 15 marks. The performance of the candidates on this question is illustrated in Figure 8.

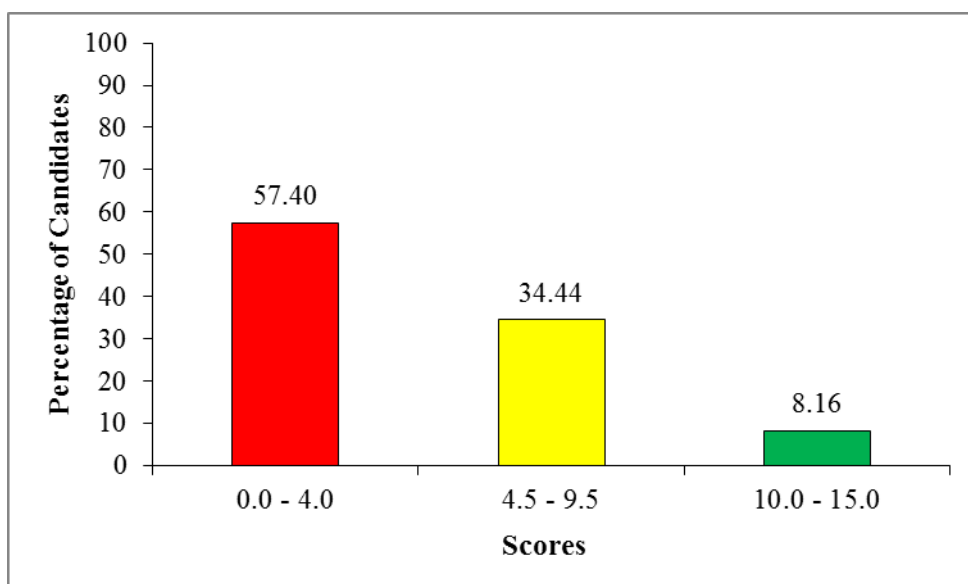


Figure 8: The Performance of the Candidates on Question Number 8

The analysis reveals that, there were candidates on the other hand who scored high marks in this question. Their scores ranged from 10 and 15. Their performance was categorised as good. These candidates managed to comprehend and respond correctly to the question. They showed the mistreatments which some people face in society and suggested the possible solutions to them.

These candidates defined the words ‘*character*’ and ‘*mistreatment*.’ Thereafter, introduced two readings (novels) they used in making reference in attempting the question. They defined, the term ‘character’ as a person or animal used by a writer to communicate his/her message to the audience and the term ‘mistreatment’ as the unfairness done to someone or treating a person in a cruel/unfair way.

In the main body, the candidates used the recommended novels to demonstrate how two characters from different novels are mistreated and thereafter suggested ways on how those mistreatments would be resolved in case they happen in his/her society.

In the novel ‘*The Old Man and the Medal*’ written by Ferdinand Oyono, the candidates depicted racial discrimination as one of mistreatments that faced the characters. They demonstrated through Meka who is oppressed and

humiliated by the whites. In this novel, racial discrimination is shown through the arrest and torture which he experiences from the whites when he is caught walking at night without an identity card. Meka being one of many Africans who were forced by the whites to carry IDs all the time is badly beaten by two constables who then lock him up in a prison cell. It is evident in this novel that, Meka is segregated and tortured simply because he is an African. Like Meka, many Africans were segregated by their colonisers based on the skin colour. Additionally, the European and African quarters were located in distant places to avoid the interaction between them. To avoid mistreatments such as these from happening in the contemporary societies, one may suggest that laws and policies be formulated to resolve it. In that way equality and fairness will be maintained in society.

The candidates explained that segregation is shown when Meka, the central focus of the award, is given a medal which is not the same as the medal given to the chief of the whites. He is segregated because of being black. Therefore, he does not deserve the same treatment as the whites. This is a serious mistreatment to Meka. To resolve such kind of mistreatment to low class members, it would be better to avoid trusting other people in unjustified relationships.

Moreover the candidates showed that exploitation is manifested through Meka who is forced to work with white men in religious related issues without any payment. He even gives his two sons and land. This is unfair to Meka and he becomes very disappointed and feels mistreated when his life standard has not improved. To resolve this, Africans had to seek advice from their fellow Africans instead of completely paying their trust to the white men. For example: Husbands like Meka could sometimes seek advice even from their wives.

In 'Houseboy' by Ferdinand Oyono, the candidates discussed the character who faces the mistreatment is Toundi. The candidates were able to explain the following:

Toundi's mistreatment of being exploited by Fr. Gilbert. In this novel, Toundi experiences exploitation when he works at Fr. Gilbert's house as a houseboy. Toundi is paid in kind; old clothes. Such kind of payment

demonstrates the exploitative nature of the whites over Africans. This act, apart from being exploitative is also a mistreatment to Africans who are looked down upon by the whites as commodities of little value. The only value Africans have is labour power so, to resolve this problem, it would have been suggested a fair payment to workers. This will help them to have commitment to work because at the end they will reap the fruits of their labour.

Toundi is segregated by the white men. This is shown in the novel when Toundi is having his own seat, different from whites who have special seats in the church. Toundi and other blacks do not share seats with the whites. This kind of mistreatment embarrasses Toundi to the extent of thinking that he is half of a human being. To resolve such mistreatment, one would suggest the abolition of classes among people in society. This will help to have a society that maintains equality and equity among the people. That could be achieved via struggle among the segregated.

Toundi is victimized by Madame Suzy. This is shown when Toundi who is being victimised by Madame Suzy who suspects him to have disclosed the secret about her love affair with the prison Director. Madame Suzy finds her way to make sure that her husband (Chief Commandant) beats up Toundi. Later on Toundi is suspected to have stolen the Agricultural engineer's money and gets arrested. He is beaten up by the police until one of his ribs gets broken. He suffers serious injuries and finally dies. This is a serious mistreatment to the innocent Toundi. In our society, there are people who experience the same kind of mistreatment. To resolve such mistreatment, governments should enact laws that protect the welfare and rights of people. In colonial society, the only way is to struggle for freedom.

Toundi is being beaten severely by his father for no serious reasons. This is shown through the main character, Toundi who is severely beaten by his father whenever he does something wrong. His father uses a lot of energy to punish him (beating and cursing). To escape from his father, Toundi runs to the white Missionary to seek refuge. This can also be experienced in our societies where some parents are very harsh to their children. To solve this problem of brutality, it would have been suggested that parents should find other means to rectify children rather than beating them. The government

should enact laws that are meant to protect children against violence and torture. For governments, it could also be suggested that they enact laws that protect children against violence.

In '*A Walk in the Night*' by Alex La Guma the candidates described the character who faces mistreatment is Michael Adonis. The discussion on the mistreatment he encounters and how they would have been resolved is made as follows:

Michael Adonis is oppressed and humiliated by white men. This is shown when Michael Adonis is dismissed from the job by his white foreman after leaving the office door for a short call. This is mistreatment because attending a call of nature is the right of every human being and it is out of control of an individual. This mistreatment indicates the highest form of unfair foremanship and exploitation exercised by employers against the employees. This is unfair to him because it is his right as an employee to take short breaks, attending calls of nature being inclusive. To resolve this mistreatment, one would suggest that the government takes control of private and public employees by formulating and implementing labour laws and policies that safeguard the employees in their working places to increase productivity.

Michael Adonis's mistreatment of being segregated by the white men. It is shown in the reading when Michael Adonis is not allowed to interact with the whites regardless the fact that he works for them. Adonis is segregated by the whites to the extent of not being allowed to look into the eyes of the white men. This is very unfair to Michael Adonis because it makes him feel inferior over the whites. Such forms of segregation at working places are not good as they create hostile relations between employees and employers and they are likely to lower workers' esteem leading to low productivity because it makes workers feel unneeded to the organization. To resolve this problem of segregation, it is suggested that active workers' unions be formed in working stations to synchronize working environments for employees. This would promote fairness in working stations and finally equality among members of the society will be achieved by demolishing all elements that promote segregation.

