



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



CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE CERTIFICATE OF SECONDARY EDUCA-
TION EXAMINATION (CSEE) 2023

ENGLISH LANGUAGE



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Table of Contents

FOREWORD.....	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF CANDIDATES' RESPONSES TO EACH QUESTION.....	1
2.1 Section A: Multiple Choice and Matching Items	1
2.1.1 QUESTION 1: Multiple Choice Items	1
2.1.2 QUESTION 2: Matching Items	9
2.2 SECTION B: Short Answer Questions.....	14
2.2.1 QUESTION 3: Reading for Comprehension	14
2.2.2 QUESTION 4: Talking about Events	25
2.2.3 QUESTION 5: Writing Using Appropriate Language, Content and Style.....	30
2.2.4 QUESTION 6: Talking about Personal and Group Routines, On- going Activities, Past Events, and Future Plans.....	35
2.2.5 QUESTION 7: Expressing Oneself	40
2.2.6 QUESTION 8: Writing Cards and Messages	44
2.3 SECTION C: Essay Questions	49
2.3.1 QUESTION 9: Reading and Interpreting Poems.....	49
2.3.2 QUESTION 10: Reading and Interpreting Plays.....	58
2.3.3 QUESTION 11: Reading and Interpreting Poems.....	64
2.4 PERFORMANCE OF THE CANDIDATES ON EACH TOPIC ..	74
3.0 CONCLUSION.....	75
4.0 RECOMMENDATIONS.....	75
Appendix	77

FOREWORD

The National Examinations Council of Tanzania (NECTA) presents Candidates' Item Response Analysis (CIRA) on the Certificate of Secondary Education Examination (CSEE) which was done in November 2023. This summative evaluation report provides feedback to all educational stakeholders on the factors that affected the candidates' performance in the English Language subject.

The report highlights their performance on each question from the topics in which they were tested. Analysis shows that the candidates with good performance on different questions demonstrated competence and knowledge in different areas in which they were tested. These include Writing Cards and Messages; Expressing Ongoing Activities; Expressing Future Plans; Talking about Past Events/Activities; Giving Descriptions; Reading Information from Different Sources; Writing a Variety of Texts; Writing using Appropriate Language, Content and Style; Asking for Services; Expressing Ones' self; Writing Formal Letters and Interpreting Literary Works. However, some candidates did not perform well on various questions due to their lack of competence and knowledge of different topics. These candidates faced difficulties in understanding the demands of the questions and expressing themselves in English language.

The National Examinations Council of Tanzania expects that all education stakeholders will use the feedback and recommendations provided in this report to improve teaching and learning as well as candidates' performance in the future examinations by the Council.

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



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This Candidates' Item Response Analysis (CIRA) presents candidates' performance in the English Language subject in the Certificate of Secondary Education Examination (CSEE), which was conducted in November 2023. The examination was set for both school and private candidates, following the 2005 English Language syllabus and the 2019 English Language subject examination format.

The analysis based on each question and item. It indicates the requirement of each question, the expected responses from the candidates and sample responses from the candidates' scripts. The questions analysed were set from various topics focusing on competencies such as *Giving Descriptions; Expressing Personal and Group Routines; Writing Formal Letters; Expressing Opinions; Writing Using Appropriate Language, Content and Style; Reading Information from Different Sources; Reading for Comprehension; Asking for Services; Speaking Using Appropriate Language; Content and Style; Expressing On-going Activities; Expressing Future Plans; Expressing Oneself; Writing Cards and Messages; and Reading and Interpreting Literary Works.*

Section A Comprised Questions 1 and 2. Question 1 weighed 10 marks, and Question 2 weighed 6 marks, making a total of 16 marks. Section B comprised Questions 3, 4, 5, 6, 7, and 8, and they carried eight (9) marks each, making a total of 54 marks. Section C consisted of Questions 9, 10, 11 and 12. Each question carried 15 marks, making a total of 30 marks. The candidate was instructed to answer two (2) questions.

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

The standard grading system used in CSEE is in five categories, namely A, B, C, D and F, where A – D are pass grades and F is a failure grade. Grade A is awarded to a candidate whose marks range is (75 – 100) signifying Excellent performance; B (65 – 74) very good; C (45 – 64) Good; D (30 – 44) Satisfactory; and F (0 – 29) Fail.

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

The number of candidates who sat for the English Language examination in November 2023 was 529,420. Among them, 69.19 per cent passed with different grades. On the contrary, 522,013 candidates sat for the examination in 2022. Among them, 68.72 per cent passed with different grades, as Table 1 indicates.

Table 1: Candidates' Pass Grades in the 2022 and 2023 English Language CSEE

Year	Sat for Exam	(%) of Passed	Performance Grades				% of Failed
			A	B	C	D	F
2023	529,420	69.19	1.47	4.09	22.07	41.56	30.81
2022	522,013	68.72	2.64	4.03	22.15	39.89	31.29

Table 1 indicates that the performance in the English Language examination in 2023 was better than in 2022 because it increased by 0.47 per cent in 2023.

2.0 ANALYSIS OF CANDIDATES' RESPONSES TO EACH QUESTION

2.1 Section A: Multiple Choice and Matching Items

This section comprised two (2) compulsory questions. Question 1 consisted of ten (10) multiple choice items, which carried ten (10) marks. Question 2 comprised six (6) matching items, which carried six (6) marks, making a total of 16 marks for both questions.

2.1.1 QUESTION 1: Multiple Choice Items

This question required the candidates to choose the correct response from the five given alternatives by writing the letter of correct response in the answer booklet provided. The question tested the candidates' ability to use English language in *Giving Descriptions*, *Expressing Personal and Group Routines*, *Writing Formal Letters*, *Expressing Opinions*, *Reading Information from Different Sources*, *Listening to and Understanding Simple Texts about a Variety of Events and Situations*.

The question was attempted by 529,420 candidates, of whom, 272,896 (49.56 %) scored from 0 to 2.5 marks; 209,783 (41.61 %) scored from 3 to 6 marks; and 46,741 (8.83%) scored from 6.5 to 10 marks. Hence, their general performance on this question was average since 50.44 per cent of the candidates scored from 3 to 10 marks. The overall performance on this question is presented in Figure 1.

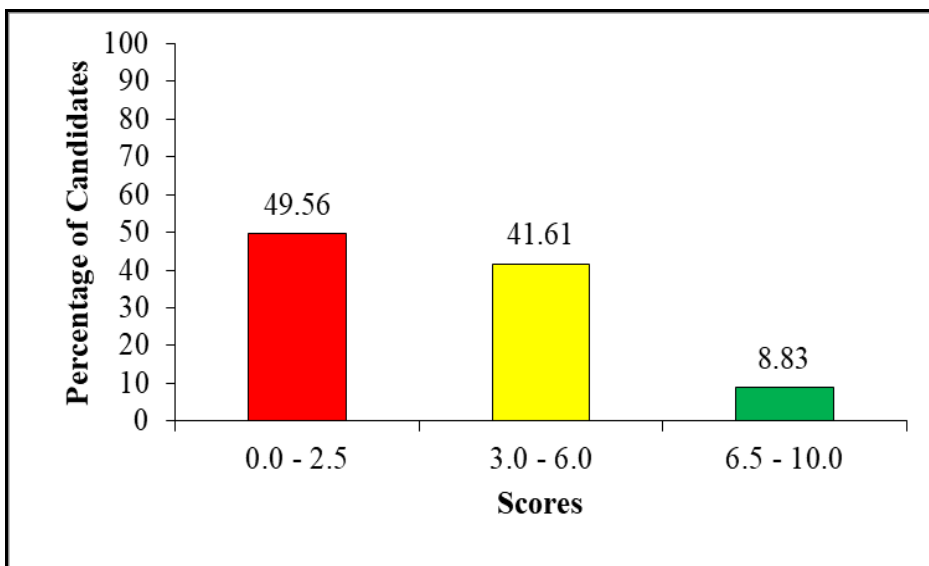


Figure 1: *Candidates' Performance on Question 1*

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

Item (i) asked:

Our village is popular for growing coffee. Which word can be used to replace the word 'popular'?

A Common B Necessary C Important
D Famous E Strong

The item required the candidates to demonstrate their competence in describing things (village) using the word *popular*. The question tested their understanding of the adjective *popular*. The candidates who chose the right alternative, D (*famous*), knew that the word *famous* is synonymous with *popular*, meaning the village is known widely and for a long time in its practice of growing coffee.

Those who selected alternative A (*common*) were wrong because they knew the village grows coffee like other villages. Those who wrongly selected alternatives B (*Necessary*) and C (*Important*) knew that the

village's firmness had been built up by its habit of growing coffee. Again, alternative E (*Strong*) was incorrect as the choice meant the village grows coffee more than any other crops.

Item (iii) stated:

You met a person who is tall, black, fat, bearded and muscular on your way to school. Which word can be used to provide a given description of the person?

A *Observation*

B *Portrayal*

C *Features*

D *Qualities*

E *Image*

The item required the candidates to demonstrate knowledge of describing people. It tested their understanding of the general term (vocabulary) used to describe people's appearance.

Competent candidates in this area correctly chose alternative B (*Portrayal*). The word referred to the describing words (*tall, black, fat, bearded* and *muscular*) asked in the stem of the question; the word *portrayal* means a description of something/someone in a particular context and may include traits and behavioural practices.

Alternatives A, (*Observation*), C (*Features*), D (*Qualities*) and E (*Image*) were incorrect because they connote different concepts relating to describing a person. For instance, *observation* relates to remarks on how someone perceives a thing/person from his/her own perspectives. The word *features* refers to all attributes that differentiate a person/thing from others. This was incorrect because the context of the question statement did not aim to differentiate the person from others. Furthermore, the word *qualities* summarizes general features for evaluating someone/something. This response was incorrect as the adjectives *tall, black, fat, bearded* and *muscular* in the question do not value the described person. Lastly, *image* is the interpretation of the appearance of someone/something. This interpretation was incorrect because it refers to a representation of someone or something.

Generally, this item required the candidate to differentiate synonyms (words with similar meanings) used in describing a person.

Item (iv) asked:

When the sun sets, the birds home their way. What does the underlined word mean?

A a habitat

B a place

C an action

D a name

E a direction

The item required the candidates to identify the meaning and usage of the underlined word *home* in the given sentence. The item tested whether they knew the connotative meaning of English vocabulary items. A few candidates with relevant knowledge correctly chose the answer, C (an action). They knew that the word *home* in the given sentence described an action, which denoted the direction of birds navigating towards their destination. The candidates who chose (*a habitat*), B (*a place*), D (*a name*) and E (*a direction*) did not know that these incorrect alternatives are nouns that do not indicate an action described by a verb in a sentence.

Item (v) asked:

What is the long form of the letters “RE” as used on the title/heading of the application letters?

A Reference

B Refer

C Read

D Register

E Resume

The candidates who selected A (reference) were wrong because this word refers to the use of a source of information source to verify something, and it is abbreviated as *Ref*. The candidates who chose B (*Read*) were also wrong. They did not know that reading means looking at and comprehending the meaning of written symbols or scripts. Furthermore, those who selected C (*Resume*) were equally wrong. They did not know that the word *Resume* means continue after an

interruption. Likewise, those who chose E (*Register*) were wrong. They did not know that the word is abbreviated as *Reg*, and it means to record information. Generally, the candidates who chose the *Reference*, *Read*, *Register* and *Resume* were wrong.

Item (vii) asked:

Josephine had her opinions about cotton growth in the world. Which sentences suggest what she said are her opinion?

1. *It is a fact that Tanzania is the world's number one cotton grower.*
2. *It is believed that Tanzania is the world's number one cotton grower.*
3. *It is certain that Tanzania is the world's number one cotton grower.*
4. *It is assumed that Tanzania is the world's number one cotton grower.*
5. *It is thought that Tanzania is the world's number one cotton grower.*

- A 1, 3 and 5
B 2, 3 and 4
C 1, 4 and 5
D 1, 2 and 4
E 2, 4 and 5

The question required the candidates to identify opinions (non-factual) statements. The candidates who chose the right alternative D (2, 4 and 5) demonstrated an adequate mastery of both factual and non-factual statements. These candidates knew that opinions are statements that could not be proved. On the list, such sentences were subjective as they used words such as *believed*, *assumed*, and *thought*. The candidates also identified factual statements that could be proved upon checking back. The candidates had some hints that factual statements are objective. Such statements use words like *it is written*, *it was discovered*, and *it is a matter of fact*.

Therefore, the sentences: (2) *It is a believed that Tanzania is the World's number one cotton grower*, (4) *It is assumed that Tanzania is the World's number one cotton grower*, and (5) *It is thought that Tanzania is the World's number one cotton grower* are opinions. These

sentences contain the subjective words *believed*, *assumed* and *thought* found in them, respectively. Those statements cannot be proved because they are the girl's *beliefs*, *assumptions* and *thoughts*.

The candidates who chose alternative A (1, 3 and 5), B (2, 3 and 4), C (1, 4 and 5) and D, (1, 2 and 4) were wrong. These alternatives contained statement (1) *It is a fact that Tanzania is the World's number one cotton grower* and/or (3) *It is certain that Tanzania is the World's number one cotton grower*. Both statements are facts. They contained factual words like *fact* and *certain*, respectively. With these words, one may prove the statements by searching for data showing Tanzania is the World's number one cotton grower.

Item (viii) asked:

Suppose you are a participant in a debate. Which expressions would you use when you are giving out the second or the third point of your argument?

A *Furthermore... or Moreover...*

B *Initially... or Foremost...*

C *Additionally... or Therefore...*

D *Therefore... or Furthermore...*

E *Moreover...or Initially....*

The item required the candidates to identify relevant conjunctions to use in a debate when one wants to give the second or third point for an argument. This item tested the candidates' ability to use appropriate conjunctions in argumentation, particularly when moving to the second or third point.

The candidates who chose A (*Furthermore...or Moreover...*) were right. They had adequate knowledge of using coordinating conjunctions in giving an argumentative speech. They knew those words were used to add information to the previous information.

In contrast, those who chose B (*Initially... or Furthermore...*) and E (*Moreover... or Initially...*) were wrong. They did not know that the

conjunction *initially* introduces the first opinion in an argumentative speech, like a debate.

