



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



**THE CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2023**

LITERATURE IN ENGLISH



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024 LITERATURE IN ENGLISH

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is delighted to issue the Candidates' Items Response Analysis (CIRA) report for the Certificate of Secondary Education Examination (CSEE), which was done in November, 2023. The report has been prepared to serve as feedback to education administrators, school managers, teachers, candidates and other education stakeholders on the performance of candidates in the examination of Literature in English subject.

The report provides a comprehensive analysis of the candidates' responses on each question based on their performance. It illuminates the factors that contributed to the achievements of the candidates who excelled in this examination as well as the challenges that candidates encountered in attempting the questions. This analysis justifies that, candidates who scored high marks in different items tested in this examination had good mastery of subject content and demonstrated the required competences. It is likewise a reflection that, such candidates had an in-depth understanding and adequate knowledge of literature and literary readings; namely, novels/short stories, plays and poetry as well as different literary concepts, assumptions and theories.

Moreover, there were candidates whose responses on the items of the examination were partial. Their performance was categorised as average due to moderate quality of the responses they provided. In addition, the report shows that there were candidates who got low scores/marks in some items of different questions and their overall subject performance was consequently unsatisfactory. The performance of such candidates was categorised as weak, following their inability to exhibit the expected competences, knowledge and mastery of the subject matter in their responses.

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

Finally, NECTA would like to appreciate the contribution of all who participated in the preparation of this report in different capacities.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report provides the analysis of the performance of the candidates who sat for the 024 Literature in English subject for the Certificate of Secondary Education Examination (CSEE), which was done in November, 2023. The Literature in English examination of 2023 was set in accordance to the new format issued in February, 2019 which aims at testing candidates' competence and ability to use the knowledge gained in the classroom in real life situations. As stated in the format, the 2023 Literature in English examination was organized in three (3) sections: A, B and C comprised ten (10) questions.

Section A consisted of two compulsory objective questions; questions 1 and 2. Question 1 had a total of 10 marks and Question 2 had a total of 06 marks. Section B consisted of six (6) short answer questions; questions 3, 4, 5, 6, 7 and 8. Each question in this section weighed 09 marks which made this section have a total of 54 marks. Candidates were required to answer all questions in this section. Section C consisted of three (3) questions. These were questions 9, 10, and 11. Candidates were required to attempt only two (2) questions, of which question nine (9) was compulsory. Each question was worth 15 marks. Hence, section C had a total weight of 30 marks.

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

A total of 115,401 candidates sat for the CSEE 2023 Literature in English examination. Among them, 91,019 which was equivalent to 79.34 per cent passed the examination with different grades. This indicates that the performance was lower in 2023 than in 2022, whereby 80.06 per cent of candidates passed with different grades in 2022 as shown in Table 1.

Table 1: Comparison of candidates' grades in CSEE between 2022 and 2023

Year	Sat for exam	Percentage of passed (%)	Performance grades (%)				Percentage of failed (%)
			A	B	C	D	
2022	109,471	80.06	1.28	5.03	35.07	37.03	19.09
2023	115,401	79.34	0.87	5.00	36.28	37.31	20.54

Table 1 shows that in 2023 the performance decreased by 0.72 per cent as compared to 2022. The number of candidates who had grade F increased by 1.45%

ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

1.1 SECTION A: MULTIPLE CHOICE AND MATCHING ITEMS

The section consisted of two compulsory objective questions. Question 1 was a multiple choice question which consisted of ten (10) items. Each item was worth one (01) respectively to make a total of 10 marks for the whole question. However, there were candidates who recognized that item (i) had no correct option. They answered it by writing a word which was supposed to be one among the choices as the correct answer. Question 2 was a matching items question. It had six items. Each correct item carried 1 mark making a total of six (06) marks in the question. The whole section was worth sixteen (16) marks.

1.1.1 Question 1: Multiple Choice Items

The question intended to assess the candidates' ability to remember, apply, analyse and evaluate information covered in the study of Literature. The candidates were instructed to choose the correct answer from the given alternatives and write its letter beside the item number in the answer booklets provided. The question comprised 10 items numbered (i) – (x)

where each item had 5 alternatives lettered A-E. Among the 5 alternatives, one was a correct answer to the item while the rest were distractors.

This question was attempted by 11,5401 candidates which was equivalent to 100 per cent of all candidates. The candidates who scored 7 to 10 marks were 51.51 per cent, which was good performance. On the other hand, 43.66 per cent of the candidates scored 3 to 6 marks which was categorised as average performance. Lastly, the candidates who scored 0 to 2.5 marks were 4.83 per cent. Their performance was categorised as weak.

Consequently, the general performance on this question was good because 95.17 per cent of the candidates scored 3 to 10 marks. Figure 1 illustrates the general performance of the candidates on Question 1.