Michael Adonis is exploited by the whites. This is shown when Michael Adonis is forced to work for long hours a day to the extent that he is not allowed even to go to the toilet. Although he works for long hours his life does not change. He lives in a squatter house renting one room and later on after being jobless he joins the bandits in the streets. Exploitation is evidenced more when his survival at the institution is full of conditions in such a way that he is not allowed to interact with his boss. This is very unfair to Michael because he fails to demand and question on some of his rights from his employers. Too much bureaucracy and classes at an institution may cause workers to fail to express their concerns when they are being mistreated. As it is in the case of Adonis, it makes workers to experience fear and insecurity. To resolve this problem of exploitation, one would have suggested that labour laws and policies be formulated and implemented accordingly in order to ensure fair treatment of workers.

In '*The Concubine*' by Elechi Amadi the candidates portrayed how the author uses Ihuoma as the main character to show the theme of mistreatment. In the book it has been shown as follows:

Ihuoma is oppressed by Madume who threatens to beat her. This is shown when Madume is struggling to take Ihuoma's piece of land by force. What Madume does to Ihuoma is to humiliate her because he takes advantage of her widowhood to snatch her late husband's land. Madume looks down upon Ihuoma because she is a woman and she cannot challenge him. To solve this mistreatment, one would advise Ihuoma to report the matter to the authority so that fairness and justice could be granted. This would bring a lesson to other members of the society who humiliate women by denying them their rights. Such measures would also promote fair treatment of people in the society regardless of their gender, economic and social differences.

Mistreatment is shown through Ihuoma who is pressurized by her mother to get married out of her own will. This is shown in the novel when her mother pressurizes Ihuoma to get married to another man after her husband's death. This is unfair to Ihuoma because the question of whether to be married or not is a private affair. The pressure from her mother is a perpetuation of traditions which divest the rights of women. To get rid of such a problem, one would suggest that the government and non-

government organs that deal with human rights, especially women rights to intervene in such situation in order to help women who are denied their rights in the society. Girls/women like Ihuoma should stand strong and reject being forced to marry against their will.

Ihuoma is humiliated. This is shown through Madume who decides to compete with Ihuoma over a piece of land which belonged to her late husband. Surprisingly, Madume harasses and threatens to bit Ihuoma when he finds her on the piece of land harvesting plantains. This gives an implication that Madume disregards Ihuoma simply because she is a woman and therefore she does not have any voice in the society. Furthermore, Madume takes advantage of the death of Ihuoma's husband to grab her land. To solve such a problem, it would have been suggested to have strong campaigns on gender balance issues and rights of widows. The government has to formulate laws and policies that encourage women's participation in different programs in order to make their voice to be heard in public.

It is not good to mistreat people in the society because it makes them to be disappointed and their self-esteems getting harmed eventually.

A sample of the correct responses to this question is illustrated in Extract 8.1 below:

08.	<p>Characters are living things and non living things which take part in action of a story. Mistreatment is the act of not getting the deserved care and attention due to factors of poverty and classes. Different characters from the novels of THE OLD MAN AND THE MEDAL by Ferdinand Oyono and THE HOUSEBOY of Ferdinand Oyono were mistreated.</p> <p>By starting up with Meka from the novel of THE OLD MAN AND THE MEDAL, the following are some of the mistreatments he received and how they could be solved.</p> <p>Meka is mistreated by the whites during the Medal awardation ceremony. During the ceremony Meka is forced to wear whites clothes and shoes which he is not used to and was left to stand out in the sun for a long time waiting for the governor to come and pin a medal on his chest. The mistreatment was caused by racial segregation and the solution is that all people are equal regarding race and colour.</p> <p>Meka is mistreated by the Night Patrols Police. After the ceremony Meka is left inside the hall heavy drunk and asleep. He wakes up and finds that he has lost his medal. He tries to find his footsteps to home but the Night Patrol Police find him walking alone on the night and started beating him up without even giving him a chance to introduce himself. The solution of the mistreatment was Meka being respected by the Whites.</p> <p>Meka is mistreated by Van Gullet at Police Station. Meka is left to sleep behind the bars though he was awarded by the medal by the whites. Van Gullet comes and interrogates the case of Meka and after acknowledging him, he promises to Meka that he will be given another Medal. Meka is not happy with the</p>	
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08	he is treated and the solution is Meka to avoid close contact with hypocrite europeans.	
	By following up with Toundi from the novel of THE HOUSEBOY The following are the mistreatments he receives and their solution	
	Toundi is mistreated by his father. Toundi runs away from home after being mistreated by his father. His father had found Toundi with a disrespectful act of disobeying the wish of going to learn African virtues and Toundi likes to work to Fr Gilbert for sweets. He can or beats him to lesson him up and in turn Toundi runs away. The solution of the mistreatment was that only education could be given to Toundi.	
	Toundi is mistreated by Fr Vandamayer. After the death of Fr Gilbert by a motorbilce accident, Fr Vandamayer becomes in charge of the church. He mistreats the Africans because he has a negative value towards them. Toundi gets mistreated several times by Fr Vandamayer who decides to sell Toundi to the commandant. The solution is that racism should be stopped and oppressed at different rates. as everyone is equal.	
	Toundi is mistreated by the Commandant. After learning the secret between Madame Suzy and Prison Director Toundi keeps it on heart. The Commandant decides to send Toundi to Van Gullet where he was beaten to death after the Commadant learnt Toundi was after Madame Suzy which was a lie. The solution of the mistreatment is that we should be very careful when making up different decisions	
	Generally mistreatment is an act of violence and oppression and It should not be tolerated in our society thus different solution should be applied to go against the mistreatment.	

Extract 8.1 A Sample of Correct Responses to Question 8

There were also candidates who scored average marks in this question. Their scores ranged from 4.5 to 9.5 marks out of 15. They tried to explain the mistreatments which people face in the society and how they would be solved by using characters. However, they did not manage to exhaustively suggest appropriate solutions to the mistreatments they mentioned. Some of the candidates could also not introduce and conclude their essays credibly. Extract 8.2 is a sample response of candidates who got average scores in this question.

Q8. Characters are the people or anything that have been used by artist to present ideas in a work of art; the problem of mistreatment which character face can be solved by different ways as we exactly see that characters are been mistreated by their masters. This can be shown exactly in the per novel of THE OLD MAN AND THE MEDAL written by Ferdinand Oyono and the novel of A WALK IN THE NIGHT written by Alex la Guma, through the following

By starting with a novel of A WALK IN THE NIGHT written by Alex la Guma, I choose Michael Adonis through the following mistreatments.

He was fired from his job after dismissing on his place for only few minutes, this was a kind of mistreatment hence to go to the toilet is not a problem that a person can be fired from his work, and it can be solved by being aware of what their master wants and even to go to seek for permission, but it is not necessary. This can be solved by Michael Adonis to demand for his right since he have a rights to do what he want example to go to the toilet. So all of this mistreatment can be solved by demanding for his rights.

He was exploited by whites, that Michael Adonis was being exploited by his master, since she was not even allowed to go to the toilet but he was being paid.

Q8. a low wages which can not even satisfy his needs so he was exploited, and this can be solved by being aware of the exploitation which was done to him and hence discourage it even work to solve it, and awareness can be created through provision of Education to Michael Adonis hence the problem can be solved.