Those who selected C (*Additionally... or Therefore...*) and D (*Therefore... or Furthermore...*) were wrong. These candidates failed to know that the word *therefore* is used in concluding one's opinions.

Item (ix) asked:

Which statement has the same meaning with 'Seeing the door open, the stranger entered the house'?

- A *When he entered the house, he saw the door was open.*
- B *When the stranger saw the house, he saw the door was open.*
- C *When he saw the door open, the stranger entered the house.*
- D *When the stranger saw the door, he entered the house.*
- E *When he saw the house, the door was open.*

This item tested the candidates' ability to interpret meaning from different sources. It required them to connect the meaning expressed in the first independent clause with the second result clause. The candidate who wrote the correct response C (*When he saw the door open, the stranger entered the house.*) knew that the stranger entered the room because it had been opened. In other words, if the room had been shut, the stranger would not have entered.

Those who selected A (*When he entered the house, he saw the door was open*) misunderstood that the stranger saw the door open after he/she had entered. This is wrong because that would mean there was another door opened apart from the one used by the stranger to enter. Additionally, the alternative is grammatically wrong. The passive clause ... *he saw the door was open*' was supposed to be read ... *he saw the door was opened*.

Besides, those who wrongly selected alternative B (*When the stranger saw the house, he saw the door was open*) did not know that the sentence was both ungrammatical and unclear. It was ungrammatical because the verb in the passive clause used the infinitive (*open*) instead of the

participle form (opened). It was unclear because these candidates meant that the stranger did not enter the house, though he saw the house and its door opened.

Those who chose *D* (*When the stranger saw the door, he entered the house*) were also wrong. The candidates did not know that the statement did not specify whether the door was shut or not. Therefore, their alternative did not show how the stranger entered the house.

Conversely, option *E* (*When he saw the house, the door was open*) was wrong. They did not recognise that their option did not tell whether or not the stranger entered the house.

Item (x) asked:

Identify the correct procedures for writing a summary.

- A Listen carefully, write first draft, make some notes, write main ideas, write a summary.*
- B Listen carefully, write first draft, write main ideas, make some notes, write a summary.*
- C Listen carefully, write main ideas, make some notes, write first draft, write a summary.*
- D Listen carefully, make some notes, write first draft, write main ideas, write a summary.*
- E Listen carefully, write main ideas, write a summary, write some notes, and write first draft.*

This item required the candidates to demonstrate their competences in showing the steps in writing a summary from spoken text. It tested their skills in listening to and understanding simple texts about various events and situations. The candidates who correctly chose alternative C (*Listen carefully, write main ideas, make some notes, write first draft, write a summary*), knew that the question tested their knowledge of taking notes from oral text. Therefore, one should first concentrate on the spoken text to grasp the main ideas. Secondly, the listener should jot down the main ideas in the speech. Thirdly, they have to connect the main ideas jotted down during listening. Fourthly, they must write the first draft, which is

later edited. The editing stage, therefore, leads to the last stage, which is writing a summary.

Candidates who wrongly chose alternative A (*Listen carefully, write first draft, make some notes, write main ideas, write a summary.*) confused the stages since writing the first draft cannot be done before jotting down the main concepts. These candidates did not know that the last three steps, *make some notes, write first draft* and *write a summary* are only possible when the first three strategies (*Listen carefully, write main ideas, make some notes*) are orderly.

Alternative B (*Listen carefully, write first draft, write main ideas, make some notes, write a summary*) was also wrong. The candidates did not know that writing the first draft cannot precede writing the main ideas, making some notes or writing a summary. These candidates should know that writing the main ideas is the foundation of the aforementioned strategies.

2.1.2 QUESTION 2: Matching Items

This question had six (6) items in List A and eight (8) alternatives in List B. The question required the candidates to match each description of the goods or services in List A with their corresponding service points (places) in List B by writing the letter of the correct response beside the item number in the answer booklet provided.

The matching items were as follows:

LIST A	LIST B
(i) <i>Food and other goods sold by a grocer in a small area</i>	A <i>Poultry feed</i> B <i>Coffee shop</i>
(ii) <i>Goods sold in a large enclosed area</i>	C <i>Agrovet</i>
(iii) <i>Wide variety of items being bought via self-service</i>	D <i>Shopping mall</i> E <i>Supermarket</i>
(iv) <i>Stored milk, cheese and butter for sale</i>	F <i>Pharmacy</i> G <i>Dairy</i>
(v) <i>Seeds and fertilizers for sale</i>	H <i>Shop</i>
(vi) <i>Food for chickens, ducks and geese for sale</i>	

The question tested the candidates' understanding of the descriptions of goods or services with their correct service points (places) where those services are offered.

A total of 529,420 candidates attempted this question. Of whom, 216,827 (40.95 %) scored from 0 to 1 marks; 178,514 (33.72 %) scored from 1.5 to 3 marks; and 134,079 (25.33%) scored from 3.5 to 6.0 marks. Hence, their general performance on this question was average since 59.05 per cent of the candidates scored from 1.5 to 6.0 marks. The overall performance on this question is presented in Figure 2.

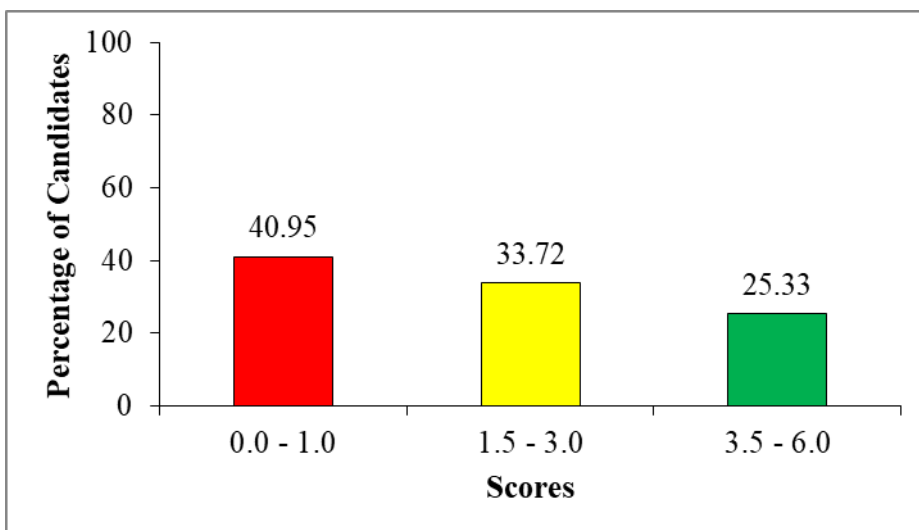


Figure 2: *Candidates' Performance on Question 2*

Analysis shows that the candidates with good performance on this question correctly matched the descriptions of goods/services in List A with their appropriate names of places in List B. They had adequate knowledge of goods or services, particularly their meanings and types.

Item (i), *Food and other goods sold by a grocer in a small area*, correctly matched with H (*shop*). These candidates knew the meaning of shop, which refers to a building or part of a building where goods or services are sold to the public. They had adequate knowledge of this premise, as they correctly knew the particular area where someone was found, for instance a grocer who sold food and other services.

Conversely, the candidates who selected other premises were not knowledgeable about asking for services, particularly where those goods and services are offered. For example, some candidates mismatched the explanation - *Food and other goods sold by a grocer in a small area* with B (*Coffee shop*), meaning various types of coffee are served.

The candidates who matched premises D (*shopping mall*), F (*pharmacy*) and E (*supermarket*) were wrong because those places are like shops but

differ in some contexts. The difference may be in the type of building in which the services are offered and the specific services/goods offered.

In addition, the candidates who mismatched A (*Poultry feed*) with item (i) did not know that *poultry feed* refers to food given to domestic birds such as chickens and ducks. Similarly, *Agrovet* was also an incorrect response. It means a shop specialised in selling feeds for farm animals and their inputs for crops such as seeds and fertilizers. Lastly, *Dairy* was also incorrectly matched since it refers to a place where milk and its products are processed.

Item (ii), *Goods sold in a large enclosed area*, correctly matched with D (*shopping mall*). The candidates who chose this alternative correctly matched the premise as they knew that the shopping mall is a large enclosed area that denotes a large and complex shop containing a lot of stores and restaurants with parking lots. Nonetheless, the candidates who selected the wrong responses, such as B (*coffee shop*), E (*supermarket*), F (*pharmacy*) and A (*shop*), did not know that these are not as large and complex as the shopping mall.

Item (iii), *a wide variety of items being bought via self-service*, correctly matched with E (*supermarket*). This item required the candidates to demonstrate their understanding of the term *supermarket*, which refers to a self-service retail shop that sells food and other household goods. These candidates identified the concept of self-service that is normally provided to the supermarket. The candidates who chose the wrong responses, such as A (*poultry feed*), B (*coffee shop*), C (*Agrovet*), D (*shopping mall*), G (*Diary*) and H (*shop*) did not understand that the mentioned responses did not relate with the supermarket.

Item (iv), *stored milk, cheese and butter for sale*, correctly matched with G (*Dairy*). The item required the candidates to show their understanding of the word *Dairy*, which refers to where milk products are processed. The candidates who wrongly chose A (*Poultry feed*), B (*Coffee shop*), C (*Agrovet*), D (*Shopping mall*), E (*Supermarket*), F (*Pharmacy*) and H

(Shop) did not know that these components do not relate with dairy which mostly involves milk processing.

Item (v), *Seeds and fertilisers for sale*, correctly matched with C (Agrovet). The candidates who chose this item knew that Agrovet deals with stores offering animal feed, veterinary drugs and other farm inputs like seeds and fertilisers for agriculture. The candidates who matched this premise A (*Poultry feed*), were wrong because they did not know that poultry feed mostly deals with bird feed. Hence, it does not relate to poultry feed. Additionally, the candidates who matched this alternative with B (*Coffee shop*), D (*Shopping mall*), E (*Supermarket*), F (*Pharmacy*), G (*Diary*), and H (*Shop*) were unaware that the mentioned alternatives did not relate to Agrovet.

Item (vi), *Food for chickens, ducks and geese for sale*, correctly matched with A (*Poultry feed*). The candidates who chose this response correctly identified the food for farm poultry, including chickens, ducks, geese and other domestic birds. The candidates who chose other options like B (*Coffee shop*), C (*Agrovet*), D (*Shopping mall*), E (*Supermarket*), F (*Pharmacy*), and H (*Shop*) had insufficient knowledge of the services provided in these areas. Extract 2.1 shows an example of the correct responses to this question.

2.	i)	H	
	ii)	D	
	iii)	E	
	iv)	G	
	v)	C	
	vi)	A	

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

In Extract 2.1, the candidate correctly matched the items since he/she was knowledgeable about the services or goods and the name of the places where they are offered.

Further analysis indicates that some candidates scored from 2 to 3 marks because they were unfamiliar with some items of the services and

areas where those services are offered. This resulted in the provision of correct responses to only 2 or 3 out of the 6 items. This indicates that they had partial knowledge of vocabulary phrases concerning services.

Conversely, 118,524 candidates scored 1 mark in this question. They correctly matched only one item in List A with its corresponding name in List B. However, 98,303 of the candidates scored zero. These were not knowledgeable about shopping and service vocabulary. Extract 2.2 shows a sample of such responses.

Q2		i	ii	iii	iv	v	vi		
		A	B	C	E	H	G		

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

In Extract 2.2, the candidate failed to match the items since he/she lacked knowledge of the places where services or goods are offered.

2.2 SECTION B: Short Answer Questions

This section comprised six (6) compulsory questions: 3, 4, 5, 6, 7 and 8 weighing 09 marks each. Therefore, the whole section had a total of 54 marks.

2.2.1 QUESTION 3: Reading for Comprehension

This question had two parts: A and B. Part A was a multiple-choice item weighing 4 marks, whereas part B was a short answers question weighing 5 marks. Both parts required the candidates to read and comprehend the given passage and present answers to the questions. This question tested the candidates’ comprehension ability through reading.

The question was attempted by 529,420 candidates. Of whom, 220,687 (41.68 %) scored from 0 to 2.5 marks; 196,125 (37.05 %) scored from 3 to 5.5 marks; and 112,608 (21.27%) scored from 6 to 9 marks. Hence, their general performance on this question was average since 58.32 per

cent of the candidates scored from 3 to 9 marks. The overall performance on this question is presented in Figure 3.

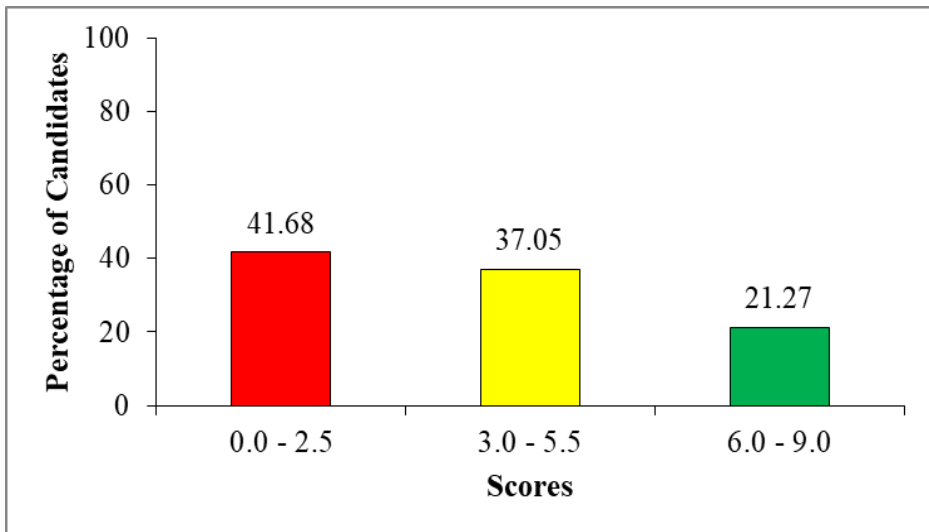


Figure 3: *Candidates' Performance on Question 3*

Question 3 (a):

This part (a) had 4 items: (i) to (iv), each weighing 1 mark, making a total of 4 marks. The question required the candidates to choose the most correct answer from the given alternatives.