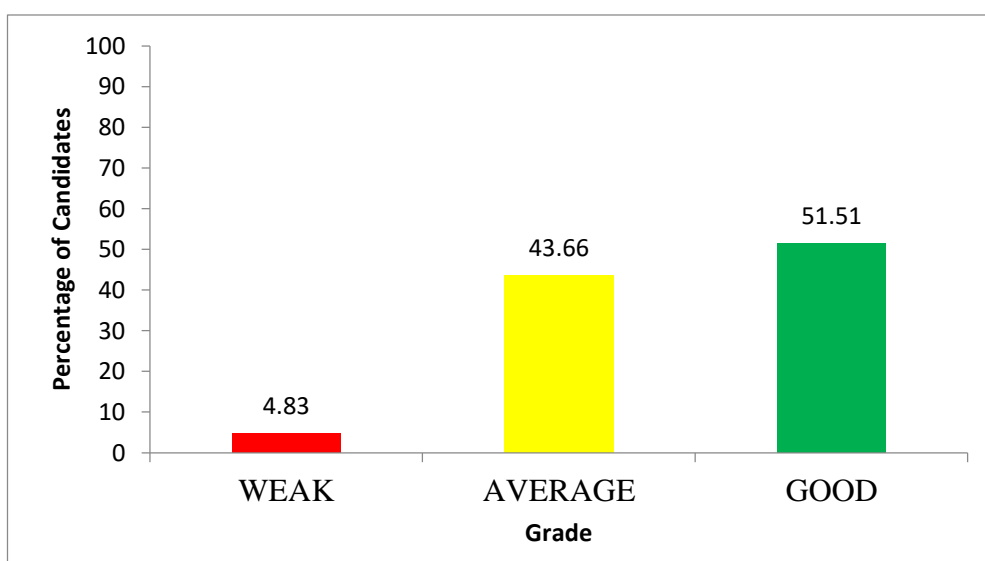


Figure 1: *The Performance of Candidates on Question 1*

Item (i) of question number 1 tested candidates' ability to name the term that refers to a brief description of a book written at the back of it. The question read as follows:

A brief description about a book that is written at the back for promotion purposes is called

A Preface

B Prelude

C Acknowledgement

D Autobiography

E Bibliography

There was no correct answer option in this item among the choices given. Choice A, *Preface* was incorrect because a preface is normally written at the beginning of the book not intended to promote it but to brief the reader on what it is about or why it was written. Similarly, choice B, *Prelude* was incorrect because it is a part of a book which prepares a reader for further important incidents in it; and it is normally found on the opening pages of a book for promotion.

Additionally, choice C, *Acknowledgement* was as well incorrect because an acknowledgement is normally written at the front pages of the book not at the end. An acknowledgements are meant to appreciate the contribution or inputs of all those who participated in the writing of the book by the author.

Moreover, option D, *Autobiography*, was not a correct response because an autobiography is an account of someone's life records or history written by an individual himself or herself. It comprises the entire life events and experiences a person from the past to date. It is normally written and published as a book not as a part or section in a book.

Also, choice E, *Bibliography* was not correct because bibliography is a list of sources or references a writer of a book has consulted when preparing his/her academic material such as a book. A bibliography appears on the last page of the book whose aim is to redirect the reader where the details of the same or related material found in the book can be obtained. Thus, this option was not worth for selection. The correct response for this item was supposed to be *blurb* which is a brief description about a book that is written at the back for the purpose of promoting or marketing it. A blurb normally appears at the back cover of a book below the author's profile so as to attract the readers to either buy or read it.

Item (ii) of this question required the candidates to name the situation when some characters are speaking in turn in the literary work. The question read as follows:

The situation when some characters are speaking in turn in the literary work is called

A Dialogue

B Soliloquy

C Monologue

D Aside

E Irony

The correct choice for this item was A, *Dialogue*. Candidates who chose it were knowledgeable enough to realize that dialogue involves the conversation between two or more characters in a work of art which is commonly employed in plays or drama.

Choice B, *Soliloquy* was not a correct choice for this item because it refers to a long speech that is produced by a character when alone on the stage to reveal his/her deep feelings. It does not involve characters speaking to each other in turn.

Choice C, *Monologue* was incorrect because it is a speech made by one character and it barely involves a reply. Monologue is a common narration style used in novels.

In addition, choice D, *aside* was incorrect because aside is a dramatic technique which involves direct-address of a character on the stage to the audience without being noticed by other fellow characters.

Choice E, *Irony* was also an incorrect option because it does not refer to the characters' speech. It is rather a literary device which ridicules people by saying something that means the opposite. Consequently, candidates who chose incorrect options did not have extensive knowledge of a wide range of literary devices which would have helped them to differentiate them from other literary concepts.

Item (iii) required candidates to identify a literary device which referred to a given expression. The question reads.

Which literary device refers to the expression, "Mtimkavu is a lion"?

A Symbolism

B Simile

C Apostrophe

D Metaphor

E Synecdoche

Choice D, *Metaphor* was the correct option. Candidates who chose it demonstrated ability to understand that metaphor compares two unlike things, objects, ideas or people possessing related features or traits without using linking words commonly known as conjunctions. It occurs when one thing names something else directly to suggest similarity or analogy between them.