He was oppressed by whites, also this was the mistreatment which he faced that he was very discriminated by the whites and it can be solved by going against racial racism which was done to him, so if the practice of discriminating people according to colour is abolished it would be easy for the problem of being oppressed to be solved hence it can bring happy and unity among the people within the community.

By finishing with the novel of THE OLD MAN AND THE MEDAL written Ferdinand Oyono, the following are the mistreatment done, the character I choose is Meka, and are follows

He was oppressed by the whites, by being beaten as if they do not know him, in this novel we have seen Meka that he was beaten a lot after being found that he is outside during the night and he was caught by bullet and he was beaten a lot as all due to his ignorance, and it can be solved by creating awareness of the oppression which was done to Meka that they did all of that not because Meka used to spend and claims that whites are true friend and hence we could solve this problems.

He was exploited by whites by being given a medal which do not have any value that compared to the piece of land and his two sons he gave to the whites, so this all can be solved by

08.	being aware that of false false religion which make people gave their things to the church and being exploited claiming that it is being giving to the lord or God hence this can be resolved.	
	He was betrayed by the masters, that they promised him to be given a medal and instead he got that medal which has no value compared to his town and piece of land which he gave to the whites, and to his payment he was given a medal, not only that but also he was betrayed they why they beaten him and they were all hypocrite to make, so they were doing wrong deeds. this can be solved by creating awareness of the whites to make that they were not good people since they only used to exploit and hence betrayed him.	
	Generally, the problem of mistreatment should be abolished and discouraged since it leads to the more exploitation and hence poverty within a community	

Extract 8.2 A Sample of Responses from a Candidate with Average Performance on Question 8

Furthermore, there were candidates who scored low marks on this question. They got scores ranging from 0 to 4 marks out of 15, which was a poor performance for the question. Candidates who scored poorly in this category failed to understand the question and they ended up providing wrong points in their responses. They failed to provide well elaborated responses due to low subject content mastery and their inability to express themselves in written English. Extract 8.3 is a sample response that shows a candidate who used Kiswahili in giving explanations to points.

8.	<p>character is a human being, animal and other non living things objects in a literary work. Also all characters have characterization each.</p> <p>With reference to Oyono who writes The Old Man And the Medal. There is a character who is "Meka" and the following are the problems of mistreatment which they faced in the society are:-</p> <p>betray his culture - Meka betrays his culture and adopts another Western culture so this Western culture helps Meka to be a lazy man because these foreigners have hypocrisy. so this is not a good behaviour in our society because people who betray his/her culture is not a good person.</p> <p>Drunkard - this occurs in Meka when he is a drunkard man he is drunk with other alcohol. that is not a good behaviour also drunkard may affect your body. so this is not a good behaviour in our society - people should not use alcohol because it affects our bodies.</p> <p>he sacrifices his son in fighting. Also Meka is not a good person because aliwato watoto wake kwenge mapigano kwa sababu wa medali ambapo ilipotea kifo cha watoto wake. hii ni tabia mbaya sana ambayo haiwazi kuigwa na jamii. hivyo watu wasiige mtano wa Meka wawapo ndo watoto wao na kuwajali.</p> <p>With reference to Oyono in the book HOWEBOY. There is a character who is Madam Suzy and these are the problems of mistreatment which they faced in the society are:-</p> <p>she is a prostitution mother. Madam Suzy is a prostitute because of her concubine so that her husband travelled anamleta huyo mchopuko wake na anaoanza kutanya mambo yao mabaya huyu ni mwaliti sana kwa mume wake. so this is not a good behaviour in our society. People should have true love and not fake love.</p> <p>she is a great betrayal - Madam Suzy alikuwa mwaliti kwa mume wake kwa sababu alikuwa ni mabaya na alihangaika na wanoume wengine ambapo huyo ni mwenzi wa uongo alimpenda mume wake wakati akiwa nyumbani nasio akiwatiri. And this is not a good behaviour in our society. so people should have a good relationship with their husbands with love, peace, and joy.</p>
----	--

	she is humiliated person. - Madamsuzy alikuwa mtu asiyepona	
	kupatiliwa maisha yake na asiyepona kuambiwa ukweli yowote	
	yeye ndiye aliyasababisha kifo cha Tourdi kwa sababu Tourdi alikuwa	
	akimuambia lakini madam suzy alitihia kumfukuza kazi. so this is not	
	a good behaviour in our society people should not humiliate people in	
	the society.	
	Inconclusively the above following are the problems of mistreating	
	which they faced in their society could be solved in two novels	

Extract 8.3: A Sample of Incorrect Responses on question 8

The sample response in the Extract 8.3 shows that the candidates who scored low marks in this question lacked not only good knowledge of novels and the reflection of novels to the society but also lacked good mastery of English language hence they failed to present their understanding/views on the tested competences in this question. The candidate similarly failed to write a good introduction which was required in the question. The sample furthermore indicates that; the candidate's writing skills were low because in several paragraphs of his/her essay the candidate started with small letters contrary to writing rules.

2.3.3 Question 9: Plays

This question intended to test the candidates' competences in analysing plays by examining how literary artists portray African traditions and customs by giving a total of six (6) points from either of the plays, 'The Lion and Jewel' by Wole Soyinka and 'The Dilemma of a Ghost' by Ama Ata Aidoo.

African writers tend to portray traditions and customs of their localities. Using a play either 'The Lion and the Jewel' by Wole Soyinka or 'The Dilemma of a Ghost' by Ama Ata Aidoo. examine how literary artists portray the African traditions and customs. (Give six points).

The question was attempted by all 109,471 candidates which is equal to 100 per cent. Out of them, 12.97 percent of the candidates scored 9.5 to 15 marks which is good performance. Furthermore, 51.16. per cent of the candidate had average performance by scoring 4.5 to 9.5 marks. However, there were 35.87 per cent of the candidates who scored 0 to 4 marks and had weak performance. The general performance on this question was average because 64.13 per cent of the candidates scored 4.5 to 15 marks. Figure 9 presents the detailed performance of the candidates on question number 9.

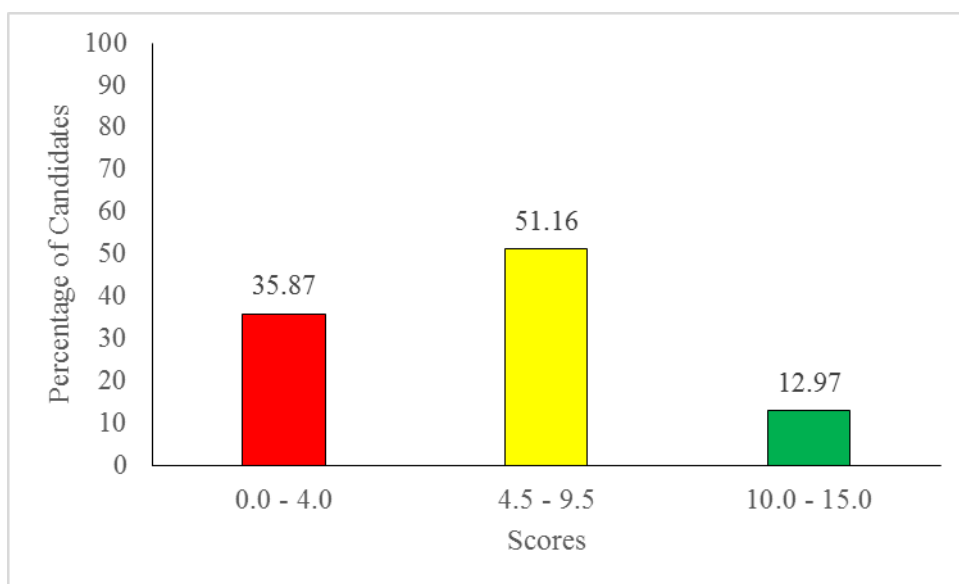


Figure 9: Performance of the Candidates on Question 9

There were candidates who scored high marks in this question. Their range of scores was from 10 to 15 marks out of 15 marks. Hence, their performance was good. Candidates who scored high marks were able to examine in details the traditions and customs which are practised in Africa. They started responding to the question by writing introductions, they discussed the traditions and customs and concluded well. They managed to show evidence from readings and established a good link with the reality in the society.