The question asked:

For each of the items (i) to (iv), choose the most correct answer from the given alternatives and write its letter in the answer book provided.

- (i) *Why did people go to the meeting?*
- A To question their local councillors.*
 - B To complain about their previous councillors.*
 - C To listen to the candidates for councillors.*
 - D To make trouble in the meeting.*
 - E To witness security guards.*

This item required the candidate to demonstrate competence in interpreting something based on the context. The passage did not directly explain why villagers attended the meeting. The candidate had to contextualise the passage that citizens do attend political rallies to listen to their contesting candidates. Therefore, the candidates who chose alternative C (*To listen to the candidates for councilors*) correctly interpreted the passage. These candidates knew that citizens do not attend meetings to make trouble, witness security guards, complain, or question as the other alternatives had suggested.

Furthermore, alternative A (*To question their local councillors*) was incorrect. The candidates who chose this alternative did not comprehend the passage. They did remember that no one asked questions in the passage. Above all, the candidates did not know that always the basic reason for the meeting is to listen to the contestants and questions will follow when the contestants have not addressed the attendees' doubts.

Likewise, alternative B (*To complain about their previous councillors*) was wrong. These candidates misunderstood the first paragraph, which indirectly showed that the outgoing councillor had disappointed the citizens. The passage described that the citizens were happy because the ex councillor was not among the contestants. This fact proved that the citizens had not gone to the meeting to complain to the ex councillor but to listen to the contestants to avoid voting for the one who would be like the previous councilor.

Alternative D (*To make trouble in the meeting*) was incorrect because the troubles in the meeting came unexpectedly. The candidates who chose this response did not know that political meetings are not held to cause trouble. In addition, the presence of security guards mentioned in the passage would have helped the candidates know they were meant to suppress violence in the meeting.

Those who chose E (*To witness security guards*) were also wrong. The first paragraphs introduced the aim of the meeting. The citizens wanted to listen to the election contestants and decide who would replace the

councilor who had disappointed them. These candidates did not know security guards are deployed to ensure peace and harmony in almost every public meeting.

Item (ii) asked:

(ii) *Why people enthusiastically clapped after Sikujua's speech?*

- A *They liked her so much.*
- B *She was a retired officer.*
- C *She was old for the post.*
- D *She was an educated person.*
- E *They found her to be funny.*

The item tested the candidates' understanding of the passage. Those who gave the correct response A (*They liked her so much*) had read and comprehended the passage. These candidates understood Sikujua's speech and the citizens' response to her speech. In the last sentence of the second paragraph, that stated clearly "people clapped for her enthusiastically as they liked her."

Conversely, candidates who wrongly chose alternative B (*She was a retired officer.*) did not understand the contextual message of the passage. With this answer, they misconceived the passage that the citizens preferred the retired officer to youths. They also misunderstood Sikujua's introduction, which said she was a retired officer, but that did not guarantee the citizens would like her.

Likewise, those who miscomprehended the passage chose alternative C (*She was old for the post*). The passage did not discuss the qualities of the contestant the citizens wanted. Neither did it mention that Sikujua's age would disqualify her for the contested post.

Lastly, alternative E (*They found her funny*) was incorrect as Sikujua's speech was not jovial. She was a retired officer, well known and loved by her citizens. These candidates did not understand that through the

passage, we know that the citizens had developed a good relationship with Sikujua even before she gave the speech in the campaign. Hence, she reminded the citizens to vote for her based on the reputation she had built for a long time.

Item (iii) asked:

(iii) *How many people were contesting for the political post?*

- | | | | | | |
|---|------|---|------|---|-------|
| A | One | B | Two | C | Three |
| D | Four | E | Five | | |

The item required the candidates to demonstrate summary-making skills. The candidates who read the passage knew that three contestants gave a speech at the meeting. These candidates correctly chose alternative C (*three*). They read about the first contestant, Sikujua, the retired health officer from the Part of People (POP); Siamini, the aged history teacher from the Democracy and Citizens Party (DCP); and Kauni Wihambe, a young woman from Progressive to the Mass Party (PMP).

The candidates who incorrectly chose to A (*One*), B (*Two*), D (*Four*) and E (*Five*) did not understand the passage. The candidates who chose D (*four*) included the meeting chairperson, who was not a contestant. Those who chose E (*five*) might have included both the meeting chairperson and the outgoing councilor, whom the passage stated he was not contesting in the election. Likewise, those who chose option B (*Two*) did not understand the passage.

Item (iv) asked:

(iv) *What was the main idea presented by Kauni Widambe?*

- A *The position should be taken by youths.*
- B *Girls are powerful leaders.*
- C *Youth should celebrate into the pitch.*
- D *The position should be taken by old people.*
- E *The campaign should be done for development.*

The candidates who correctly answered this item chose alternative A (*The position should be taken by youths*). These candidates understood the views given by the young woman, Kauni Widambe. They also considered the kind of people (youths) who openly chanted and celebrated for her when she was addressing the mass. They also understood Kauni's message, which criticised the old government led by the aged leaders.

In contrast, alternative B (*Girls are powerful leaders*) was incorrect. Those who selected this response did not understand the meaning of youths and girls since the term *youth* includes both young men and women. Kauni, being a girl, is a youth, too. These candidates were wrong because Kauni campaigned for the youth but not for girls. In her speech, Kauni wished to have leaders who were either young men or women.

Furthermore, alternative C (*Youth should celebrate into the pitch*) was incorrect since the youth celebrated and chanted to support Kauni's idea of selecting young leaders. She thought youths would bring the development that old people had failed to bring. Therefore, these candidates confused the act of the youth supporting the idea of Kauni by celebrating with the actual idea of having youths in leadership positions.

The candidate who incorrectly chose D (*Old people should take the position.*) misconceived Kauni's message. In her speech, she criticised older people's regime in support of the youths. She said that young people would bring development the previous leadership had not attained.

Lastly, alternative E (*The campaign should be done for development*) was incorrect. The question required the candidates to identify the main idea of the young woman, Kauni. These candidates thought that development was a secondary idea, the primary one being youth leadership, which would achieve development.

Question 3 (b)

This part (b) of question 3 required the candidates to provide short answers to the items according to a read passage. The part had 5 items (i)to(v), each weighing 1 mark, making a total of 5 marks.

Item (i) asked:

(i) *Why did people decide to go and listen to the candidates' although it was raining?*

This item required the candidates to explain why people went to listen to the contestants. Those who understood the passage provided the correct answers. For example, some candidates said: *They wanted new leaders, the previous councillor disappointed them, they wanted to listen to their contestants and know good leaders* among other reasons. Most of these candidates extracted relevant answers from the passage's first paragraph.

The candidates who scored poorly in this question did not comprehend the passage and the given questions. For instance, one candidate misunderstood the word *candidate* and referred to an educated person. Therefore, this candidate answered that *because the candidate is an educated person*. However, the word meant a person contesting for a political position in the meeting context. Another candidate did not understand the idiom used in the passage *raining cats and dogs*. Hence, the candidate answered: *Because it was cats and dogs*. This candidate lacked the correct interpretation of the expression since it meant it was raining heavily. Some candidates copied alternatives used in the previous questions; for instance, one copied alternative B in Question 3 (a) *To complain about their previous councillor*.

Item (ii) asked:

(ii) *What caused the trouble in the meeting?*

This item required the candidate to write what caused the chaos in the meeting. The candidates who understood the passage correctly interpreted the word *trouble* as the right synonym of the word *chaos* as used in the passage. These candidates wrote correct answers, such as *because of political intolerance of the meeting chairperson and the security guards, action of the youths to run into the pitch chanting and celebration and instigations raise by Kauni Wihambe to the youths among others.*

In contrast, candidates who wrongly attempted this question did not understand the meaning of the word *trouble*. Hence, they gave incorrect answers. For example, one of the candidates wrote: *Trouble was caused by cats and dogs.* The other candidates mentioned names of candidates. For ethical reasons, however the names are not included in this report.

Similarly, another candidate mentioned rain *fall* as the cause of trouble in the meeting. This candidate had not understood the passage as *rainfall* was mentioned as a hindrance for the citizens to attend the meeting but not the source of trouble. Other candidates mentioned the *chairperson of the meeting, the security guards and the arrival of police patrol car.* These candidates miscomprehended the passage because the *security guards* stopped youths shouting for their beloved candidate. *The chairperson* was not the source of the chaos because he was chairing in harmony before the youths' noise. Lastly, the *arrival of the patrol car* came no sooner than the chaos had started.

Item 3 asked:

(iii) *What did the youth do in reacting against the strikes from the security guards?*

The item required the candidate to write the youths' responses to the security guards' beating of the youths. The candidates who understood the passage gave correct answers. They wrote *fighting back and or stoning the security guards.* These were the correct responses since they were drawn from the passage. These candidates successfully interpreted

the question in relation to the passage. They rightly understood the word *reacting* as a response to an undesirable situation. They also knew that *strikes* meant an act of beating someone with sticks.

The candidates who wrote wrong responses misinterpreted the words *reaction* and *strikes* as they were used in the question. Their misinterpretation led them to provide wrong answers. For example, two candidates wrote, *Because they were beaten by the security guards.* and *The security guard did not wait for the chairman,* respectively. These candidates knew that they had been asked why the youth were fighting against the security guards. Similarly, some candidates copied Kauni's speech; these candidates were unable to express themselves. Yet they knew that they were asked to mention what the youth contestant said at the meeting.

Item (iv) asked:

(iv) *Which weapons were possessed by the people who were caught by the police?*

The question required the candidate to mention the weapons found with the hooligans in the passage. The candidates who correctly interpreted the question knew that weapons mean items that may be used to harm others. The candidates also knew that goons are violent criminals who get paid by threatening or attacking others. These candidates knew that the machetes and catapults mentioned in the passage are examples of weapons. Therefore, these candidates mentioned *machetes* and *catapults* from the passage as their correct responses.

The candidates who misunderstood the passage and the question responded wrongly to this item. Some did not understand the meaning of *goons* as used in the passage. These candidates mentioned the same word *goons* as a weapon the police found people with at the meeting. Similarly, some candidates did not know that *machete* (a big and long knife like) and *catapults* (a simple device made of an elastic sling and sticks that shoots stones). For instance, some candidates mentioned

stone, goons, and guns as weapons mentioned in the passage. These candidates did not know that all youths generally used stones, but the police officers did not regard them as weapons, also, *goons* were not weapons but a kind of people and *guns* are weapons but were not mentioned in the passage.

Item (v) asked:

(v) *Which word can be used synonymously with the word haphazardly?*

The question required the candidate to mention the correct word that is synonymous with *haphazardly*. The candidates who gave correct responses knew that *synonymously* is when using different words that have nearly the same meaning. They also comprehended the contextual meaning of the word *haphazardly*. They knew that the word meant randomly or in a disorganised manner in the passage. Most of these candidates gave correct answers, such as *randomly, unsystematically, unplanned, and disorderly*, among others. All the answers given were in adverbs as the word *haphazardly*.

In contrast, candidates who incorrectly responded mentioned words like *dangerous, bad, fast, quick, and high speed*. These words were not synonymous with *haphazardly*. These candidates did not understand the meaning of the word *haphazardly* or its word class. *Dangerous* and *bad* mean unsafe and unlikable situations, respectively, and they are both adjectives. *Fast, quick* and *high speed* mean doing things rapidly. These words are not adverbs. Some candidates wrote, *Running to escape danger*. These candidates misunderstood the requirement of the question.

Similarly, other candidates who misinterpreted the question and the passage copied words from the passage which contained the word *haphazardly*. One candidate wrote: *The chairperson was bleeding from a head wound*. Such candidates knew they were asked about the effect of the chaos at the meeting. Extracts 3.1 illustrates a candidate's correct

response to question 3 and extract 3.2 illustrates a candidate's incorrect response to question 3.

Q3	(i) D
	(ii) A
	(iii) C
	(iv) A
	(v) (i) Because they wanted to hear candidates for councillors before they vote.
	(ii) The supporters of Kauni Wikanibe caused the trouble in the meeting.
	(iii) The youth fought back and began to throw stones.
	(iv) Makhos and Catapults.
	(v) Randomly.

Extract 3.1: A Sample of Correct Responses to Question 3

In Extract 3.1, the candidate comprehended the passage and gave relevant answers to the questions.

passive sentence refers to a sentence in which the verb form shows that the object has been affected by the action done by the subject. In this sentence, the object stands in the subject's place. For example, *the mangoes have been eaten by Juma*. Passivizing active voices requires the candidate to have skills in changing the verb forms.

The question was attempted by 529,420 candidates. Of whom, 522,530 (98.70 %) scored from 0 to 2.5 marks; 6,407 (1.21 %) scored from 3 to 5.5 marks; and 483 (0.09%) scored from 6 to 9 marks. Hence, their general performance on this question was weak since 1.30 per cent of the candidates scored from 3 to 9 marks. The overall performance on this question is presented in Figure 4.

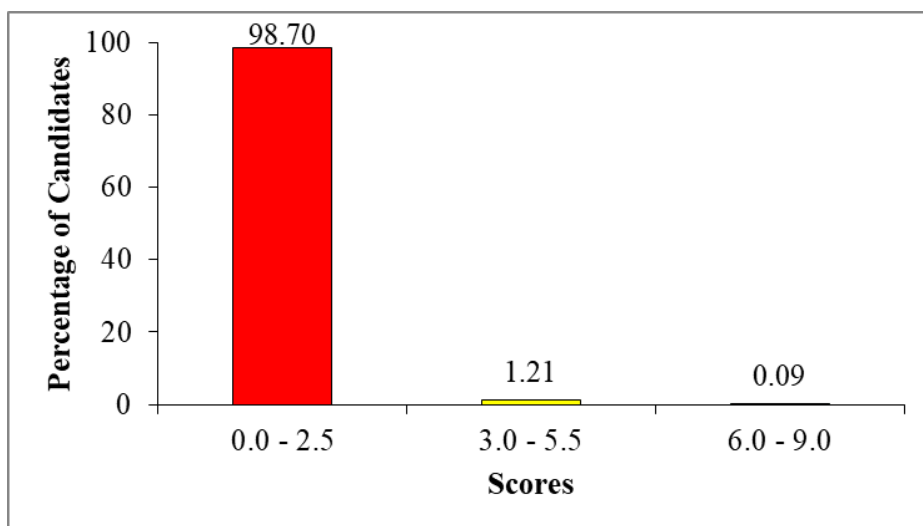


Figure 4: *Candidates' Performance on Question 4*

Analysis reveals that 98.70 per cent of the candidates performed weakly on this question. These candidates lacked adequate skills in passivising the given sentences. However, some candidates passivised one sentence out of the six given sentences. Among them, some candidates failed to respond correctly to any of the items; thus, they scored zero.