Conversely, option A, *Symbolism* was not a correct option because symbolism involves the use of a word or object in a literary work to represent another concept or idea.

Similarly, option B, *Simile* was incorrect because it compares two unlike things or objects by using conjunctions such as ‘like’, ‘as’ and ‘as....as.’ The candidates who opted for this response were not knowledgeable about the functions of ‘similes’ and ‘metaphor’ in literature.

Additionally, option C, *Apostrophe* was incorrect as it refers to a literary device that involves the direct address by a character to a dead person or non-human objects to express deep feelings of a person.

Choice E, *Synecdoche* was equally incorrect because it involves the use of words to make the part represent the whole and the whole for the part. Thus, the candidates who chose incorrect options lacked the mastery of literary concepts.

Item (iv) of this question assessed candidates’ knowledge of the plot of a novel. The question read as follows:

How is the plot of the novel Concubine by Elechi Amadi arranged?

A Flashback style

B Chronological order

C Mixed style

D Flashback-forward

E Fore-flashback

Alternative B, *Chronological order* was the correct option because in this style of narration, the events flow in successive sequence from the beginning to the end of the story. Candidates who chose this alternative were competent and knowledgeable enough to understand that the novel *The Concubine* is in chronological order of events in which events are presented starting with those that took place at the beginning followed by those that occurred at the end. On the other hand, alternative A, *Flashback style* was not correct because this style involves the interruption of the serial flow of events by giving a hint of what happened earlier in the story to describe current events.

Similarly, alternative C, *mixed style* was incorrect because it is a style of narration in which the incidents are arranged in a disorderly manner such that the last event is seen at the beginning of the story and the first at the end. Also, the alternatives D, *Flashback –forward* and E, *Fore-flashback*

were not plausible designs of plot of the novel, *The Concubine*. Hence the candidates who opted for incorrect responses were not competent enough to identify the plot of the novel, *The Concubine*.

Item (v) of this question required candidates to identify the type of poetry which is composed to be sung for a dead person. It read as follows:

Identify the type of poetry which is composed to be sung for a dead person.

A Didactic poem

B Epic poetry

C Ode poetry

D Elegy poetry

E Sonnet poetry

Option D, *Elegy* was the correct response for this item. Candidates who chose it demonstrated adequate knowledge of various kinds of poetry. They understood that an *elegy* is a poem which is composed and sung for commemoration of a dead person. Such poems express deep feelings of a poet/poetess about loss. On the contrary, choice A, '*Didactic poem*' was incorrect because this kind of poetry gives instructions to readers/society members by telling them what to do when crises especially political ones face them. Also, choice B, *Epic poetry* was not correct because this kind of poetry presents detailed heroic deeds and characters for praise. Furthermore, choice C, *Ode poetry* was incorrect because *ode poems* are composed and sung to celebrate happy events such as weddings, graduations, send-off parties and games. Moreover, option E, *Sonnet poetry* was as well not a correct choice because *sonnets* evoke very strong feelings of a persona, be it sad or happy feelings. Candidates who selected incorrect responses lacked the knowledge of poetry.

In item (vi); the candidates were required to name an expression which refers to a person who writes plays. The question reads.

Matundwe is a literary artist who composes plays. How is he called?

A A comedian

B An autobiographer

C A playwright

D A biographer

E A novelist

In this item, the correct response was C, *A playwright* since it is the playwright who composes plays before they are acted. Candidates who selected it showed adequate knowledge of identifying titles of different literary artists. Conversely, alternative A, *A comedian* was incorrect

because the term refers to an artist who performs before the audience for the purpose of evoking laughter. Moreover, choice B, ‘*An autobiographer*’ was not a suitable option for this item because *an autobiography* is not a play but a prose narrative written by an individual as an account of his/her own life and experiences. Candidates who opted for this alternative were not knowledgeable about the differences between *an autobiography* and *a play*. Furthermore, alternative D, *A biographer* was incorrect because it refers to a person who writes about the events, history and experiences of another person for publicity. Choice E, *A novelist* was also not a correct option for this item because it refers to an artist who writes novels.

Item (vii) required candidates to identify a figure of speech which enables a reader to form a mental picture. It read:

Identify the figure of speech which enables a reader to form a mental picture.

A Simile

B Personification

C Imagery

D Hyperbole

E Allusion

The correct option for this item was C, *Imagery*. It refers to a figure of speech in which the readers or hearers of a work of art form pictures in their mind due to the use of appealing words or expressions. However, option A, *Simile* was incorrect because, simile as a literary device is used in making comparison between two unlike objects or things using a conjunction. Likewise, option B, *Personification* was not correct because personification is a literary technique that writers use by attributing human qualities/traits to non-human objects or things. Similarly, option D, *Hyperbole* was also not a correct choice for this item. Hyperbole refers to an expression that is used for making an idea clear to the audience through purposeful exaggeration of facts to make it more serious than the reality. Furthermore, choice E, *Allusion* was not a correct one as it is a literary device which literary artists employ to suit their works by making reference to a famous person or object for explanatory reasons. For instance, most literary writers make allusions from Holy Scriptures particularly the Bible.