In the play, 'The Lion and the Jewel' by Soyinka the candidates with high scores depicted traditions and customs as follows: The author of this play has pointed out that paying bride price before marriage is something which is mostly valued in many African societies as illustrated in the play. In most

societies a person is allowed to marry a woman/lady after he has paid full bride price. Based on that, Sidi tells Lakunle that she could marry him at any time after he pays full bride price. This is shown when Sidi says: *'I have told you and say it again, I shall marry you today, next week or any day you name but my bride price must be first paid.'*

To justify its importance, bride price is not paid to girls who lose their virginity before marriage that is why Sidi tells Lakunle that she would never marry him without the bride price because people would say she was not a virgin as illustrated in the following statement. *'They say I was not a virgin that I was forced to sell my shame and marry you without a price.'*

This tradition is conducted to express appreciation to the parents of the bride for good guardianship. However some parents use it as a means of economic gains. Henceforth, if it should be maintained, society ought to observe the manner on how it is done and its consequences especially to the girls.

The tradition of locally preparing and drinking alcohol is one of the traditions shown in the play. This play shows that, the people of Ilujinle are of the belief that the parents who are used to drinking too much liquor they also drink on behalf of their children and the children of their children. This is illustrated in the play when Sidi speaks to Lakunle as follows:

'We know but your father drank so much, he must have drunk your share, and that of his great grandsons.'

Even in other parts of Africa, people especially elders prefer sitting in groups while drinking. This tradition gives opportunity to elders and members of the society to have a space to share some issues that prevail in their localities.

It is the tradition that, married women are not allowed to sit together with their husbands on the same table. It is a tradition in many African families that women and men eat separately. Usually, women sit on the floor and eat the remains of food from their husbands' plates. In this play, Wole Soyinka uses Lakunle who is determined to liberate the people of Ilujinle, especially women to point at this tradition. Lakunle tells Sidi that after their wedding they would sit together at the table and eat together. Lakunle says:

'When we are wed, you shall not walk or sit tethered, as it were... together we shall sit at table- not on the floor-and eat.'

This tradition indicates that in different contexts be it social, political or economic men are at the top and women are next to them, therefore women are weak and their autonomy is controlled by men. Some societies that practise this tradition believe that, it was the way to discipline the women. This has consequently turned out to deprive the rights of women and abuse them like it is in Sadiku's case with Baroka.

The senior wives have power to bless new wives when their husbands marry them. There are societies where a man's decision to marry a second wife is unquestioned by senior wives. Sadiku blesses Sidi with her worldly goods when she decides to be married to Baroka. This is shown in the following quote:

'I invoke the fertile gods. They will stay with you. May the time come soon when you shall be as round bellied as a full moon in a low sky.'

After receiving the blessings, Sidi replies in the following words:

'Now bless my worldly goods... come sing to me of seeds of children, sired of the lion stock.'

This scenario does *not* only exist in Ilujinle but also in some other parts of Africa where polygamy and clan hoods are dominant. It is a sign that women should be humble and submissive in society. Furthermore, it is a sign of obedience to the traditions and customs of the area in question. So, what Sadiku does to Sidi is to condone the traditions of the people of Ilujinle.

Polygamy is a situation where a man marries more than one wife. When such situation happens, the new wives always get the privilege of becoming favorites of their husbands. In this play, Sadiku tells Sidi that she would be the sweetest princess if she becomes Baroka's jewel (Last wife). This is seen when Sadiku says:

'Well, will you be Baroka's own jewel? Will you be his sweetest princess, soothing him on weary nights? What answer shall I give my lord.'

This incident is perceived as devaluation of women and regarding them as cheap commodities that any man can access. Sadiku's value to Chief Baroka has dropped compared to that of Sidi. This suggests that, when a

man marries a woman and it happens that he is tied of her, he dumps her like rubbish and gets another one. In this situation, women are regarded as instruments for sexual pleasure by men.

The tradition of an elder wife helping her husband to get another wife is common in some African societies especially those which practice polygamy whereby a husband can send an eldest wife to seduce a woman/lady to become a wife of her husband. Baroka asks Sadiku his elder wife to go and talk to Sidi so that she accepts to marry him. In such traditions, a woman is under control of a man and decisions in the family are done by men. Similarly, the decision about how many wives a man should marry is made by a man. This tradition has deprived the rights of a woman and lowered her dignity like it is in Sidi's case to Baroka.

There are places in Africa where men get married to the wives of their late brothers. This is known as the tradition of wife inheritance. When a certain brother or relative dies and leaves a wife (a widow), any young brother/relative in the family is obliged to marry her. Societies that practise this tradition believe that, once a lady/woman is married in a certain family and the bride price is settled she could never marry any other man from another family. It is done so to streamline the generation/clan. Baroka in this play marries Sadiku after his father's death, the great Okiki.

In 'Dilemma of the Ghost' by Christina Ama Ata Aidoo, the candidates portrayed the traditions and customs portrayed by the playwright as shown below:

Several African societies are built up on the foundation of togetherness, brotherhood and neighbourhood; and it is from this perspective that many literary writers put their focus when writing about Africa. The author reflects it by using Ato's society where Ato's relatives come to greet him and his wife (Eulalie) when he takes her to the village. The relatives show their love to the couple by bringing them gifts of different kinds. In the play, Petu, one of Ato's uncles say:

'I am going now. When your wife wakes up, tell her I give her welcome. I have brought some cocoyam from the farm and I will be sending her some by and by.'

Ato's mother, after hearing that Ato and his wife are back to the village, she brought some food for them as she tells Ato,

They told us when we arrived from the farm that you and your wife have come to spend today and tomorrow with us. So, I thought I would bring you one or two things for I hear food is almost unbuyable in the city these days.

Like it is the case in many African families and tribes, the feeling of love and cooperation strengthens unity and peace in the family and society. This tradition ought to be maintained to bring about social tranquility and progress.

The belief that the dead are connected to the living is manifested through Nana who wishes she had died before her grandson, Ato after he had married a foreign woman. Nana believes that the ancestors will blame her for allowing Ato's marriage which does not observe the norms of the tribe. This is observed when Ato's grandmother, Nana, says the following,

'My spirit mother ought to have come for me earlier. Now what shall I tell them who are gone. The daughter of slaves who comes from the white man's land. Someone should advise me how to tell my story. My children, I am dreading my arrival there, where they will ask me news of home..... that one of their stocks has gone away and brought to their sacred precincts the way farer.

Nana's intuition is a form of customs that intend to spread the acts of superstition which many elderly men and women practise in the society. Such beliefs propagate social stagnation and rigidity.

It is also depicted in the play that marriage is not a personal issue. In some societies in Africa, parents choose spouses for their children. It is not allowed for a son or daughter to marry without involving parents. In the play, speculations from neighbours (the first and second woman) show that Ato's mother has also seen a family to ask the family's for daughter's hand in marriage to Ato. She even sells a goat to prepare the bride price that she would pay when Ato is ready to marry. The second woman says:

'I do not know my sister. But I heard them say that his mother had gone to knock the door of Yaw Mensa to ask for the hand of his daughter for him.'