In item (ii); *Ali made us laugh*, for instance, one of the candidates wrongly wrote: *Ali made laugh*. This candidate lacked knowledge of passivising the sentences. He/she failed to place the subject and the objects in their correct positions. Other candidates created their own sentences, such as “*I go to school every day*”.

Moreover, in item (iii), *Who gave you the ice cream?* The candidates did not know how active interrogative sentences are passivised. Hence, they wrote ungrammatical sentences in statement form. For example, one of the candidates wrote: *Who giving you ice cream?* Another candidate changed the sentence into affirmative form instead of changing it into passive voice *buy your ice cream*. This indicated that he/she did not know the use of punctuation marks, especially the question mark.

In item (iv), *Let him buy a camera*, the candidates failed to know how this imperative sentence is passivised. For example, one of the candidates wrote, *Let him buy a camera*. Another candidate wrote, *Let a camera buy him*. These candidates had insufficient knowledge about the changes and positions of the subject and object in the given sentence. They did not know that *him* was the subject of the passivised sentence, and *camera* was the object to be placed at the beginning of the passive sentence. Likewise, many candidates copied sentences in the question and wrote them as their answers. This proves the candidates did not know how to form passive sentences.

Item (v), *I do not like people telling me what to do*, was also incorrectly responded to. The candidates failed to demonstrate the knowledge of changing negative sentences from the active voice to the passive voice. These candidates constructed ungrammatical sentences. For example, two candidates wrote: *I did not like told what to do by people*, and *I am not like people were telling what to do*, respectively. These candidates lacked sufficient skills to change sentences into the passive voice.

Lastly, in item (vi), *the trumpets are sounding*, most of the candidates did not know that the word *trumpets* was to be made the subject of the

passive construction, and the object (people or musicians) was omitted. This led them to write incorrect passive sentences. For example, one of the candidates incorrectly wrote; *sounding are being trumpets*. This candidate did not know the subject and object of the given sentence. Similarly, one of the candidates wrote: *The trumpets are sounded*. This candidate missed the verb *being* to maintain the present progressive of the given sentence.

Generally, because of the incompetence in passivising sentences, most of the candidates copied the questions as their answers, as Extract 4.1 illustrates.

4 B	Sweet tastes honey	
ii	The one made us laugh is Ali	
ii	Your given ice-cream by whom	
ii	Camera is bought by him	
ii	I'm doing what I like	
ii	Sounding are come from trumpets.	

Extract 4.1: A Sample of Incorrect responses to Question 4

In Extract 4.1, the candidate incorrectly changed the verbs to form passive sentences.

Contrarily, the candidates who performed well on this question demonstrated their competency in passivising sentences using different grammatical rules. They mostly looked at the changes in the position of the subjects and objects in the sentences as well as the changes in verbs. They knew that the main verb in the active sentence must be in its participle form in the passive sentence.

For instance, item (ii), *Ali made us laugh*, was correctly changed into *We were made to laugh by Ali*. These candidates exhibited their skills in changing the simple past sentence from the active form to the passive form. The candidates knew the grammatical rules of passivising a

sentence, especially by looking at the positions of the subjects and objects. For example, one of the candidates correctly wrote: *We were made to laugh*. In addition, another candidate wrote: *We were made to laugh by him*. These candidates knew that some situations in passive voice do not explicitly mention the *by phrase*.

Item (iii), *Who gave you the ice cream?* was also answered correctly by candidates with adequate knowledge of passive sentences in interrogative form. These sentences possess a *wh* clause and a question mark. For example, one candidate wrote: *The ice cream was given to you by who?* While another candidate wrote: *By whom were you given the ice cream?*

Moreover, in item (iv), *Let him buy a camera*, the candidates correctly changed this item into a passive sentence. They wrote the correct sentence: *Let a camera be bought by him*. These candidates knew that in changing an imperative sentence, the word *let* occur at the beginning of the sentence.

Similarly, in item (v), *I do not like people telling me what to do*, the candidates managed to passivise the sentence into *I do not like being told what to do by people*. These candidates correctly maintained the present continuous tense by using the verb *being* and maintaining of the negative form in the passive voice. Additionally, another candidate wrote: *I do not like being told what to do*. This candidate knew that known subjects like *people* may be omitted in the *by-phrase*.

Item (vi), *The trumpets are sounding*, was correctly changed into *The trumpets are being sounded*. The candidates knew that they were required to change the sentences by putting the appropriate form of a verb in passive form. For instance, they added an auxiliary verb *being* and past participle *sounded* to show that the trumpets are what have been affected by the action described by the verb. Extract 4.2 is illustrative.

4.	(i) Honey is sweet when tasted.	
	(ii) We were made to laugh by Ali.	
	(iii) By whom were you given the ice-cream?	
	(iv) Let a camera be bought by him.	
	(v) I do not like being told what to do by people.	
	(vi) The trumpets are being sounded.	

Extract 4.2: A Sample of Correct Responses to Question 4

In Extract 4.2, the candidate incorrectly changed the verbs to form passive sentences.

2.2.3 QUESTION 5: Writing Using Appropriate Language, Content and Style

The question required the candidates to construct sentences using the given subordinating conjunctions in items (i) to (vi). The question tested their ability to appropriately use conjunctions to make meaningful sentences that express a particular purpose. It required them to know that subordinating conjunctions refer to words or phrases that link a dependent clause with an independent clause.

The question asked as follows:

For each of the items (i) to (vi), use the subordinating conjunctions to construct one sentence.

- (i) 'as much as' to denote degree/comparison
- (ii) 'lest' to denote purpose
- (iii) 'as' to show contrast
- (iv) 'notwithstanding' to express concession
- (v) 'as' to show manner
- (vi) 'such....that' to denote effect

The question was attempted by 529,420 candidates. Of whom, 502,913 (94.99 %) scored from 0 to 2.5 marks; 23,720 (4.48 %) scored from 3 to 5.5 marks; and 2,787 (0.53%) scored from 6 to 9 marks. Hence, their general performance on this question was weak since 5.01 per cent of the candidates scored from 3 to 9 marks. The overall performance on this question is presented in Figure 5.

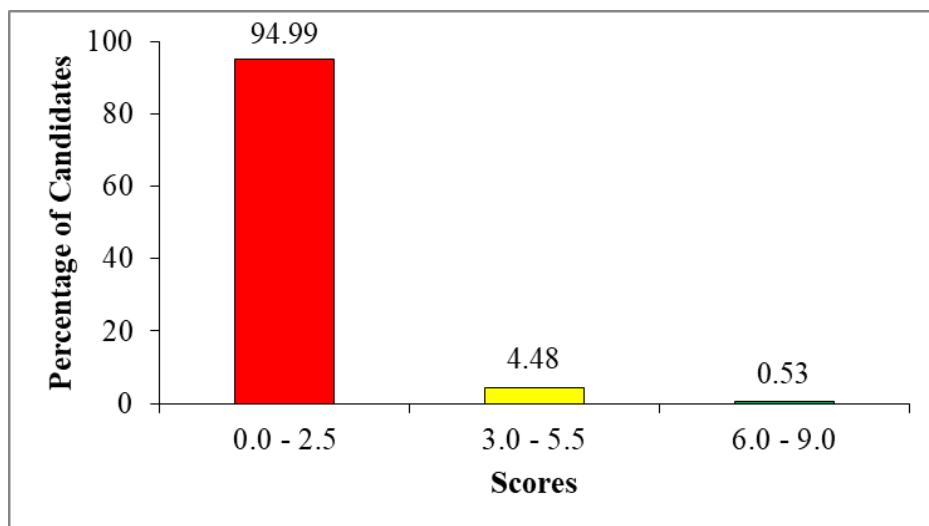


Figure 5: *Candidates' Performance on Question 5*

Analysis shows that the candidates with weak performance on this question failed to construct sentences using the given subordinating conjunctions. These candidates demonstrated several weaknesses, as follows:

Some of the candidates were not knowledgeable about subordinating conjunctions. Hence, they constructed sentences using other types of conjunctions. For example, one of the candidates constructed a sentence using correlative conjunctions in item (i) and (vi). The candidate wrote: *Both Asha and Rose are tall.*

Moreover, other candidates failed to meet the requirements of the question. Evidently, they constructed unclear sentences. For example, in item (ii); one of the candidates wrote: *People are lest in bedroom.* This

candidate confused the meaning of *rest* – which means to become less intense with the conjunction *lest*.

Additionally, other candidates did not know what to do. Hence, they did not construct sentences using subordinating conjunctions. Instead, they copied the words used in the question and provided them as answers. For example, one of the candidates wrote: in item (i) *to denote degree/comparison*, in (ii) *to denote purpose*, in (iii) *to show contrast*.

Furthermore, some candidates demonstrated poor proficiency in English. Therefore, they failed to construct grammatical sentences using the given subordinating conjunctions. For example, one of the candidates in item (i) wrote: *Juma as drink water much as up*. This sentence is ungrammatical and does not address the requirement of the question. Extract 5.1 is worth considering.

5	Use the subordinating conjunction to construct One sentence.	
(i)	"as much as" to denote degree / comparison	
	<u>Tuma as drink water much as cup</u>	
(ii)	"lest" to denote Purpose	
	<u>Aulia is lest praying every day</u>	
(iii)	"as" to show Contrast	
	<u>Muhammad do as playing football</u>	
(iv)	"notwithstanding" to express Concession	
	<u>John notwithstanding for this school</u>	
(v)	"as" to show manner	
	<u>Anna as will walk book</u>	
(vi)	"such that" to denote effect	
	<u>Neema as such that football</u>	

Extract: 5.1: A Sample of Incorrect Responses to Question 5

In Extract 5.1, the candidate constructed incorrect sentences because of poor proficiency in English.

In contrast, candidates with good performance on this question scored from 6 to 9. The candidates who scored 9 marks managed to construct six correct sentences using the given subordinating conjunctions to express different purposes.

In item (i), they used the subordinating conjunction *as much as* to denote degree/comparison. The item required them to construct a sentence that shows a comparison of the quantity of uncountable nouns. One of the candidates correctly wrote: *He loves you as much as I do*. In that sentence, "He" and "I" are compared the way they love "you". The

candidate used the particle *as* in its correct position i.e., *as +much +noun (pronoun) +verb*)

Moreover, in item (ii), the candidates used the conjunction *lest* to denote purpose. These candidates knew that the conjunction *lest* is used to prevent unpleasant things from happening. For example, one of the candidates wrote: *Mwajuma ran away lest she could be caught*. The candidate grammatically used simple past tenses in both clauses joined by the conjunction *lest*

In item (iii), the candidates constructed sentences using subordinating conjunction *as* to show contrast. The candidates who wrote correct sentences knew that *as* is used to show contrast between two clauses. For example, one of the candidates wrote: *Poor as I am, I cannot buy you a car*.

In item (iv), the candidates constructed correct sentences using the conjunction *notwithstanding* to express concession. They adequately knew that *notwithstanding* is used to say that what happens is true, although there is a situation that might prevent it. For instance, knowledgeable candidates wrote: *Notwithstanding he was defeated; he did not give up the fight*.

Moreover, in item (v), the candidates correctly constructed sentences using the conjunction *as* to show manner. They knew that the conjunction *as* is also used to show how the action is done. For example, one of the candidates wrote: *You can do it as you like*.

Lastly, in item (vi), the subordinating conjunction *such.....that* denote that effect was well constructed. The candidates knew that the given conjunction means the occurrence of one prevents or hinders the occurrence of another one. For example, one of the candidates wrote: *He is such a weak person that he cannot walk*. Extract 5.2 is an example of the correct responses to Question 5.

5	i. The amount of milk is <u>as much as</u> the amount of water in the jar
	ii. Walk carefully, <u>lest</u> you dash your foot on a stone
	iii. <u>As</u> she entered the room, Juma went outside
	iv. Notw <u>Notwithstanding</u> on what you have just said, kindly remark your objectives
	v. You are as cunning
	vi. COVID-19 was <u>such</u> a dangerous disease <u>that</u> it killed a thousand of per people

Extract 5.2: A Sample of Correct Responses to Question 5

In Extract 5.2, the candidate correctly constructed sentences using the subordinating conjunctions.

2.2.4 QUESTION 6: Talking about Personal and Group Routines, Ongoing Activities, Past Events, and Future Plans

The question required the candidates to rewrite the given sentences about Zainabu's action according to instructions given in each item. The sentence read: *Zainabu is reading a book*. This sentence shows the action is in progress at the moment of speaking. This sentence was required to be rewritten according to instructions given in each item. This question tested the candidates' competence in constructing English sentences in different tenses. The candidates were required to know that tense is a form of verb and concept of time at which the particular action is done.

The question was attempted by 529,420 candidates. Of whom, 385,092 (72.74 %) scored from 0 to 2.5 marks; 72,355 (13.67 %) scored from 3 to 5.5 marks; and 71,973 (13.59%) scored from 6 to 9 marks. Their

general performance on this question was weak since 27.26 per cent of the candidates scored from 3 to 9 marks. The overall performance on this question is presented in Figure 6.