Item (viii) required candidates to identify a literary term which is used to denote a female artist who composes poems. It read:

Which literary term is used to denote a female artist who composes poems?

A Poet

B Singer

C Poetess

D Novella

E Playwright

Option C, *Poetess*, was the correct answer for this item. Candidates who chose it had enough knowledge of poetic terms. They knew that a ‘poetess’ is a female artist who composes/writes poems. Conversely, option A, *Poet* was incorrect response because the term poet refers to a male artist whose work is to write poems. In the same way, option B, *Singer*, was an incorrect choice because it is a general term which refers to both male and female artists who sing or perform songs on stage. Similarly, option D, ‘*Novella*’ was also not a correct option because a novella is a literally material composed for the purpose of being read. It does not mean a person or an artist of any literary genre. Furthermore, candidates who opted for E, *Playwright* chose an incorrect option because a playwright is an artist who writes plays.

Item (ix) tested candidates’ ability to identify the type of oral literature that involves telling a short story about an interesting or amusing person or event. The question read as follows:

Which type of oral literature involves telling a short story about an interesting or amusing person or event?

A Anecdote

B Folk tale

C Parable

D Fable

E Myth

In this item the correct response was A, *Anecdote*. Candidates who chose this option demonstrated good understanding of the genres of oral literature. Such candidates were aware that anecdotes are short stories told about an interesting or amusing event or person. These stories are narrated for the purpose of entertaining the audience meanwhile conveying important lessons. On the contrary, choice B, *Folk tale* was incorrect because folk tales are wide-ranging tales covering a variety of incidents not specifically about amusing events or people. Also, choice C, *Parable* was not a correct choice because a parable is a short story fetched from biblical scriptures intended to teach morals to the audience. The candidates who chose this option might have confused the features of parables with those of

anecdotes. Similarly, option D, *Fable* was not correct because a fable is a short story that uses animal characters to convey morals to the audience. Moreover, option E, *Myth* was not a correct choice for this item. Those who selected it were not knowledgeable that myths are short stories which talk about supernatural events which are believed to exist or not. Myths also talk about the origin of things like births, deaths and communities.

Item (x) required candidates to identify a literary term that describes a situation where a concept or idea entails making reference to events, persons or objects that are common or familiar to the readers. The question read as follows:

Which literary term describes a situation where a concept or idea entails making reference to events, persons or objects the audience/readers are familiar with?

A Off stage voice

B Allusion

C Metonymy

D Personification

E Aside

The correct answer for this item was B, *Allusion*. Candidates who opted for this choice had good understanding of the meaning of allusion and how it is achieved in literary materials. They knew that allusion involves making reference to a famous person or object for clarification or emphatic purposes. On the other hand, option A, *Off-stage voice* was not a correct choice because it is a dramatic technique which is not actually about reference making. It is a voice (sometimes musical sounds) heard behind the stage to the side of the audience during the performance such that the audience hears them but do not know/see where they are produced from. In addition, option C, *Metonymy*, was incorrect because it refers to something that is mentioned or referred to by using the name that is connected or related to it. In the same way, option D, *Personification* was incorrect because it is a literary device which assigns human features to non-human objects and hence makes them behave/act like human beings in the work. Also, option E, *Aside*, was incorrect because it is a dramatic technique that involves an actor addressing the audience directly while on the stage with other actors unaware.

Generally, the candidates who scored high marks on this question proved that they had developed the required competences in analyzing different

literary concepts and theories. Also, they thought critically and made sound judgements on literary assumptions and propositions, hence, they managed to choose the correct alternatives from a list of distractors in the items of this question. Their scores ranged from 3 to 7 out of 9 marks. Extract 1.1 below is a sample of responses from a candidate who scored high marks in question number 1.

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

Extract 1.1: A Sample of Correct Responses to Question 1

It is worth noting that there were other candidates who had average scores. Such candidates demonstrated average competences on some basic literary concepts and theories. Their scores ranged from 3 to 6 marks out of 10 marks. They managed to choose some correct alternatives in the first question. An illustration is made in Extract 1.2 from one of these candidates.

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

Extract 1.2: A Sample of Responses by Candidates with Average Performance on Question 1

On the other hand, there were candidates who showed inadequate knowledge of issues in some of the items tested in this question. Such candidates failed to choose the correct alternatives from distractors for many items leading to their poor performance in this question. It is observed in this analysis that the candidates' failure in this question was caused by lack of skills in remembering, applying, analyzing and evaluating literary terms and concepts. Their scores ranged from 0 to 2.5 marks out of 9 marks. Extract 1.3 shows a student's sampled incorrect response.