This tradition has persisted in many parts of Africa to the extent that some parents betroth their daughters and sons for economic, spiritual or tribal motives.

The belief in spirits and supernatural powers in some societies and tribes in Africa is manifested through the belief that their lives are under the control and protection of some natural powers which they refer to as their *gods*. Whenever anything bad happens to them or any of their members, they talk to them and conduct some rituals to ask for help from their gods. In this play, the belief is portrayed through Ato's kinsmen who believe that there are enemy spirits which make Eulalie not to conceive. The elders bring traditional medicines to wash Eulalie's stomach and ask the ancestors/gods to bring Ato and Eulalie a child. This happens because in some traditions, including Ato's it is believed that once a couple gets married, they must get children as quickly as possible.

The tradition of bride price payment is highly practised in many parts of Africa. In the play, Ama Ata Aidoo uses Ato's mother to portray it. She sells her sheep for the sake of her son's bride price when he gets ready for marriage. In Africa, bride price ought to be paid by the bridegroom's parents to the bride's family before marriage. It is believed in some societies that, men who don't pay bride price before marriage don't get respected by the bride's family members. In some societies this tradition is considered an honour and appreciation to the bride's parents but some parents cross the line and use it as the means of accumulating wealth; to get it, they push their daughters into early marriage.

The writer shows that Ato's relatives do not believe that there are people in the world who do not belong to any tribe. This is shown when Ato tells them that his wife does not belong to any tribe. This shows how they (Nana and Esikom) are tribalists because the question of marriage has nothing to do with one's tribe this is rather the perpetuation of tribalism and social division. The tradition of tribal marriages is common in many African societies where some parents and guardians force their sons and daughters to marry partners from their tribes sometimes at a very young age. In highly

traditional societies, proposals for marriage are done by the parents on behalf of their children hence these marriages do not last longer.

Extract 9.1 is a sample response of a candidate who responded well to this question.

9.	<p>African traditions and customs; These are the everyday practices/totality of way of life and behaviours which are practiced mostly by the indigenous/individuals from African continent there are different Traditions and customs which are present in Africa and which make Africa to be the same in terms of culture and environment I am going to show how African customs and Traditions are portrayed by the artists from two plays LION AND JEWEL of SOYINKA and that of DIALEMA OF THE GHOST of AMA ATA AIDOO to reveal the truth of African customs and Traditions</p> <p>I am going to start with that play of DIALEMA OF THE GHOST of WOLE SOYINKA to show how artists have portrayed African customs and Traditions as follows</p> <p>Traditional foods; Tradition foods there are the food which are traditionally taken by the indigenous In this book we see the most traditional food which was taken by the indigenous of African continent which was snails at that society this traditional food it seems also to bring conflicts between Ato and his</p>
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9. black white fo wife because she was refusing for ~~the~~ her to take such food the factor which made them to en-fer into mis understandings so Traditional foods it is also among our traditions and customs This is proved when the black wife of ato (Sulalre) was in conflict with his husband (Ato)

"Dear did you see even a single snail at New York"

Traditional foods and also eating etiquette are also the Traditions and customs which are practised in african continent so the indigeneous should follow and eat traditional food in order to strengthen their Tradition and customs

Superstition; Superstition this are the bad beliefs / Ideologies toward a certain fact In this book we see how most of the african societies especially Ato's society were believing in superstitions and they were believing that a woman if she doesnot conceive then she is supposed to be washed by some traditional medicines This is proved when Ato asked his uncle that

"Uncle did you say you are going to wash my wifes womb with medicine"

In our societies especially africans we are supposed to stop believing on poor believes because although it seems that they help but they are supposed to be a belished because they are wasting our resources and Time

Early child bethroath: child bethroath this involve the paying of bride price to a woman / child while still young and imature In this book we see how Ato's mother and father payed a bride price for a girl / wh

9. he was still young and immature this is also practised in most of the African countries this child betrothal is proved when Ato's mother told Ato that

"I thought it has good market so I sold it to give money to Ato's father to add and go to pay for bride price"

In Most of african societies, this it is as a custom and tradition that bride price should be applied at early childhood stage so african societies are supposed to abolish and distinguish this bride price because it is against human rights

By concluding with the book of LION AND JEWEL written by WOLE SOYINKA I am going to validate and show how the artist have portrayed African customs and Traditions

Polygamy; polygamy is the act of having more than one wife at the moment In this book we see how chief baroka (Lion) was having many wives while his age was 62 years so it is proved that when he slept with a girl/woman becomes his wife he has adultery and also he is finding sidi this is proved when the author says

"when he slept with any girl she then becomes his wife"

Our societies nowadays also practice this polygamy and also it should be abolished because it causes a lot of misinterpretations and conflicts among yourself and even among the wives

Paying Bride price; Bride price; is the money that is regarded as a gift to the parents of the girl whom is to be married In this book it is proved that because we see how sidi (the jewel) was in mourning

9.	standings with the primary school teacher (Lankyle) that their customs and traditions don't allow her to be married without bride price while Lankyle knows that paying bride price is like selling a her in the market this is proved when Lankyle said "paying bride price is like selling a her in the market."	
	paying bride price is against human rights so it should be abolished meaning that it should be destroyed because it led to many problems such as wife beating, unplanned pregnancies and also humiliation among couples.	
	Widow inheritance; widow inheritance is the act/process of inheriting widows from the same clan/ neighbour/ society. This also in this book is proved because we see how chief Bakoka (62 years) inherited his mother who was a widow after the death of his father chief Okiki. This is proved when the author says "After the death of chief Okiki Bakoka inherited his mother and..."	
	This widow inheritance despite being tradition and is from African societies but it should be abolished because most of the societies which have inherited widows suffer from several problems such as spread of diseases.	
	Generally; Most of African customs and traditions or culture are both positive or negative so societies nowadays should select only positive attributes such as cooperations, unity and farming and they should neglect the bad/ negative attributes such as widow inheritance, polygamy, superstitions and paying bride price because they are not cause of several problems.	

Extract 9.1 A Sample of Correct Responses on Question 9

There are also candidates who scored average marks. Their scores ranged from 4.5 to 9.5 marks out of 15 marks. Their performance was categorised as average. The candidates who got average performance on this question managed to discuss some traditions which are shown by the playwrights in the plays but could not exhaustively discuss with credible examples by

showing how such traditions and customs operate in society. Extract 9.2 shows the sample of a candidate with average performance.

9.	<p>African traditions and customs, this are practices that are done by Africans in evolution of time without fit leaving them behind. By using a play "THE DILEMMA OF A GHOST" by Aido the following are African traditions and customs that literary artists has port portray</p> <p>payment of Bride price, this is the money and things that a man provide to the family that he wants to marry. From the play, Ato was already wooed a wife in fact Bride price was already p paid by his mother Esikom. This is traditional practice where every African man must give or provide Bride price to the family he wants to marry.</p> <p>Having superstitious belief. This is a belief that can not be scientifically been proved or explained. From the play, Eulalie was not conceived pregnancy where Ato's family thought their is a problem to Eulalie over womb and wanted to purify it. They lack education of family planning that cause them to have superstitious beliefs.</p> <p>Eating Local foods example frogs. From the play, Esikom provided local food to Eulalie which is frog that caused Eulalie to throw them away. This is traditional and customs of Africans to eat local food where Eulalie way not able to since she is an Afro American woman.</p>
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9.	wife beating. This is a practice where by husbands beat their wives when they mistreat them or portrayed improper behaviour. From the play, Ato slapped his wife Eulalie since she abused Ato's family. This is African traditions and customs since alot of cases are heard that women are been beaten by their husband.
	Married woman must bear children. From the play, Ato's family and members of his society were suprised to see Eulalie failure to conceive and bear a child. Therefore they wanted to purify Eulalie womb while Ato and Eulalie de agreed to use appropriate family planning methods.
	Practicing Polygamy in African families. Polygamy is a situation of a man to have more than one wife. From the play it is shown that Ato's uncle has more than one wife that is polygamy. Many of African families have traditions and customs of a man to have more than one wife.
	Therefore, In order to eradicate negative African traditions and customs such as polygamy and wife beating, provision of education is necessary as this traditions and customs leads to backward of African development.