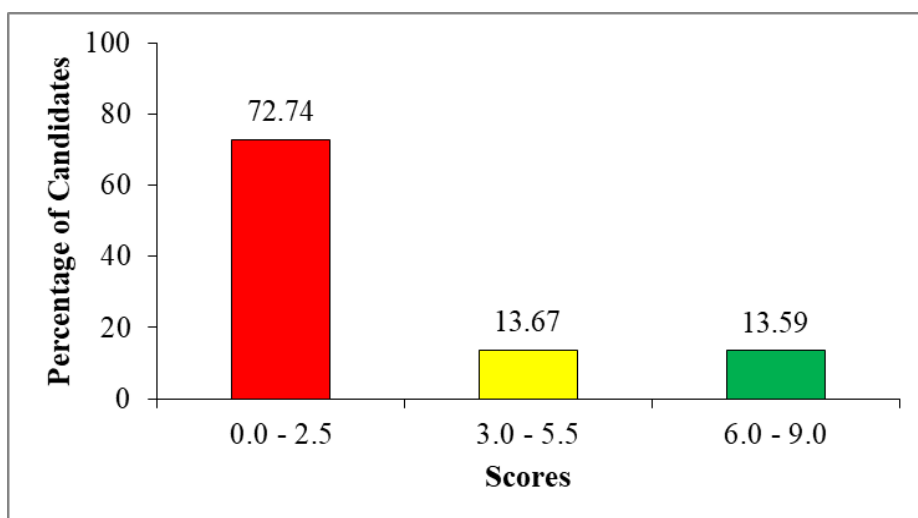


Figure 6: Candidates' Performance on Question 6

The question asked:

The sentence "Zainabu is reading a book" shows that the action is in progress at the moment of speaking. Rewrite the given sentence to show that Zainabu's action;

- (i) *is completed days ago*
- (ii) *was in progress in the past*
- (iii) *takes place repeatedly*
- (iv) *will take place in the future*
- (v) *is completed in some few minutes ago*
- (vi) *will be in progress in the future*

Analysis shows that the candidates with weak performance on this question had inadequate knowledge of rewriting the given sentence in different tenses according to the requirement of each item.

For example, in item (i), *is completed days ago*, one of the candidates wrongly wrote the daily routine of Zainabu instead of changing the given sentence into the past. The candidate wrote: *Zainabu wake up, washing the body, go to school, clean environment and go home*. Likewise, other candidates with insufficient knowledge of tense reproduced the sentence and added the word *Zainabu* at the end.

In item (ii), *was in progress in the past*, these candidates wrote ungrammatical sentences. They did not know that a noun and a pronoun cannot occur in the same place in a sentence, especially in writing. For example, one of the candidates wrote: *Zainabu she completed to read a book*. This response involved the transfer of the Kiswahili structure since a subject agreement marker can follow the noun.

In item (iii), *takes place repeatedly*, some of the candidates wrote incorrect sentences. They did not know that events that take place repeatedly are usually in the simple present tense. Such events express habitual actions. For example, one of the candidates wrote an ungrammatical sentence: *Zainabu always reading a book*. This shows that this candidate did not know the form of the simple present tense. The verb was supposed to be in the base form but not in progressive *toing*.

Additionally, in item (iv), *will take place in the future*, the candidates did not know that the sentence was to be in the future tense. For example, one of the candidates wrote: *Zainabu is reading now*. Another candidate mixed both the simple present tense and the past tense, contrary to the requirement of the question. He/she wrote: *Zainabu was starts to eat a rice*.

Moreover, in item (v), *is completed in some time few minutes ago*, the candidates did not know that the item focused on the present perfect tense, which expresses events that have just been completed. For example, one of the candidates wrote: *Zainabu have read a book*. This candidate was unaware of the present perfect where, if a subject is

he/she/it/name, the auxiliary verb should be *has*. Extract 6.1 is worth considering.

6.	i Zainabu is complete days ago.
	ii Zainabu was in progress in the past.
	iii Zainabu was taken place repeatedly
	iv Zainabu will take place in the future
	v Zainabu is completed in some few minutes ago
	vi) Zainabu will be in progress in the future

Extract: 6.1: A Sample of Incorrect Responses to Question 6

In Extract 6.1, the candidate constructed incorrect sentences contrary to the question's requirements.

In contrast, candidates who correctly responded to this question showed skills in constructing correct sentences using different tenses. Hence, they correctly addressed the requirements of the question, as follows:

Item (i) required them to show that the action was completed days ago. The candidates correctly wrote: *Zainabu read a book*. They knew that the sentence was in the simple past tense because of the presence of the words *days ago*, denoting the past. The candidates also knew a sentence in the simple past tense is formed with *subject + verb (simple past) + object* in affirmative form.

Similarly, the candidates who provided correct responses to item (ii), *was in progress in the past*, were knowledgeable about the past continuous tense. This tense refers to an action/event that took place and is in progress sometimes in the past. They also knew that the sentence is formed by *subject + was/were + verb-ing* in affirmative form. For example, one of the candidates correctly wrote: *Zainabu was reading a book*. Therefore, the candidates demonstrated their knowledge of the form of a sentence in the past continuous tense.

Additionally, in item (iii), *takes place repeatedly*, the candidates who constructed the correct sentence exhibited their understanding of the

word *repeatedly*, expressing actions done in *habituality*. Other indicators are *often*, *always*, *usually* and *every day*. Therefore, they constructed sentences in the simple present tense, expressing actions occurring every day or at every specific time. This sentence in affirmative form is formed by *subject + verb (base form) + object*. They knew that this sentence should go with subject-verb agreement. If the subject uses *he/she/it/name*, the particular verb ends with *s*, *es*, *ies*. However, if the subject begins with *subject I/we/you/they/names*, the morpheme *s*, *es* or *ies* are not added to the verb. For example, the candidates correctly wrote: *Zainabu reads a book*. Other candidates wrote: *Zainabu always reads a book*.

Moreover, in item (iv), *takes place in the future*, these candidates knew that the verb form should refer to an action that is expected to take place in the future. They knew that the sentence referring to the future time affirmative form is usually formed by *subject + will/shall + object*. For example, some candidates correctly wrote: *Zainabu will read a book*.

Furthermore, in item (v), *is completed in some few minutes ago*. The candidates who constructed correct sentences knew about the words *a few minutes ago* that express action done just a few time ago from now (*present perfect*). In affirmative form, the sentence is normally formed by *subject + has/have + verb (in participle)*. For instance, one of the candidates wrote: *Zainabu has read a book*.

Moreover, in item (vi), *will be in progress in the future*. They provided correct responses to this item. They knew that the item required them to refer to an event that will take place in the future. They knew about events that will be in progress sometimes in the future (*future progressive tense*). They also knew about its formation in affirmative form, which is formed by *subject + will/shall + be + verb-ing*. For instance, one of the candidates wrote: *Zainabu will be reading a book*. Another candidate wrote: *Zainabu will be reading a book next week*. These candidates exhibited their knowledge about actions that will be in progress in the future. Extract 6.2 is illustrative.

06	(i) Zainabu read a book.	
	(ii) Zainabu was reading a book.	
	(iii) Zainabu reads a book.	
	(iv) Zainabu will read a book.	
	(v) Zainabu has read a book.	
	(vi) Zainabu will be reading a book.	

Extract 6.2: A Sample of Correct Responses to Question 6

In Extract 6.2, the candidate correctly constructed English sentences in different tenses.

2.2.5 QUESTION 7: Expressing Oneself

The question required the candidates to write the given sentences using appropriate modal auxiliary verbs without changing the original meaning. This question assessed candidates' ability to use modal verbs to express one's opinions.

The question asked:

Rewrite the sentences (i) – (vi) using modal verbs without changing the original meaning. Begin each sentence as instructed.

Example: I suggest that you get good grammar book.

You

You should get a good grammar book.

(i) *Perhaps my daughter will show up.*

My daughter

(ii) *Eating is forbidden in class.*

You

(iii) *Look at his dirty clothes! I'm sure he is a poor person.*

- He*
- (iv) *I don't believe that the legend of Hercules is true because there are many contradictions.*
The legend of Hercules
- (v) *Each of us has to study hard for our betterment*
We should
- (vi) *Mr. Hussein had a habit of visiting orphanage centers when he was young.*
- (vii) *Mr. Hussein*

The question was attempted by 529,420 candidates, of whom, 507,546 (95.87 %) scored from 0 to 2.5 marks; 19,503 (3.68 %) scored from 3 to 5.5 marks; and 2,371 (0.45%) scored from 6 to 9 marks. Hence, their general performance on this question was weak since 4.13 per cent of the candidates scored from 3 to 9 marks. The overall performance on this question is presented in Figure 7.

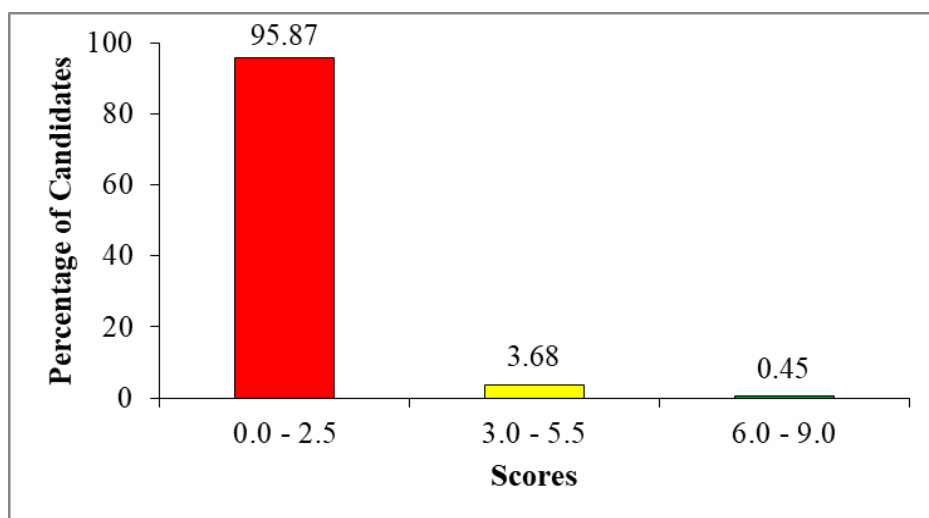


Figure 7: *Candidates' Performance on Question 7*

Analysis reveals that 95.87 per cent of the candidates performed weakly on this question. These candidates lacked knowledge about modal verbs, their meaning and uses. These candidates failed to write the sentences as required. Because of insufficient knowledge, many

candidates repeated the modal *should* from the exemplified sentence in each of the items. These candidates did not know that *should* is only used to denote advice. Therefore, it turned out to be the wrong response to items (i) and (iv), which required certainty; items (ii) and (iii), which required obligation; and item (v), which required expression of past habitual.

Some of these candidates copied modals needed in each sentence. They did not understand the requirement of rewriting the sentence and maintaining the original meaning. Similarly, some of them wrote sentences without *modal verbs*. These candidates did not understand what *modal verbs* are.

The other candidates reversed the clauses in each given sentence. Other candidates repeated the phrase *I suggest that* in each of the given sentences. Lastly, most of those who scored zero, copied the stem of the question as their answers. Extract 7.1 is worth considering.

7	i) My daughter should show up	
	ii) You should eating forbidden in class	
	iii) He should poor person	
	iv) The legend of Hercules should	
	v) We should study hard for our betterment	
	vi) Mr. Hussein should a habit of visiting orphanage centres when he was young	
	vii) The legend of Hercules should true because there are many contradictions.	

Extract 7.1: A Sample of Incorrect Responses on Question 7

In Extract 7.1, the candidate incorrectly copied the modal *should* in each item.

Contrarily, the candidates who demonstrated good performance on this question were knowledgeable about the meaning, roles of each modal auxiliary verb and their structures. They also knew how to use them grammatically. These candidates knew that modal verbs are parts of

speech that stand with verbs to express modality such as likelihood, ability, permission and capability. The candidates knew that modals are followed by the main verb in their infinitive forms. They then used them in relation to the tense and the meaning of the sentence given. For example, in item (i), the candidates knew that the word *perhaps* denotes *uncertainty* or *probability*. They, therefore, wrote sentences such as *My daughter may show up* and *my daughter might show up*. Their sentences contained modals *might* and *may* which express probability.

Item (ii) expressed obligation. Hence, the candidates constructed sentences, such as *You must not eat in class*. They knew the word *forbidden* meant restriction. Therefore, it would be interchangeable with the modal *must*, which expresses obligation or necessity.

Again, item (iii) of the question needed a modal auxiliary that would replace *sure* as used in the clause *I am sure*. A knowledgeable candidate wrote the sentence: *He must be a poor person; look at his dirty clothes*. The modal *must* in that sentence express certainty.

Furthermore, item (iv) used the phrase *I don't believe*. The sentence portrayed uncertainty, and it could be semantically replaced with modal *might* or *may*. The candidates' correct responses to this item included: *The legend of Hercules might not be true because there are many contradictions* or *The legend of Hercules may not be true because there are many contradictions*.

Item (v) used clauses phrases ... *has to study*... and *For our betterment* that gave an advice. Correct answers to this question-contained modal *might*, *ought to* and *must*. The candidates wrote sentences such as *We should study hard for our betterment*, *We ought to study hard for our betterment*, *We must study hard for our betterment*

Lastly, in item (vi), the stem sentence used the phrase *had a habit of*. This showed that the sentence required the modal that expresses past habitual. Knowledgeable candidates wrote: *Mr. Hussein used to visit*

orphanage centres when he was young. The modal used to in the exemplified sentence expressed Mr. Hussein's past habit as Extract 7.2 illustrates.

7 (i)	My daughter may show up.	
(ii)	You should not eat in class.	
(iii)	He must be poor, look at his dirty clothes!	
(iv)	The legend of Hercules cannot be true because there are many contradictions.	
(v)	We must study hard for our betterment.	
(vi)	Mr. Hussein used to visit orphanage centres when he was young.	

Extract 7.2: A Sample of Correct Responses to Question 7

In Extract 7.2, the candidate used the right modal auxiliary verb for each item given.

2.2.6 QUESTION 8: Writing Cards and Messages

The question required the candidates to read an official letter and design a birthday invitation card using the content in the letter. The question tested candidates' skills in designing birthday invitation cards following appropriate format/style. The card had to contain all key information required for a birthday invitation.

The question asked:

Read the following letter, and then carefully use the information provided to write an invitation card.

*P.O.BOX 2057,
Pemba- North,
9th November, 2023*

Dear Omary,

I'm glad to let you know that my sixteenth birthday comes off on the 10th December this year. All our near and dear ones are expected to attend the celebration. My mother asked me to invite you to come and have dinner with us in the evening. There will be a lot of merry-making on that day. Make sure you are here by 7: 00 pm.