1										
	B	B	A	C	C	C	D	B	C	C

Extract 1.3: A Sample of Incorrect Responses to Question 1

1.1.2 Question 2: Matching Items

This question required the candidates to match the description of the stages of plot development in List A, numbered (i) – (vi) with the stages of plot in List B lettered (A – F) by writing the letter of the correct response beside the corresponding item number in the answer booklet. The question stated as follows:

*Match the descriptions of the stages of plot development in **List A** with the stages of plot in **List B** by writing the letter of the correct response beside the corresponding item number in the answer booklet provided.*

LIST A	LIST B
(i) <i>It occurs near the end of the story.</i>	A <i>Exposition</i>
(ii) <i>The insertion of background information in a story.</i>	B <i>Climax</i>
(iii) <i>Part of the performance where the main problem is worked out.</i>	C <i>Action</i>
(iv) <i>The highest point of tension in a narrative plot.</i>	D <i>Resolution</i>
(v) <i>It occurs when the conflicts of the characters start.</i>	E <i>Falling action</i>
(vi) <i>The events meant to be at the end to be found at the beginning of the performance.</i>	F <i>Rising action</i>
	G <i>Flashback</i>

This question was attempted by 115,401 candidates which was equivalent to 100 per cent of all candidates. The candidates who scored 4 to 6 marks were 37.82 per cent which was a marker of good performance. Similarly, 38.61 per cent of the candidates scored 1.5 to 3.5 marks which is categorised as average performance. Also, the candidates who scored 0 to 1 mark were 24.56 per cent. Their performance was categorised as weak.

Consequently, the general performance on this question was good because 75.44 per cent of candidates scored 1.5 to 6 marks. Figure 1 illustrates in detail the general performance of the candidates on question 2.

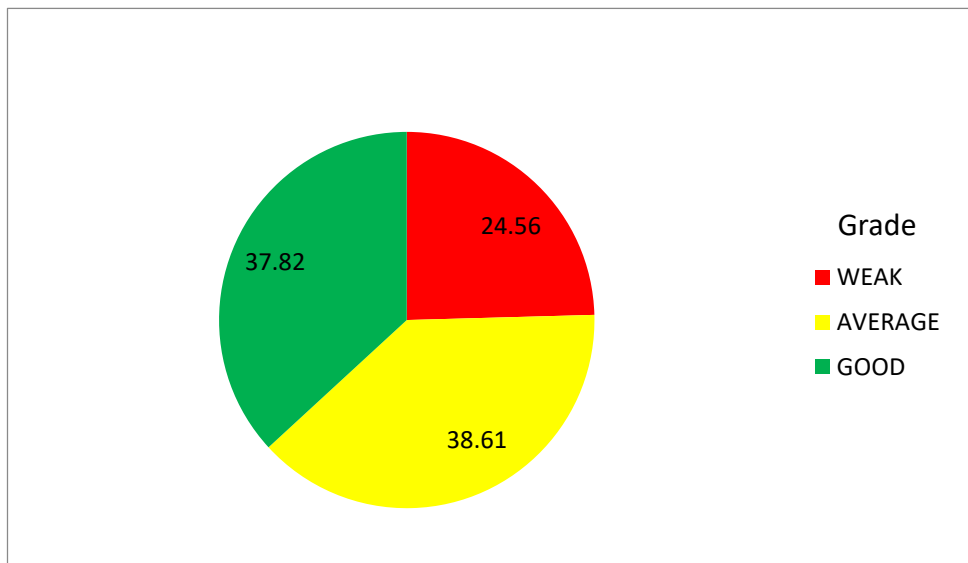


Figure 2: *The Performance of the Candidates on Question 2*

Analysis indicates that candidates who matched correctly the descriptions in **List A** with their correct responses in **List B** were competent and they had good understanding of the stages of plot development in literary materials.

Item (i), *It occurs near the end of the story* was matched with letter E, *falling action* because the falling action in the stages of plot development is the point where the conflict in the story begins to slow down. It is at this point where the conflict is about to be resolved

Item (ii), *the insertion of background information in a story* was matched with A, '*Exposition*' because the exposition stage introduces the reader to what the story is about. It occurs at the beginning of the story where the characters involved, setting and the conflict or theme of the story are revealed to the readers.

Furthermore, item (iii), *Part of the performance where the main problem is worked out* was matched with D, *Resolution* since resolution refers to the stage of plot where the conflict (or events) in a work of art is brought to conclusion. It is at this stage where the incidents in the story are resolved.

Item (iv), *The highest point of tension in a narrative plot* was matched with B, *Climax* because the climax is the stage where incidents or conflicts in the story are at the peak. At this stage, the conflict becomes intense and interest or curiosity of what happens next increases.

Moreover, item (v), *It occurs when the conflicts of the characters start* was matched with letter F, *Rising action* because in the rising action stage crashes and antagonism among characters begin to take place. It is at this point where collisions or conflicts among characters begin to be intense.