Extract 9.2 A Sample of Responses from a Candidate with Average Performance on Question 9

Furthermore, there were candidates who scored low marks on this question. Their scores ranged from 0 to 4 marks out of 15 marks, which was categorised as poor performance. The candidates whose scores ranged in this category failed to examine as expected the traditions and customs that

exist in their localities. Some of the candidates only mentioned the traditions but did not provide relevant explanations about them and how they are practised in society. Some of the candidates stated other things which are not related to traditions or customs due to their failure to understand what traditions or customs are. A sample of the incorrect response to this question shows that the candidate did not understand the question and he/she had no idea of African traditions and customs even those which are from his/her area. Extract 9 shows the sample of a candidate with incorrect performance.

9.	message This is a personal function or literary but short a story that to novel or play literature is a work of art which transformed spoken or written form
	The following are the message of of Noy
	lay are the lion and the jewel outler
	a Songinka, W.
	Education is a good in a society

9	<p>education that is important but the society because education is important to structure of people in a life to human from the society or that problem in a Tanzania or poverty in a society in Africa.</p> <p>Love is good in society because love is important to Africa but love in which in a Tanzania or Africa is important but the society because love in situation in human and government in which economic development.</p> <p>Ignorance sometime is not good but the ignorant is the structure to human and distraction to the education in ignorance but the structure in the society by which to</p> <p>Ignorance sometime is not good, in the society by which to ignorance in a poverty because ignorance in short development to the society by which in a human and communication or language in a development in the society.</p> <p>Traditional but sometime is not good and sometime is good because in a traditional to human from information to structure but information in which to people because human and Africa in situation in ignorance and development to literacy at home or school expectation novel novel or play in short story in which to human and communication.</p>
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Extract 9.3 A Sample of Incorrect Responses on Question 9

2.3.4 Question 10: Poetry

This question tested the candidates' ability to apply the knowledge gained from poetry by selecting different themes from two poems and showing their relevance to contemporary Tanzanian societies. The candidate was required to provide three points for each poem.

This question was attempted by 109,471 candidates which was equal to 100 per cent of the candidates. A total of 40.05 per cent of the candidates scored 10 to 15 marks and their performance was good. Moreover 46.38 of the candidates scored 4.5 to 9.5 marks which termed as average, 13.57 per cent scored marks from 0 to 4 and their performance was low. The general performance on the question was good because 86.43 per cent of the candidates scored 4.5 to 15 marks. The performance of the candidates on this question is illustrated in figure 10.

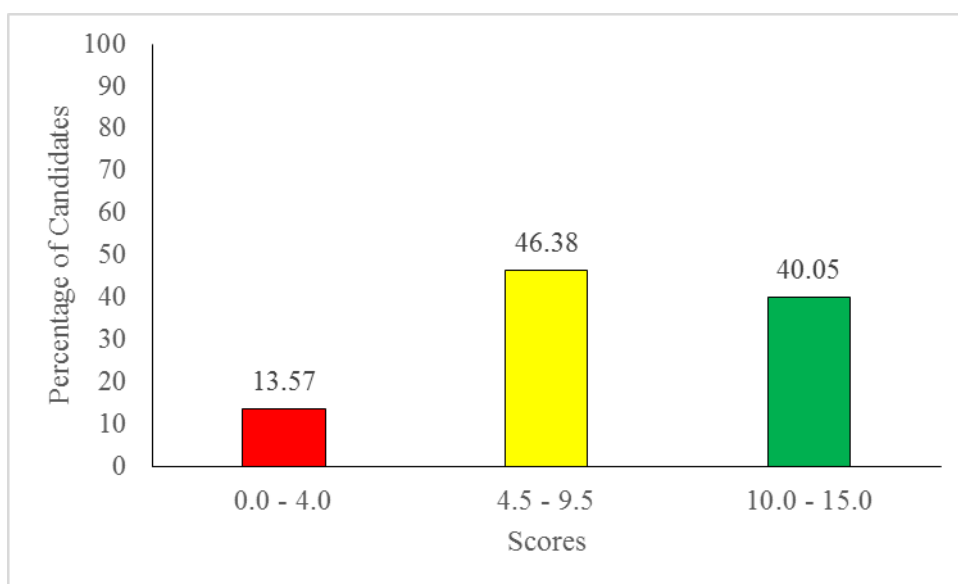


Figure 10: The Performance of the Candidates on Question 10

The analysis reveals that there were candidates who scored high marks in this question. Their scores ranged from 10 to 15 marks out of 15 marks. And this performance was categorized as good. Such candidates demonstrated the required competences and knowledge on the section of poetry. The items response analysis shows that these candidates understood well the question and they provided good responses by writing good introductions, contented main bodies and comprehensive conclusions. They

had good knowledge of poetry and understanding of the happenings in their societies. They also had good command of the English language which enabled them to attempt the question correctly.

These candidates responded to the question by making reference to the poem, “The Song of the Patch and the overcoat” by Bertolt Brecht.

In the poem exploitation is portrayed as the persona is surprised by the representatives’ report from the boss. It is very little compared to their problems. The whole factory but it seems there are few people who enjoy the National cake. People like the persona are given leftovers (1st stanza).

In the contemporary society the issue of exploitation happens at different levels; workers with their bosses, government representatives with voters and many others.

In the poem the candidates described poverty as follows; the persona complains that they are freezing because their overcoat is ragged; which means they lack clothes. In the second stanza, the persona talks about hunger and starvation, lack of food and clothing that are sign of poverty. In our societies, poverty is a big challenge from the individual level to the national level.

Protest in the poem is shown through two conflicting classes; the exploiters and the exploited. The exploited decide to start a protest after seeing that there is persistent exploitation. In the third stanza, the persona says:

*‘We need more than patches
We need the whole overcoat too
We need much more than the breadcrumb
We need the loaf itself
We need much more than a job
We need the whole factory....’*

In our society, people protest against the abuse of human rights. There are those who are conscious of the evils done by those who have been trusted with leadership positions. Hence, they come out and protest against such wrongs so as to build a just society that cares for and respects the dignity of every person.

In the poem, hypocrisy has been shown by two groups of people. There is a group of leaders and the group of people who belong to the lower class like the persona. Leaders are hypocrites because they try to show concern to people's problems by running to the bosses. When they come back, they give little of what they get for their people, instead of distributing it equally. This means they are selfish and hypocrites since they preach what they do not practise. The poem in one of the stanzas reads:

*'You must be helped in every possible manner
And full of zeal, you run off to the bosses
While we who freeze are waiting
And you come back and triumph
Show us a little patch'*

Such leaders are also found in our societies. There are still a few of them who pretend to care for the people they lead while loading their stomachs with delicious cakes through the sweat of the poor majority.

The candidates who scored high marks also used the poem, "*A Freedom Song*" by Marjorie Macgoye to portray the themes as follows:

In the poem, the persona reveals the issue of *exploitation* done to girls who live with their relatives. One of the good examples of these girls is Atieno who does all the domestic chores but is paid nothing by her uncle just because she is his sisters' daughter. This is evident in the stanza that reads:

*'Since she is my sister's child
Atieno needs no pay'*

In comparison, there are many children today, in different societies especially in big cities who are employed as house maids and house boys in homes. Hence their rights as children are being abused. Atieno is used in the poem to represent these children. The poet raises the voice for people like these innocent children who cannot speak for themselves.