With love

Makame

The question was attempted by 529,420 candidates. Of whom, 108,416 (20.47 %) scored from 0 to 2.5 marks; 198,150 (37.44 %) scored from 3 to 5.5 marks; and 222,854 (42.09%) scored from 6 to 9 marks. Hence, their general performance on this question was good since 79.53 per cent of the candidates scored from 3 to 9 marks. The overall performance on this question is presented in Figure 8.

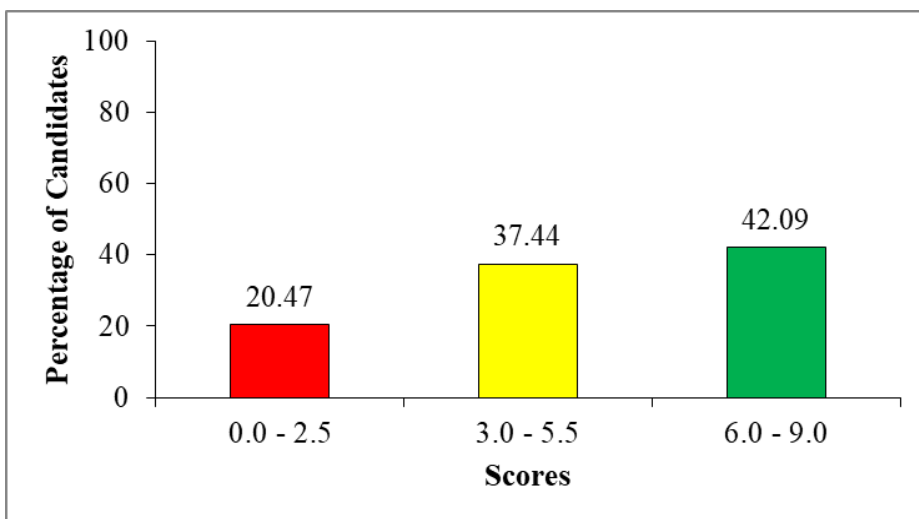


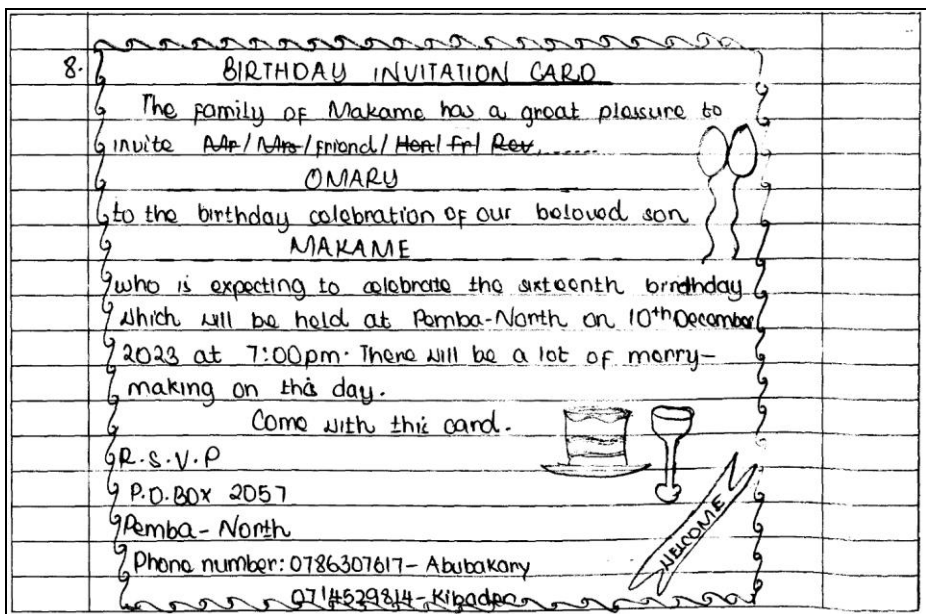
Figure 8: *Candidates' Performance on Question 8*

The analysis shows that candidates who attained good performance on the question had adequate skills in writing birthday invitation cards. They correctly placed each piece of information in its right place. These candidates knew that the heading had to be designed in upper case and placed on the top position of the page. They wrote it shortly and precisely. For instance, some candidates wrote: *BIRTHDAY INVITATION CARD* or *INVITATION CARD*. Furthermore, these candidates mentioned the name the one who gives invitation immediately after the heading. They then mentioned different status of the invitees in their formal abbreviations. For example, some wrote: *Makame and the family request the pleasure of Mr. and Mrs./ Prof. ...*, after the abbreviations, followed the underlined name of the invited guest (Omari).

Additionally, these candidates included the purpose of the invitation. They knew it is the main reason for writing an invitation card. The purpose contained the person concerned in the invitation and the type of invitation. For example, some candidates wrote: *...would like to invite you to their son's birthday dinner...*, *... to the sixteenth birthday of their beloved child*. These candidates correctly mentioned the concerned person in the invitation (son) and mentioned the type of the invitation (birthday).

Furthermore, the candidates included the day and time of the event in their designed cards. They knew an invitation must state where and when the event would take place. These candidates wrote sentences like ...which will be held on 10th of December 2023 at home from 7:00 pm. They successfully grasped the information about the place (*home*) and time (*10th December at 7: 00 pm.*) from the letter and used them in their invitation card.

Lastly, they included the contact. They were aware that the invitees use contact to express their regrets. Most of the candidates wrote phone numbers below the common French abbreviation R.S.V.P (*Repondez Sil Vous Plait*), which translates to *Please Reply*. Extract 8.1 is illustrative.



Extract 8.1: A Sample of Correct Responses to Question 8

In Extract 8.1, the candidates correctly included all essential parts of the birthday invitation card.

The candidates with average performance on this question did not include all the essential parts in writing an invitation card. Some wrote the required content but in an inappropriate format. Again, candidates with poor performance failed to demonstrate skills in writing formal birthday invitation cards. Some of these candidates provided informal greetings like: *I hope you are ok*. Such candidates did not know that invitation cards do not aim to know people's health status but request their attendance in the invitations.

In addition, other candidates used Swahili abbreviation such as *Bw/Bib./Mch...* This candidate did not know the correct version of those abbreviations is *Mr/Mrs/Rev.....* Similarly, others wrote in advertisement format. Candidates of this nature repeated the title of the invitation card as *INVITATION! INVITATION! INVITATION!* They lacked knowledge that the title of such composition is unrepeatable.

Likewise, many candidates with poor scores took irrelevant content into the invitation card. For example, they wrote, *My mother has asked me to invite you*. This candidate did not know that an invitation card aims only at requesting invited guests without including other irrelevant information.

Moreover, poor mastery of grammatical competences led some candidates to write illegible and meaningless information on their invitation cards. On top of that, a few candidates wrote official letters to Mr Omary. These candidates also did not know that such letters are used in official settings such as applying for a job vacancy and requesting or informing official proceedings. Extract 8.2 is illustrative.

8	BUSULELU SECONDARY SCHOOL
	P.O. Box 2057
	Pemba - North.
	09th November
	2023
	Dear Omary:
	P.O. Box 11164:
	Singida.
	Dear
	INVITATION CARD FOR MY
	BIRTHDAY
	I'm glad to let my invitation card know that
	my sixteenth birthday came off on the
	10th December this year. All our near and dear
	are expected to attend or welcome at the
	celebration. My mother asked me to invited
	and to come and have eating food with
	dinner us in that evening. There will be a lot of
	merry coming on this day. My birthday their
	start 7:00 P.M. so all dear It has wel-
	come at to celebration happy.
	With love
	Makame.

Extract 8.2: A Sample of Incorrect Responses on Question 8

In Extract 8.2, the candidate wrote an official letter instead of an invitation card.

2.3 SECTION C: Essay Questions

This section consisted of three (3) questions: 9, 10 and 11. The candidates were instructed to answer two (2) questions. Each question weighed 15 marks, making a total of 30 marks.

2.3.1 QUESTION 9: Reading and Interpreting Poems

The question required the candidates to read a given poem to evaluate the position of women in society. The question tested the candidates' ability to interpret poems, particularly those that portray the position of women in their society.

The question asked:

9. *Read the given poem and answer the question that follows:*

*My husband tells me
I have no ideas
Of modern beauty
He says I have stuck
To old-fashioned hair style.*

*He says
I am stupid and very backward,
That my hair style
Makes him sick
Because I am dirty.
It is true
I cannot do my hair
As white women do.*

*Listen,
My father comes from Payira,
My mother is a woman of Koc!
I am true Acoli
I am not a half-caste
I am not a slave girl;
My father was not brought
home
By the spear
My mother was not exchanged
For a basket of millet.*

*Ask me what beauty is
To the Acoli
And I will tell you;
I will show it to you
If you give me a chance!*

Question:

In six points, evaluate the position of women in the society as portrayed in the poem.

The question was attempted by 436,150 candidates. Of whom, 280,991 (64.43 %) scored from 0 to 4 marks; 113,705 (26.07 %) scored from 4.5 to 9.5 marks; and 41,454 (9.50%) scored from 10 to 15 marks. Their, general performance on this question was average since 35.57 per cent of the candidates scored from 4.5 to 15 marks. The overall performance on this question is presented in Figure 9.

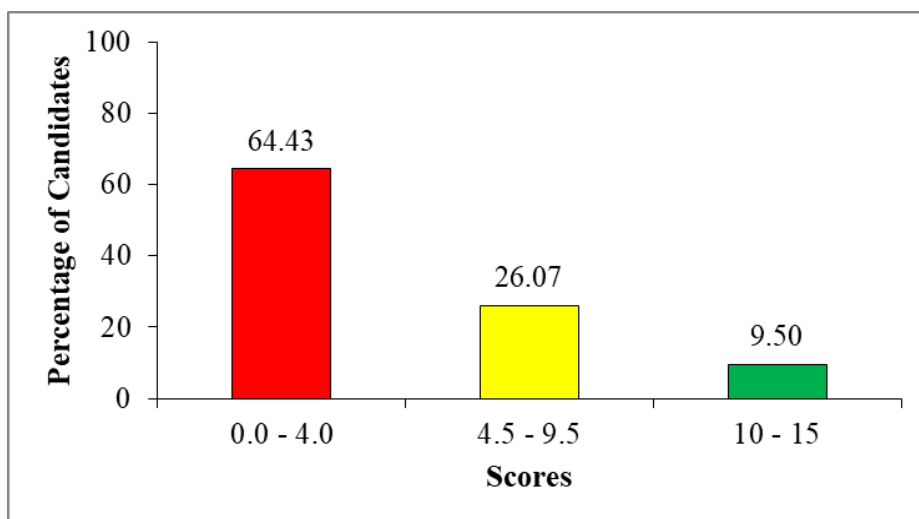


Figure 9: Candidates' Performance on Question 9

Analysis shows that the candidates who scored high marks in this question exhibited competences in evaluating the position of women from the given poem. These candidates explained their views and then quoted extracts from the poem to support their points. In their introduction sections, they defined or gave a general overview of the position of women. Most of these candidates described women's position as an attitude of the society towards a woman. Others said a woman's position refers to the status given to women as defined by

customs and traditions of the society. Those who gave the general overview stated that *even though woman is important in our societies, yet most societies consider her inferior to men*. The candidates with adequate knowledge about the position of women provided six points to support their arguments.

One of the positions mentioned by the candidate was *Women are oppressed by men*. The candidates explained that men abuse women as they do not give them the opportunity to express their views before their husbands. They cited an example of the persona complaining to her husband, limiting her from expressing her views. The following verses were used to support the above view.

*My husband tells me,
I have no ideas,
I am stupid and backward.*

Other candidates evaluated women as *upholders of African traditions and customs* while some candidates used different phrases like *women are conservatives*, *women are not ready to change*, and *women are traditionalist* to explain this similar view. They generally stated that women are not ready to distort their traditions and customs by adopting Westernised ways of life. They showed in the poem that the wife complains about her husband, who forces her to adorn her hair as white women do. The following verses were used to support such a point.

*I cannot do my hair,
As white women do,
I am not a slave girl.*

Other candidates wrote: *Women are backward and dirty*. They stated that the level of development reached by women seems to be backward and dirty and that their husbands are not pleased with their lifestyles. This was illustrated in the following verses:

*I am stupid and very backward,
That my hair styles,
Makes him sick,
Because I am dirty.*

Some candidates said *Women are aware of their identities. They are proud, stand firm and fight for who they are.* These candidates said: *Women believe in themselves and are not ready to copy others' ways of life.* This point was witnessed by the following verses:

*My father comes from Payira,
My mother is a woman of Koc!
I am true Acoli
I am not a half caste*

Most of these candidates gave relevant concluding remarks that summed up their explanations. For example, one of the candidates concluded: *To conclude, women have been portrayed with both positive and negative traits. Generally, from the poem, men are also portrayed as oppressors, Westernised and unpatriotic to their culture.* The first conclusion grouped the positions of women into positive and negative ones, whereas the last one showed the portrayal of men in general, as Extract 9.1 illustrates.

9.	<p>Women are the people of with female gender in the society; these people mostly are children bearers; that is they usually care for the children and the family. In this poem women have been positioned as differently people in the society as portrayed in this poem;</p> <p>Women have been portrayed as people with no ideas. This poem position women as the ones who can not make ideas on a certain issues. This is comparatively in the society where by men do not include women in decision making. This is shown ^{in stanza 1} when the poet says; "My husband tells me I have no ideas of modern beauty".</p> <p>Women have been portrayed as people who are not ready to change. This is shown in the poem where by a man (husband) tells his wife that; "He says I have stuck to old fashioned hair style".</p> <p>Women have been portrayed as stupid people and people who are very backward. This is also seen in the society where by a man regard himself as the one who is cleverer than a woman. This is shown in the poem where by a poet says; "He says, I am stupid and very backward".</p> <p>Women have been portrayed as people who can not imitate the western etc culture especially dressing their hairs; This is shown in this poem as where by a woman looks so old fashioned as she can not even keep her hairs as the way whites do; the poet says "I can not do my hair, As white women do".</p> <p>This is shown in the 3rd stanza.</p>	
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9.	<p>Women have been portrayed as people who are dirty. In this poem the husband declares that the hair style of his wife makes him sick and also because she is dirty. It is shown in the second stanza when 4 verse three up to five as the person says,</p> <p style="text-align: center;">"That my hair style, Makes him sick, Because I am dirty".</p> <p>Women have been portrayed as people who can change their society and show beauty if only they are given chances. In this poem woman declares that she can show and tell what beauty is only if she is given a chance. This means that they are dependant. This is shown in the 5th stanza verse four up to verse five when a person says that</p> <p style="text-align: center;">"I will show it to you, If you give me a chance".</p> <p>By concluding, the poet and the poetess have been portraying how women are positioned in the society to show the way women are highly oppressed so as to empower them and hence creating a developed society which is without discrimination and hence maintaining peace and harmony in the society.</p>	
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Extract 9.1: A Sample of Correct Responses to Question 9

In Extract 9.1, the candidate correctly described the position of women from the given poem.