Also, item (vi); *The events meant to be at the end to be found at the beginning of the performance* was matched with letter G, '*Flashback*' because unlike in chronological plot, in flashback, events are twisted such that the serial flow is altered or interrupted i.e. the chronological sequence of events in a story in which the past events are inserted into current events for artistic reasons. The candidates who opted for incorrect responses had inadequate knowledge on the stages of plot development in literary works.

Therefore, candidates who scored high marks on this question showed their competence on the elements of form of a literary work, particularly plot. They had good understanding on the arrangement of events in artistic stories. The candidates' scores ranged from 1.5 to 6 marks out of 6 marks. Extract 2.1 shows the sample of a response from the candidates who scored high marks on this question.

02.	LIST A	i	ii	iii	iv	v	vi
	LIST B	E	A	D	B	F	G

Extract 2.1: A sample of correct responses to Question 2

There were also candidates who scored average marks in this question. These candidates showed minimal understanding on the stages through which the plot of an artistic work is developed. This made them to select and make the equivalent on a few pairs correctly and others incorrectly. Their scores ranged from 1.5 to 3.5 out of 6 marks.

Q2.	i	ii	iii	iv	v	vi
	A	B	C	D	E	F

Extract 2.2: A sample of a response from a candidate with average performance on Question

On the other hand, the candidates who scored low marks in this question lacked adequate knowledge and competence on the arrangement of events in a story. Consequently, these candidates failed to correctly match the given descriptions of plot development in List A with their corresponding stages in List B to produce a correct arrangement of incidents in the story. The scores of these candidates ranged from 0 to 1 mark and it was categorized as weak performance. Extract 2.3 is a sample of incorrect responses to this question.

2	i	ii	iii	iv	v	vi
	B	G	A	D	C	E

Extract 2.3: A sample of incorrect responses to Question 2

1.2 SECTION B: SHORT ANSWER QUESTIONS

This section had 6 compulsory questions, namely 3, 4, 5, 6, 7 and 8. Each question weighed 9 marks, making a total of 54 marks on this section.

1.2.1 Question 3: Short Answer

The question tested candidates' ability to read and comprehend a written poem and then respond to the subsequent questions that followed. The question read as follows:

Read the following poem and answer the questions that follow:

*He read medicine,
Specializing in the tooth
And graduated with honours
With a new thesis
To cure the aching malady*

*“Our teeth shall be alright”
 People chanted, welcoming his service.
 And he started work, prompt and immediate
 They brought him all teeth they had-
 Decaying teeth, aching teeth, strong teeth.
 And he started working on their jaws
 Diligently pulling out every tooth
 From the jaws of every mouth,
 And they paid him with meat
 Which now they could not eat.*

*And so on went the dentist
 Making heaps and heaps of teeth
 Useless. Laying them waste
 Without fear than soon
 Very soon indeed,
 He would have no teeth to attend to,
 No tooth for which to call himself a dentist.*

Questions

- (a) *What is the poem about?*
- (b) *Briefly explain, who is the persona in this poem?*
- (c) *Briefly explain two possible themes that are portrayed in this poem.*
- (d) *Explain briefly two poetic devices that have been used in this poem.*
- (e) *Why do you think that the poem is relevant to the contemporary society? Give two reasons.*

The question was attempted by 115,401 candidates, which was equivalent to 100 per cent of all candidates; out of whom, 6 per cent of them scored 6.5 to 9 marks which was good performance. Moreover, 26.33 per cent of the candidates scored 3 to 6 marks, which was average performance. Lastly, 67.67 per cent of the candidates scored 0 to 2.5 marks and their performance was categorized as weak. The general performance on this question was average because 32.33 per cent of the candidates scored 3 to 9 marks. Figures 3 present the detailed performance of the candidates for Question 3.