The theme of hypocrisy is also evident in the poem; the poetess portrays hypocrisy among some political activists who contribute a lot of money for the progress of their parties and the societies while their own relatives suffer in abject poverty. The poem reveals:

*'...pay the party union fee
All for progress: Aren't you grateful
Atieno yo'*

Based on this quotation, Atieno's uncle shows hypocrisy even during Atieno's funeral when he buys a lot of meat and sugar to feed the people who attended the funeral. He pretends to be responsible while he is not. His intention is to show people that he cares for her while he never cared for her. The poor girl has been suffering in his household. The poem reads as follows to demonstrate this state of affairs.

*'...meat and sugar more than all
She ate in such a narrow life
Were lavished on her funeral'*

Protest is also manifested in this poem too, Atieno protests passively against her uncle who mistreats her. When she wants to be sent to school and be given clothes and shoes like other children.

*'...since she minds them, like a school girl
Wants their dresses, shoes and beads...'*

This quotation shows that Atieno is not satisfied with the way she is treated and hence she protests. She expresses that dissatisfaction. Similarly, from the poem 'Eat More' by Joe Corrie, different themes are depicted and explained by the candidates as follows:

Hypocrisy in the poem is also explained by the candidates. The persona reveals that the government has people full of hypocrisy because the slogan which they are proposing for people to follow does not match with the real life situation of ordinary citizens, the poem reads as follows:

*'Eat more fruits: the slogan say
More fish, more beef, more bread!
But I'm on unemployment more pay
My third year now and wed'*

From this verse, it is evident that the upper class is hypocritical because it introduces slogans without considering the economic status of the people. This makes the persona to be angry and disappointed. This entails that

leaders must come up with slogans that suit the needs and conditions of the people.

The theme of exploitation is also shown in the poem. The persona reveals unequal distribution of resources in his/her society. According to him/her there are people in society who can afford to eat balanced diets while others including himself cannot. This gives the implication that, those who belong to the upper class exploit those in the lower class. The rich tell the exploited and unemployed to eat more fish, meat and bread. So, it is obvious that the exploitative and selfish nature of the upper class people has impoverished the masses in which the persona is also a member; that is why he angrily complains. He says:

*'The only one that would suit me
Eat more Bloody Grass!'*

Poverty is shown in the poem through the proposal that people should eat fish, meat and bread. Unfortunately, people like the persona cannot afford to buy such foodstuffs because they are poor and some of them are unemployed. This is common among most of the leaders in Africa preach things that their citizens cannot afford to buy for their household use. The stanza reads as follows:

*'eat more fruit, the slogan says...
And so I wonder when I'll see
The slogan when I pass
The only one that would suit me
Eat more Bloody Grass!'*

Also, in the society, there are people who experience the challenges which the persona in this poem is complaining about. There are those who are stricken by extreme poverty to the extent that they cannot afford to get food while others face the challenge of joblessness. The poet shows that poor planning and inefficiency of those in power (policy makers) has made the majority to live a poor life. In the poem it is also shown that the persona raises the voice of the unemployed and condemns improper planning of leaders.

Protest is shown in the poem as the persona protests against the slogan which is introduced and suggests his own slogan “*Eat more bloody grass*” because he/she cannot afford expensive food like the well-off families (rich people) do.

Having exhausted the content, candidates were required to provide concluding remarks regarding the contribution they made in the main body. This was done by candidates showing their stand point on the proposition given in the question. For instance, in this question, the suggested conclusion was as follows:

Poems do not only address similar issues that are happening in our societies but also raise awareness to people on the happenings in the society.

Extract 10.1 below shows a sample response of a candidate who scored high marks in this question.

	SECTION C;	
10.	<p>Themes refers to central ideas / social realities that are obtained from a literary work. Relevance refers to how the themes discussed in a literary work relate to the contemporary societies. Various poems have portrayed several themes which show relevance to the current Tanzanian society.</p> <p>Using the poems of A FREEDOM SONG by Marjorie Ndagoye and BUILDING THE NATION by Henry Barlow, I portray various themes with their relevance to Tanzanian society. Referring to the poem of A FREEDOM SONG, the following are the themes and their relevance to Tanzanian society:-</p> <p>The issue of child labour:- Child labour is a situation in which children are employed to work as official workers in a certain activity. In the poem, Atieno is revealed to be a victim of child labour when the persona says,</p> <p style="padding-left: 40px;">--- "Atieno washes dishes, Atieno plucks the chicken, Atieno gets up early." ---</p> <p>Hence, Child labour is, also, relevant to our Tanzanian society since several children are employed to work as housemaids in different homes just like Atieno.</p> <p>The issue of exploitation:- Exploitation refers to the act of using something or somebody for own benefits. In the poem Atieno is exploited by not being paid by the employer as the persona, says,</p> <p style="padding-left: 40px;">"Since she is my sister's child, Atieno needs no pay, While she works, my wife can rest." ---</p> <p>Hence, Exploitation is relevant to Tanzanian societies because various children or people who are employed are not paid properly or any other form of exploitation such as overworking.</p>	

10. The issue of early pregnancy:- Early pregnancy refers to pregnancy before adulthood. In the poem, Atieno is a victim of this because she received poor moral care and guidance and she lastly ended in early pregnancy as the persona says,

--- "Now Atieno's had a baby,
So we know she is bad," ---

Hence, the theme ~~relates~~ to relates to Tanzanian societies in a way that some children face early pregnancies due to poor moral care and guidance.

Referring to the poem of BUILDING THE NATION, the following are the Themes and their relevances to Tanzanian society:-

The issue of misuse of power:- In the poem, it is revealed by the persona who portrays a government leader using his power to exploit and control others and also, instead of doing governmental task the leader goes to recreation as the persona says,

--- "Today I did my share,
In building the nation,
I drove the PS,
To an important urgent function,
In fact to a Luncheon vic." ---

Hence, the theme of misuse of power is relevant to Tanzania as we see some leaders use their power for personal gain and to exploit others.

The issue of hypocrisy:- Hypocrisy refers to doing or saying something you know that is not true to a persona. It is revealed by the PS in the poem when the persona says,

--- "What did you have for lunch today?
Nothing I said,
Mwananchi!, I too had none" ---

Hence, Hypocrisy is relevant to the Tanzanian society since, some people and leaders are hypocritical to what they do and hypocrisy leads to conflicts.

10:	The Issue of poverty:- This is revealed by the driver of the PS who did not have lunch due to poverty and hypocrisy and misuse of power of the PS on the persons says, --- "What did you have for lunch today? Nothing I said?" --- Hence, poverty relates to the Tanzanian society because some people also fail to afford basic needs such as food due to poverty. In generally, the poems help to portray several relevant themes to our societies which help to educate the society on the relevant issues and thus, building up a new society with new ways of life.	
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Extract 10.1: A Sample of Correct Responses on Question 10

The Extract above shows that the candidate managed to select different themes from two poems and illustrated their relevance to the society by giving correct quotations from recommended poems.

In this question, there were also candidates who scored average marks. Their performance ranged from 4.5 to 9.5 marks out of 15 marks. The response analysis on this question shows that, candidates who got average scores in this question provided responses with moderate introductions and explanations of the themes which were depicted in the poems. They also tried to support the themes they mentioned with quotations from recommended poems. A sample in Extract 10.2 shows a response of a candidate who wrote a fairly good introduction. He/she provided a poor definition of the term *poem* and wrote the titles of poems referred in small letters without quotes.