In contrast, analysis reveals that 64.43 per cent of the candidates demonstrated poor performance on this question. They were not knowledgeable about reading and interpreting poems. Hence, they demonstrated the following weaknesses:

Some candidates described women's positions, but such positions were not found in the poem. For example, *Women are used as tools of pleasure, and women are mutilated*; such a candidate did not understand the given poem. These candidates also failed to support their views using the given poem.

Similarly, some candidates supported their points with irrelevant explanations and examples. For instance, one of the candidates wrote: *Women are oppressed*. In supporting this point, the candidate quoted an irrelevant verse *My father comes from Payira*. The quoted verse could be valid if the question required them to describe the identity or ancestry of the woman in the poem.

Likewise, other candidates wrote ungrammatical constructions. For instance, one of the candidates wrote: *The women is position believe*.

Lastly, some candidates failed to evaluate the position of women. They wrote expressions that did not show the positions of women in society but described their physical appearance. For example, one of the candidates wrote: *Women are people with different hairstyles*. This candidate failed to evaluate the position of women. He/she/had to look for a point of view that would explain the position of a woman. Extract 9.2 illustrates an incorrect response to the question.

Q9	<p>Position of Women in the -</p> <p>Society : position of the women in the society this is the big position because women the head of the family of the family of single parent family like mother only</p> <p>Head of the Family; This is present of the family of single parent family like mother and children mother is the control for this family because father is upsent in the family this so mother is the head of family controlling children; This the position of the women in the society because women it is not of in the society children and family is the separate because is not people of controls their family so women is the big position in the family</p> <p>poor separation of family. This is the causes of women because if women was not present in the society or in the family. family all family is the separation so women is not - stupid in the family because end - position big in the society</p> <p>Take good ideas in the family This is the causes of women then big position in the family this is the causes of the development in the family and society of place so women is the big position in the society</p>	
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09-	women is the people of four the
	love; This is the position of women in
	the family or society because women
	is the control family of love so this
	is the position of family women in
	the family and society
	Generally; so women are
	the position again big position in the
	society because of love, controlling
	family and other point so all peo
	ple is the take example for the women
	and women is respecty in the society.

Extract 9.2: A Sample of Incorrect Responses to Question 9

In Extract 9.2, the candidate described positions for women that were not present in the given poem, and the presented views were grammatically incorrect.

2.3.2 QUESTION 10: Reading and Interpreting Plays

The question required the candidates to evaluate the uses of figures of speech in delivering the intended message to society. They had to mention, explain, quote and state the message delivered via the mentioned figure of speech. This question tested the candidates' knowledge of form as one of literature's basic elements, particularly in carrying out literary messages.

The question was attempted by 276,838 candidates. Of whom, 207,720 (75.03 %) scored from 0 to 4 marks; 46,892 (16.94 %) scored from 4.5 to 9.5 marks; and 22,226 (8.03%) scored from 10 to 15 marks. Hence, their general performance on this question was weak since 24.97 per cent of the candidates scored from 4.5 to 15 marks. The overall performance on this question is presented in Figure 10.

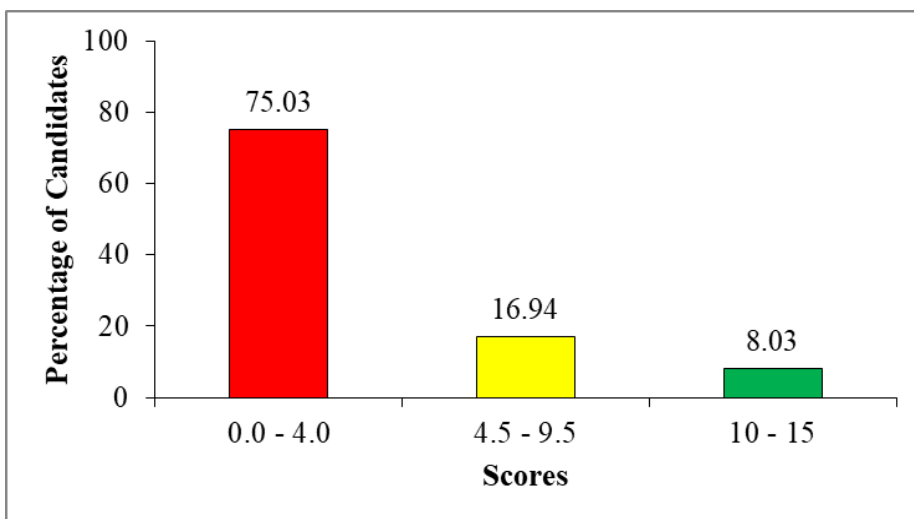


Figure 10: *Candidates' Performance on Question 10*

Question 10 asked:

10. *'Playwrights use figures of speech as essential language devices in delivering the intended messages to the society.'* Appraise this statement by using two plays you have read. Provide three points from each play.

Analysis shows that the candidates with weak performance on this question lacked knowledge of the form as an element of literature, especially on figures of speech. They failed to know how figures of speech convey the intended message in society. These candidates demonstrated several weaknesses.

Some candidates responded to the question by mentioning and explaining poetic devices that were not required in the question. They mentioned rhymes, verses, assonance and consonance, which are sound devices commonly used in poetry. For example, one of the candidates wrote: *Consonance, there are repetition of the first word in the book or sentence of the book.* Example of consonance are page 17 of this book. This is why they are figures of speech.

Other candidates responded incorrectly by giving messages as key issues in the question. These candidates discussed messages without showing from which figures of speech they were taken. For instance, one of the candidates wrote: *People should be given information of moral decay.*

Additionally, other candidates mentioned figures of speech but with the wrong explanation. They also failed to provide the required message from the identified figures of speech. For example, one of the candidates wrote: *Metaphor, this is a language that deliver message...*

Some candidates explained using the Swahili language or code mixed with Swahili. This revealed that they had limited knowledge about figures of speech and how they convey the indented message. For example, one of the candidates wrote about *barbarism*. *This is the produces that can be barbarism, example, mwananchi that can be people to mwananchi.*

Lastly, other candidates wrote a speech. They understood the term figures of speech as formal talk addressed before the public. Extract 10.1 is illustrative.

Ladies and gentlemen; Bitrayal were message of the book and message to the society essential language devices in delivering the portrayed in plays message have intended to the society.
Ladies and gentlemen; corruption the are language of people were take corruption essential society essential language for example money. The following message of the book of THE BLACK HERMIT
Ladies and gentlemen: super station were used super the people when say that super station were over people were by sport super the black hamit verck and Adyeri were movement super station
Ladies and gentlemen: in true love Adyer and vicky were love and no movement true were work it help to study and batrayal and female genital mutilation was the in true love.
Ladies and gentlemen: Bitrayal when where say that bitrayal and good government were take to him or her and Ladies and gentlemen and to talk bitrayal and vicky and Adyer
Generally; the are figures of speech as essential language devices in delivering the intended messages to the society.

Extract 10.1: A Sample of Incorrect Responses to Question 10

In Extract 10.1, the candidate provided a speech as a formal talk instead of figures of speech as literary technique.

Contrarily, 24.97 per cent of the candidates performed well in this question. These candidates understood the requirement of the question. They appraised correctly the statement about the uses of the figures of speech in conveying messages portrayed by the playwrights with reference to plays. They explained common figurative languages such as *metaphor*, *simile*, *hyperbole*, *personification* and *symbolism*. The candidates correctly explained, quoted and gave messages from the literary reading from which the figure of speech was extracted. They also provided relevant introductions by mainly defining figures of speech. For example, one of the candidates wrote: *Figures of speech refer to literary devices that use language artistically to convey the author's ideas*. The others wrote: *Figures of speech is the use of*

language artistically to beautify a literary work. In both definitions, the candidates mentioned key concepts in the definition of figures of speech, that is, *literary devices* and *use of language artistically*. Few candidates defined messages. They mostly said messages refer to lessons or teachings obtained from a literary work.

The candidates who used the play *Three Suitors, One Husband* by Oyono Mbia, mostly used *simile*. They defined it as a figure of speech that uses conjunctions to compare two unlike things or situations. They quoted Mbagha's words *begin talking like a crowd of women instead of listening to me*. They explained that the simile teaches society to respect women. This is because in Mvoutessi Village, women are disregarded over their rights, such as the right to express their views.

Other candidates used personification. They explained it as a literary device in which nonhuman beings are given human attributes. The candidates quoted Atangana's words*the clock itself says we're half way through the afternoon already! And that wife of mine's still working in the bush!* The candidates elaborated that the *clock* in the above personification was given ability to talk like human being. They further said that through that personification, the playwright wants society to stop enslaving women by overworking them.

In *The Lion and the Jewel* written by Wole Soyinka, many candidates showed *symbolism*. They explained it as a literary device in which a word's own meaning represents or stands for something else. These candidates mostly used Lion (Baroka) and Jewel (Sidi), who stand for oppressed leaders and oppressed ones, respectively. They said Lion Baroka turned Sidi into prey when he trickily slept with her. Through these symbolisms, the candidates said the society should be educated to avoid oppression. Sidi is easily tricked because of her illiteracy.

Additionally, the candidates used *metaphor*. They defined it as a literary device in which two dissimilar things or situations are directly compared. These candidates showed a metaphor when Chief Baroka tells Sidi, "*soon my voice will be that sand between two grinding stones*". The candidates used this to reveal the bitter truth about death,

especially for older people like Baroka, that one day he will die. This gives the message that death is inevitable for human beings. Extract 10.2 shows a candidate who correctly identified figurative languages from the selected plays with their messages.

10	<p>Figures of speech refer to the literary technique used by authors to colour the work of an art. Different playwrights uses figures of speech to deliver messages. By using the play of "THE LION AND THE JEWEL" by Wole Soyinka and the play of "THREE SUITORS: ONE HUSBAND" by Duro Olowu the figures of speech used to portray messages as follows.</p> <p>By starting with the play of "The lion and the jewel" the figures of speech used as follows to portray messages,</p> <p>personification; this is a figure of speech where by inanimate things are given abilities to do like animate things. This is found as Lakunle says "my love will open your mind". Through this personification the message obtained from the quotation is that love affairs is among of the powerful things in the world now.</p> <p>Symbolism; this refers to the use of something to represent or stand for another thing. The playwrights employ this figures of speech in the title of the book the word "jewel" and "lion" which symbolizes love and power respectively from the play. Message obtained from the quotation is that love and power associates and relate each other.</p> <p>Metaphor; this is a figure of speech which join two dissimilar things by use without using conjunction. In this play the metaphor obtained when Baroka says "Sadike my faithful lizard" the character Sadike is compared to lizard. Message obtained from this figure of speech is that women are faithful people in the society. This is because from the play it seen that the character Sadike is a good listener to her husband Baroka.</p> <p>By finishing with the play of "Three suitors: one husband" the figures of speech portray messages as follows,</p>
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10	Hyperbole; this is the figure of speech which usually exaggerates the meaning of the word. From the play the hyperbole is seen in citation saying "She has born with a star in a forehead". The word star exaggerated. From this figure of speech the message obtained is the lucky of someone can be naturally occurred.
	Barbarism; this is a figure of speech which employs two different language to portray messages. In this play is found when character Makinta produces "Ark" which means alcohol. The playwright portrays messages through the barbarism of using the word ark. The message obtained from the figure of speech is alcohol is income source in the society.
	Rhetorical question; this is a figure of speech which involves asking questions with open answer. From the play the character Juliette is seen asking question to her family concerning her issue of marriage "Am I a shop?" This shows that the character Juliette is not a shop but she asks the question. This shows presence of ignorance in the society.
	Conclusively; the use of figures of speech is very essential also in raising various themes from the literary work. Different themes like ignorance, traditionalism, awareness can be obtained through the use of figures of speech.

Extract 10.2: A Sample of Correct Responses to Question 10

In Extract 10.2, the candidate identified, explained and gave a relevant message from the identified figure of speech.

2.3.3 QUESTION 11: Reading and Interpreting Poems

The question instructed the candidates to validate the given assertion: *Exploitation is one of the bad behaviors done to the people in a society and it should be discouraged immediately.* They were required to use two selected novels to support their validations. The question tested the candidates' ability to read, understand and interpret literary works.

The question was attempted by 529,420 candidates, of whom, 263,399 (81.47 %) scored from 0 to 4 marks; 40,218 (12.44 %) scored from 4.5 to 9.5 marks; and 19,706 (6.09%) scored from 10 to 15 marks. Hence,

their general performance on this question was weak since 18.53 per cent of the candidates scored from 4.5 to 15 marks. The overall performance on this question is presented in Figure 11.