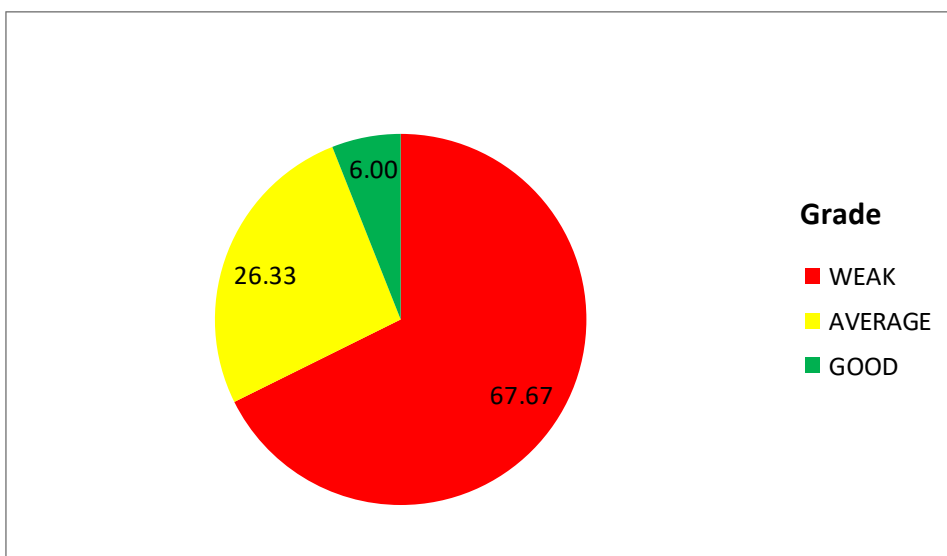


Figure 3: *The Performance of the Candidates on Question 3*

Item (a) required candidates to provide brief explanations on what the poem was about. The correct response for this item was: *The poem is about a person (dentist) who studied medicine to cure people's teeth as expected. Unexpectedly, he pulls out people's teeth, including healthy ones, against his profession.* Shortly, the poem can be extended to replicate the immoral behaviour of some professional personnel who do not abide by the codes of their professions when the community has all their hopes in them.

Item (b) required the candidates to identify the persona in the poem. The correct response was; *the persona is an observer who is puzzled by the behaviour of the dentist who is acting against his medical profession by simply pulling out teeth regardless of whether they are healthy or unhealthy.* The persona is revealed in the poem through the use of the word 'our' in the quoted verses below.

"Our teeth shall be alright"
People chanted, welcoming his service.
And he started work, prompt and immediate'

The word 'our' suggests that, the person speaking in the poem is a member of the society in which the dentist works. Or the person is quoting what members of the society said.

Item (c) asked the candidates to identify and briefly explain two possible themes from the poem. The correct answer to this item was supposed to be as follows: *The two possible themes from the poem are betrayal and irresponsibility.* According to the poem, betrayal is reflected through the doctor who is acting carelessly and contrary to his professionalism by pulling out people's teeth without making a thorough investigation. The verses from the poem below justify the fact:

*“And he started working on their jaws
Diligently pulling out every tooth
From the jaws of every mouth”*

Thus, the verses show that the dentist has betrayed his professionalism because what he does is contrary to the norms or ethics of the medical profession.

Another theme is *irresponsibility*. This theme is shown in the poem through the dentist who is not responsible with the people he attends. This is evidenced in the poem when the persona says:

*“And so on went the dentist
Making heaps and heaps of teeth
Useless. Laying them waste*

The implication from the verses is that the dentist does not fulfill his duties and responsibilities accordingly. He does not act responsibly to patients who visit him with toothaches and so he ends up pulling them out randomly. However, other relevant themes proposed by candidates in their responses were awarded.

In item (d), the candidates were instructed to explain any two poetic devices that had been used in the poem. The correct response to this item was *symbolism and imagery*. Symbolism is shown through the use of an expression ‘*aching teeth*’ which symbolizes problems or difficulties encountered by the people in society which need to be solved. On the other hand, *imagery* is shown through the dentist's service which helps to draw the picture of the people's sufferings in society. It is evidenced through the use of the word ‘*awful*’ in the poem which means ‘*poor*’ Thus, the use of language in the poem suggests the image of the poor service provided by

the dentist to the people. Candidates who wrote other relevant poetic devices found used in this poem were also considered.

Item (e) required the candidates to comment by giving two reasons as to why they thought the poem is relevant to the contemporary society. The correct answer to the item was that: *First, the poem is relevant to the contemporary society because there are people/professionals who act contrary to what is expected of them.* Such people do not live up their education, expertise or skills as the society expects from them. These people, just like the dentist who is described in the poem, betray their professions and therefore the people they serve. *Second, there are people who are trusted by the society but they tend to be reluctant and irresponsible in fulfilling their duties.* Untrustworthy people like the dentist have caused problems to people and thus lowering social progress.

The candidates who had performed well on this question proved that they had the ability to read and comprehend poems by responding correctly to the questions given after it. They also showed their competences in reading and comprehending written poems. They scored from 3 to 9 marks out of 09 marks. The candidates' performance was categorized as good in this analysis. Extract 3.1 shows that candidates who scored high marks on this question were knowledgeable on the steps to follow in analyzing poems. The sample indicates a candidate who responded correctly to the items by drawing evidence from the given poem.