10. select diff themes from two poems and show their relevance to contemporary Tanzania. society Give three points for each poem

poem; is the an art in a literary worky
of written form. in our poem we see study which
Freedom Song written by majorie, and Development
written by Kundi Faraja I justify the statement
we started by Freedom Songs due to the following point

child labour, The child labour this the
source of conflict some people to follow the child
labour and to provide the humiliation and to
provid in a some of society to provide to improp
the child labour and to provide the child labour
and to impropment in a society For example
in our freedom song in stanza 1 said that

Atieno wash you dishes

Atieno pluck your okichen.

Atieno yo!

Exploitation, The exploitation this is the
another problems in a society and some of people
to follow the bad behavior and to applying them
and to provid the exploitation For example in a
Fredo Song in stanza 2 said that.

she is may big sisyster child

Atieno need not pay

Atieno yo!

so this is not true in a society by that time

10	<p>Early pregnancy, The early pregnancy the of children to get the pregnancy before the age maturity and to providing them and people to providing the early pregnancy and to provide the street children and by that time to provide the Early pregnancy and people to provide them and Early pregnancy is the source of conflict in society for example in freedom song in stanza 5. I continue with another poem where development due to the following points.</p> <p>poor leadership, The poor leadership this the another problems in our society and to provide and to drop the development because of poor leadership by that time people to providing them and to drop the development in our development in stanza 2 said that.</p> <p>man of the people enter his the office ----- ----- -----</p> <p>So the leaders should follow the human right in the world but to exploitation some of people corruption, The corruption this the source of conflict and some people to corrupt and to drop the development some to provide the bad behavior for example of poem in stanza 2 said that. How is development to be brought brother ----- -----</p> <p>So the some of people to follow the corruption and to drop the development by that time</p>	
----	---	--

10.	<p>Exploitation, The exploitation this the another the problems by that time and some people to exploit and people to providing the poor economic by that time people to provide the exploitation. For example in development stanza 23 said that.</p> <p>The majority pread Exploited, cheated</p> <p>So the exploitation this the another problems in the society and some of people follow them. the exploitation in society</p> <p>Therefore The people f should be fight against Exploitation, child labour, poor leadership corruption and Early pregnancy in order to develop or to improve the development in the country and government should to Establishment the strong law about the themes in above.</p>	
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Extract 10.2 A Sample of Responses from a Candidate with Average Performance on Question 10

Furthermore, the sample extracts 10.2 the candidate's quoted verses incorrectly compared to how they appear in the texts. There was no clear connection between what was quoted and the explanation given. In the first point, the candidate quotes, 'Atieno wash your dishes' instead of 'Atieno washes dishes' and 'Atieno plucks your chicken' instead of 'Atieno plucks the chickens.' The candidate also used the poem 'Development' by Kundi Faraja which is not recommended for this section.

Also, there were candidates who scored low marks in this question. Their scores ranged from 0 to 4 marks out of 15 marks. Therefore, they had poor performance. Candidates who had such scores lacked good knowledge of poetry especially on themes hence they failed to provide the required responses to this question. Some of the candidates explained well theme but failed to show their relevance to the society while some of them used novels and plays to answer the question. Extract 10.3 is a sample of a candidate who gave poor response in this question.

SECTION: c.

10. Select different themes from two poems and show their relevance to contemporary Tanzanian society

Themes This was the dominant ideas in a literary work
freedom Song

The following are the different themes to contemporary Tanzanian society.

Exploitation This was the commonization of exploitation to Atieno to break the mapeto expression of truth is directly opposite from the reality which

"Atieno plucks the kitchen"

Humiliation This was the humiliation was the success in the kitchen to the development of the Atieno to live the common in the dominant ideas in a literary work

"Beds her suck in the kitchen"

Child Labour This was the dominant of child to environment to labour tends to the common to live the child ideas in a literary work the plucks the kitchen the situation of the girl from environment Atieno is very sorry

"Atieno eight years old"

10.	Poems and show their relevance to contemporary society in development Tanzania.
	Development This was the development of agriculture environment to the kindelea kwa vita au vita unafu
	example children is the development.
	Corruption. This was the common corruption of environment to the people to whom we corrupting.
	"If the people to whom are corrupt."
	Discrimination This was the discrimination was the common to have the discrimination in the common the relevance to Tanzania was construction in the social organization in the poverty example discrimination Tanzania is very children
	"How is development to come?"
	Oppression This was the common of oppression to her success the taken in the discrimination was across country in the social organization to her the agriculture in are social in development to the pituitary
	All in all This was the conclusion was the relevance of Tanzania was are dominant idea in a literary work in Tanzania example Shikanga and Pango etc.

Extract 10.3 A Sample of Incorrect Responses on Question 10

The extract above shows that the candidate mentioned the themes from poems but he/she could not provide concrete/clear explanations to them. It is revealed from the sample that the candidate could not provide relevant quotations from the recommended poems to justify the themes he/she picked from poems relate with his/her society. Poor writing skills, ungrammatical language and low mastery of the English language are also

among the reasons that limited the candidate from providing the expected responses to this question. Hence candidates ended up scoring low marks.

3.0 PERFORMANCE OF CANDIDATES ON EACH TOPIC

In the 2022 Literature in English examination, four topics were examined, namely; Introduction to Literature, Appreciating Plays, Appreciating Novels and Appreciation of Poetry. The analysis shows that all topics performed averagely because 63.38 per cent passed in Introduction to Literature. Moreover, 60.84 per cent passed in Appreciating Plays, while 60.74 per cent passed in Appreciating of Poetry and the analysis further shows that 42.6 per cent passed in Appreciating of Novels.

CONCLUSION

The analysis of the candidate's performance in 024 Literature in English in 2022 examinations shows that, the performance was average because 60.26 per cent of candidates passed the examination with different grades. The performance per topic indicates that the introduction to literature topic was performed well by students at 63.38 per cent. However, the candidates had some difficulties in appreciating novel since only 42.6 per cent passed.

The analysis generally shows that there were candidates who wrote their responses using language appropriately and they managed to show good mastery of the competences which were tested. However, the response to essay-type questions was a challenge to some candidates. They misinterpreted some questions.

The lack of good English language command made them fails to read and comprehend the questions and they hence ended up giving irrelevant responses to the questions they attempted. Some candidates failed to present their ideas coherently even after they had read and understood the questions. Some of the candidates wrote their responses/answers using Kiswahili language. Lack of adequate subject content led some candidates to provide partial responses to questions hence scored low and average marks.

4.0 RECOMMENDATIONS

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

- (i) Teachers are advised to teach this subject using student centred methods. Learners should be assigned to read literary texts independently, recite and compose poems and perform plays. This will equip students with plenty of language skills and understanding of the reality of their societies.
- (ii) Teachers and school administrators are advised to put emphasis on students' using the English language all the time while at school. This will boost students' linguistic abilities especially in the four language skills; reading, speaking, listening and writing which appear to be lacking among some learners. English language mastery can help students to have the ability to express themselves when responding to questions in the examinations.
- (iii) Since some candidates made reference to works which are not recommended teachers should insist and inform students about using only the relevant recommended reference/book or poems.

Appendixes

Table 1 Appendix A: Summary of the Candidates' Performance by Topic in the 2022 CSEE

S/N	Topics	Percentage	Remarks
1	Appreciating Plays	60.82	Average
2	Introduction to Literature	63.38	Average
3	Appreciating Poetry	60.74	Average
4	Appreciating Novels	42.60	Average

Table 2: Appendix B: Percentage of the Candidates' Performance in each Section

S/N	Section	Question Number	Percentage of the Candidates who Had the Average of 30 Per Cent and/or Above	Remarks
1	A	2	88.67	Good
2	B	4	43.65	Average
3	C	4	62.67	Average