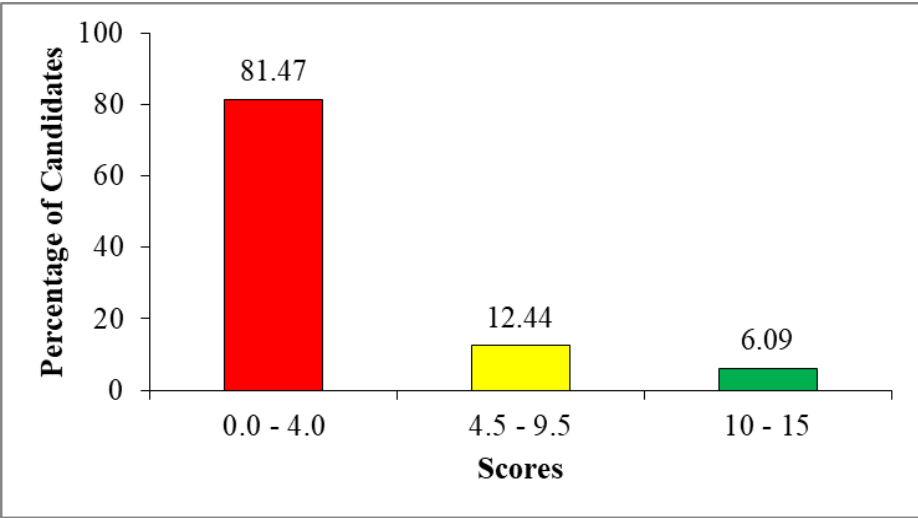


Figure 11: *Candidates' Performance on Question 11*

The candidates who had weak performance on this question failed to explain how bad exploitation is in the society. These candidates demonstrated the following weaknesses:

Some candidates did not understand the requirements of the question. They demonstrated the characters with irrelevant and ungrammatical explanations instead of explaining how exploitation is a bad behaviour. For example, one of the candidates wrote: *Abook it should be a not good behavior to ignorance, the character of their book to show Abook is ignorant because it take the bad friend and finish is drankardness in the society.* These candidates demonstrated weaknesses in using English language to address the question.

Moreover, some candidates were not conversant with the question. They demonstrated different themes from the theme of exploitation and how bad it is. For example, one of the candidates wrote: *Position of women. This is the theme that to see the source of exploitation in society because women are used by men for enjoyment.* This response

evidenced that such a candidate did not comprehend the requirement of the question.

Other candidates were not aware of novels. They used characters from plays instead of the directed novels. This showed that the candidates did not have adequate knowledge about the novels they read in the class. For instance, one of the candidates used characters like Stranger, Njongo and Wanjoro from the play *This Time Tomorrow*, written by Ngugi wa Thiong'o.

Additionally, the candidates demonstrated relevant issues but did not relate to the requirement of the question. They failed to connect with the term exploitation or did not delve into explaining why such an issue should be eliminated. For example, one of the candidates mentioned some themes of bad behaviour without relating them to the demand of the question. He/she wrote: *Women are prostitutes. In the society, people are womaniser and others are prostitution while in the novel: "passed like a shadow" womaniser are David, Adyeri also Atwoki and prostitutes are, Tusiime and Kunihia. So that these are bad behaviours*", as Extract 11.1 shows.

11	<p>Exploitation is the situation of prohibiting oppressing some one by economically, socially and politically; It is true that exploitation is one of the bad behaviours done to the people in a society and it should be discouraged immediately. By writing two novels which are "passed like a shadow" written by Benard mapalala (2006) Dup. and "Unanswered cries" written by othman coneh, macmillan the following are bad behaviours done to people in the society by starting with "Passed like a shadow" bad behaviours are as follows:</p> <p>Womanizer and prostitution; In the society peoples are womanizer and others are prostitutes while in the novel "passed like a shadow" womanizers are David, Adyori also Atwoti, and prostitutes are, Tusiime and Kunihia, so that these are bad behaviours.</p> <p>Peer pressure; Also peer pressure is the bad behaviour because Tusiime and Kunihie were convinced, richy to join with them in prostitution so that this is the bad behaviour.</p> <p>Drunkardness or Alcoholism; Also this is the bad behaviour because in our society drunkards are the one who trying others while in the novel "passed like a shadow", Adyori is appear to use a chol, so that this is a bad behaviour.</p> <p>By ending with the novel "passed like a shadow" the following are bad behaviours.</p> <p>Corruption; Is the use of republic resources as the private resources this appear when olabisi corrupt eddy who were told by makalay to search olabisi.</p> <p>female genital mutilation; Also this</p>
11	<p>is the bad behaviour because when some one circumsize girls, abusing human right so that this is the bad culture, behaviour.</p> <p>Humiliation; Also humiliation is the bad behaviour because it abuse human right and in the novel makalay was humiliate olabisi because she call others ghibotey.</p> <p>Therefore the mentioned and explained above are the bad behaviours which are done to the people in a society and it should be discouraged immediately.</p>

Extract 11.1: A Sample of Incorrect Responses to Question 11

In Extract 11.1, the candidate wrote the issues which did not relate to exploitation as a bad behaviour in the society. The candidate also

exhibited a poor command of English language and a misunderstanding of interpreting novels.

In contrast, candidates who answered this question correctly defined the term *exploitation* as a situation of taking advantage of a person for one's own ends. It is a bad behaviour whereby people economically or politically powerfully undermine others. These candidates understood that exploitation is manifested in all spheres of life i.e., economically, socially, politically, psychologically and culturally. They correctly identified both the exploiter and exploited characters. Above all, they elaborated how exploitation happened to the exploited character.

Candidates who used *Weep not Child* by Ngugi wa Thiong'o, validated exploitation in the context of work. They exemplified the Indian employers who exploit the Africans working in their shops. This is seen when Njoroge works for Indians after dropping out of school but is underpaid.

In the *Passed like a Shadow* by Bernard Mapalala, many candidates mentioned the exploitation of women's dignity. They gave examples of men like John, who rapes Abooki by dissolving medicine in her drink.

Furthermore, the candidates who used *Spared*, written by S. N. Ndunguru, pointed out wage exploitation. They mentioned Mr Wickman, who exploits his servants by giving them small wages contrary to their long working hours for his company.

Generally, these candidates provided relevant conclusions. In their concluding remarks, some mentioned other themes apart from exploitation; others urged people to fight exploitation as it creates conflicts in society. Extract 11.2 provides an example.

Exploitation refers to the situation whereby someone is mistreated and humiliated by someone else. Exploitation is a very bad behaviour to be done to people in the society. Most people who exploit others can be due to gender, race, economic capabilities, supremacy and many other. Exploitation being a bad behaviour through the following novels which are "WEEP NOT CHILD" by Ngugi wa Thiong'o and "SPARED" by S. N. Njiragu show that exploitation should be discouraged immediately:-

To start with WEEP NOT CHILD by novelist Ngugi wa Thiong'o who has showed on how exploitation is a bad behaviour and should be discouraged immediately:-

Exploitation through Land alienation is very bad to the people because it leads to poverty to the society. Land alienation is the practice where by the native land of the people in the society is forcefully taken by the foreigners. Njiragu being among the victims of land alienation whereby the foreigners took his land when he went to fight so when he returned he found that he had no

land to cultivate so he became poor together with his family and society at large. Even in the current society exploitation through land alienation is becoming a major threat to the people in the society by taking the only land for cultivation, performing other economic activities. So land alienation should be strictly prohibited by creating of strict rules and being able to withstand on someone's right to ownership.

Exploitation through discrimination is a bad behaviour and should be discouraged because it leads to conflicts among the people in the society. When someone is discriminated in the society he or she will ensure to fight back for the example some men who were discriminated formed an organisation so as to make the foreigners leave their land so there was conflict between Mr. Howland and the indigenous people. Even in the current society, through exploitation it creates conflicts among the members of the society and so everyone should enhance unity and equality without discrimination so as to eliminate exploitation.

Exploitation through racial segregation is bad ~~because~~ and should be discouraged because it leads to death ^{and classes} of many people in the society. Racial segregation refers to the process of discriminating someone due to his or her race or skin colour. Mr. Howland being an European employed Mr. Jacobo to be in charge of all the workers and other Africans and so the Africans were racially dis-segregated and there was classes. Some were even killed leading reducing manpower in the society. Even in the current society there are people who are segregated due to their race. So their education should be provided so as to discourage exploitation.

To finish with, SPARED by a novelist S. N. Ndyuguru shows how exploitation is one of the bad behaviour in the society and it should be discouraged.

Exploitation to the people through embezzlement of the citizen's fund has led to underdevelopment of the society so it should be discouraged immediately. Some Leaders of the country exploit the people by not giving them their needs especially social services because the leaders

use the government fund which is to be of the citizens for their own and personal use instead of allocating it to the citizens. As Tom Ntinzema and David Chambakare who used the government fund to visit his wife who had a political exile. such thing exploit the native citizen since it wasn't necessary for him to visit his wife with the government fund and also Tom didn't go to Switzerland for government purpose but instead personal reasons. So the current government leaders shouldn't use the government fund to exploit the citizens by not providing the necessities required.

Exploitation to the people through discrimination of native people by receiving corruption is very bad for it leads to poverty. Through corruption that people receive get so as to offer a free service it exploits others in the community for example the corruption that Tom received has to sign the contract has exploited the people and the nation at large for the contract signed aimed at exploiting the natural resources found in the country (mineral) that could be beneficial to

everyone in the nation. So corrupt leaders should be expelled from their works so that to avoid exploitation to the peoples through resources and the nation at large.

Exploitation to the people through bad governance of the leaders should be discouraged immediately for it has led to classes and underdevelopment of the society at large. Some leaders who are not elected through the majority vote come into power through illegal means where by Tom was to convince the president so as to approve someone into leadership which through this leads to underdevelopment since the people would be exploited through the poor leadership and governing system.

So everyone should be aware of such methods of exploitation so as people should train the future leaders hence discouraging exploitation.

Conclusively, exploitation is a very bad behaviour so it should be discouraged immediately through because it has so many effect to the individuals and society at large. By discouraging exploitation the society will benefit through the following there would be

		peace and harmony in the	
		society, there will be development	
		in the society and also there	
		will be unity and cooperation	
		among every member in the	
		society and hence making the	
		society to be a good example	
		to the next future generation	
		and bringing out people who	
		will be good leaders to	
		promote peace, unity, love, joy,	
		equality and enforce people	
		to respect one another and so	
		bringing a positive effect	
		in the society.	

Extract 11.2: A Sample of Correct Responses to Question 11

In Extract 11.2, the candidate described the negative implications of exploitation.

2.4 PERFORMANCE OF THE CANDIDATES ON EACH TOPIC

The candidates were assessed in fourteen (13) topics in the English Language subject in the CSEE of 2023. These topics were *Giving Descriptions*; *Expressing Personal and Group Routines*; *Writing Formal Letters*; *Expressing Opinions*; *Writing Using Appropriate Language, Content and Style*; *Reading Information from Different Sources*; *Reading for Comprehension*; *Asking for Services*; *Speaking Using Appropriate Language; Content and Style*; *Expressing Ongoing Activities*; *Expressing Future Plans*; *Expressing Oneself*; *Writing Cards and Messages*; and *Reading and Interpreting Literary Works*.

The analysis of the candidates' performance on each topic reveals that the candidates demonstrated good performance on *Writing Cards and Messages* (79.53%) which was tested in Question 8. Moreover, the candidates demonstrated average performance on *Asking for Services*

(59.05%) in Question 2 and *Reading for Comprehension* (58.32%) in Question 3. They also demonstrated average performance on *Giving Descriptions*, *Expressing Personal and Group Routines*, *Writing Formal Letters*, *Expressing Opinions*, *Reading Information from Different Sources*, and *Listening to and Understanding Simple Texts about a Variety of Events and Situations* (50.44%). These topics were covered in Question 1.

The candidates demonstrated poor performance on *Talking about Personal and Group Routines*, *Ongoing Activities*, *Talking about Past Events*, and *Expressing Future Plans* in Question 6 (27.26%); *Reading and Interpreting Literary Works* (26.35%) in Questions 9, 10 and 11; *Writing Using Appropriate Language, Content and Style* (5.01%); *Expressing Oneself* (4.13%) and *Talking about Events* (1.30%) in Questions 5, 7 and 4, respectively.

3.0 CONCLUSION

The candidates' general performance in the English Language subject in the CSEE 2023 was average. The candidates who had good performance demonstrated their sufficient knowledge of the tested topics and mastery of the English Language. Their knowledge enabled them to identify the requirements of the questions and respond accordingly.

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

4.0 RECOMMENDATIONS

For improving performance in the future examinations, the following are recommended:

- (i) The poorly performed topics, namely *Talking about Personal and Group Routines*, *Ongoing Activities*; *Talking about Past*

Events; Expressing Future Plans; Reading and Interpreting Literary Works; Writing Using Appropriate Language; Content and Style; Expressing Oneself and Talking about Events should be taught and learnt through the competence based approach.

- (ii) The topic *Reading and Interpreting Literary Works*, particularly the subtopic *Interpreting poems*, should be taught and learnt with more emphasis since in the 2022 English Language CSEE, the candidates performed as poorly on this subtopic as they did in 2023. Hence, this subtopic seems to be more challenging to candidates.
- (iii) The topic *Talking about Events* was tested in Question 4. Demonstrating their understanding that an active sentence refers to a sentence in which the verb form shows the doer of the action forming a passive sentence was a challenge; hence, the candidates demonstrated poor performance on Question 4. Likewise, other topics including *Interpreting Literary Works* and *Expressing Oneself* had poor performance in questions 7, 9, 10 and 11. Thus, English Language stakeholders, namely students, teachers, parents, and associations, should motivate, prepare materials and hold various English Language games and activities, including *Essay Competitions, Grammar Games and Competitions, Composition, Citing and Reciting Poems Competitions, Interviews and Speech Delivery* at District, Regional and National levels to help students improve their English proficiency.
- (iv) Teachers and school management should provide students with enough exercises, assignments, quizzes, tests and internal assessments with close supervision to equip them with knowledge of interpreting the demands of questions.

Appendix

Summary of the Candidates' Performance per Topic in the 2023 CSEE

SN.	Topic	Question Number	Percentages of Students who Scored the Average of 30 per cent and Above	Remarks
1	Writing Cards and Messages	8	79.53	Good
2	Asking for Services	2	59.05	Good
3	Reading for Comprehension	3	58.32	Average
4	Giving Descriptions; Expressing Oneself; Writing Application Letters; Writing Using Appropriate Language Content and Styles; Expressing Opinions and feelings; Reading for Comprehension; Asking for Services; Talking About Past Events/ Activities; Analysing Information from Media	1	50.44	Average
5	Talking About Past Events/Activities; Expressing Future Plans/Activities; Expressing Personal and Group	6	27.26	Weak

	Routines/Habits; Expressing Ongoing activities			
6	Interpreting Literary Works	9	26.35	Weak
		10		
		11		
7	Wring Using Appropriate Language, Content and Style	5	5.01	Weak
8	Expressing Oneself Messages	7	4.13	Weak
9	Talking about Events	4	1.30	Weak