3	<p>a) The poem is about the dentist who is believed to be a professional dentist but an awful dentist who betray his patients instead of curing their teeth, he removes them from their jaws. As seen in the second stanza that says:</p> <p style="padding-left: 40px;">"They brought him all teeth they had, Decaying teeth, aching teeth, strong teeth, And he started working on their jaws, Deligently pulling out every tooth."</p>	
	<p>b) The persona is the citizen or the observer because the poem uses the third point of view to mean the persona is not included but he or she observes what was happening. Such point of view is seen the poet uses "He", "They" and "People" in different stanzas.</p>	
	<p>c) i) Betrayal: This is the breakage of an agreement between two sides done by the person. In the poem, the dentist betrayed his society because they depended on him to cure their teeth but he betray them and remove their teeth. This is seen in the third second stanza that says:</p> <p style="padding-left: 40px;">" People chanted, welcoming his service, And he started work, prompt and immediate,</p>	

3.c)	i)	They brought him all teeth they had And he started working on their jaws Diligently pulling out every tooth.	
	ii)	Dissappointment: This is the feeling of being sad. In the poem, the people are shown to be dissatisfied because the doctor failed them and removed all their teeth instead of curing them. This is seen when they pay him meat that they could not eat. As seen in the poem:	
		"From the jaws of every mouth, And they paid him meat, Which now they could not eat."	
	d)	In the poem the poetic devices are:	
	i)	Reiteration: This is the repetition of words in the statement or verse for emphasis. It is seen in the fifth verse of the second stanza of the poem that says:	
		"Decaying teeth, aching teeth, strong teeth"	
		The word "teeth" is repeated in the verse, this shows the reiteration.	
	ii)	Rhyme: This is the similarity of sound at the end of verses or lines. This is seen in the fourth and fifth verses of the third stanza of the poem that says:	
		"And they paid him with meat, Which now they could not eat"	
		This is seen the word 'meat' and 'eat' put the rhyming effect in the poem.	
	e)	i): Different leaders of the society tend to exploit the people in the society as the dentist in the poem.	
	ii)	Many people suffer due to the bad leadership that is exercised by leaders in the society.	

Extract 3.1: A Sample of Correct Responses to Question 3

Similarly, in this question there were candidates who scored average marks. Their scores ranged from 3 to 6 marks out of 9 marks. This performance was categorised as average.

Such candidates demonstrated partial ability of reading and comprehending poems. They partially considered the guidelines and principles of interpreting poems. This enabled them to respond correctly to some items of the question and incorrectly to some. Extract 3.2 illustrates the candidates' average response to this question. The candidate responded correctly to some items and partially to some as he/she could not justify his/her argument by drawing evidence from the given poem.

Q3	(a) The poem is about dentist who destroy all the teeth of the people even if u stronger but people they still to pay him with meat	
	(b) The persona is Villager who seen all the things dentist do for the people	
	(c) (i) Betrayal Through the poem we see the issue of betrayal because dentist betray his work by remove the strong teeth of their people. Due to that he betray his walker "... People chanted welcoming his service And he started work prompt and immediate They brought him all teeth they had-----"	
	ii) Laying Dentist is said to be layer because she lay their people "----- Unless, laying them waste Without fear than soon--- Very soon indeed-----"	

d. i) Repetition	
In the poem there are some words is repeated in the verse as follows	
"...Decaying teeth, aching teeth, strong teeth..."	
⇒ The word teeth is repeated	
ii) Parallelism	
Parallelism is shown on the as shown below	
"... Making heaps and heaps of teeth...	
Without laying them waste	
Without fear the soon	
Very soon indeed"	
e) Poem is relevant to the society because there are some people don't care on their works like a dentist they # do things which is not allowed on his / her work.	
ii) There are some people they don't care on the health of other like dentist he didn't care that is why she remove their teeth.	

Extract 3.2: A Sample of Responses from a Candidate with Average Performance on Question 3

On the other hand, there were candidates who scored low marks on this question. Their scores ranged from 0 to 2 marks out of 9. The performance was categorised as weak. These candidates failed to read and comprehend the given poem. Thus, they did not provide correct responses to the question items. Extract 3.3, the sample response indicates a candidate who failed to respond correctly to the question and ended up copying words and

verses from the given poem in the answer booklet. The candidate also lacked knowledge of the procedures of reading and analysing poems.

3	What is the poem about	
a	poem about He read medicine	
b	The personal in this the poem about people chanted, welcoming his service	
c	Themes that have are portrayed in this poem about the graduated with honours	
	To cure the aching malady but among the wher that was a themes about a poem	
d	two poetic devices that have been used in this poem	
	the poetic devices about the people chanted that was a poetic devices	
	The following by using among the poetic device was a two used in this poem	
	Simile they a print about a poetic device among the poem that was a Simile that was a poetic device-	
	personification among the movement that was a print about personification that was a poetic device.	
e	Give two reasons	
	1) our teeth shall be all right	
	2) people chanted, welcoming his service.	

Extract 3.3: A Sample of Incorrect Responses to Question 3

1.2.2 Question 4 Short Answer

The question aimed at testing candidates' ability to use oral storytelling techniques to the audience during story telling. The question read:

How does each of the given oral presentation techniques in (a) – (f) help in improving oral storytelling to the audience?

(a) Verbal techniques

- (b) *Facial expression*
- (c) *Mimicking*
- (d) *Singing and dancing*
- (e) *Gestures*
- (f) *Encouraging the audience's reactions*

This question was attempted by 115,401 candidates equivalent to 100 per cent of all candidates. Out of them, 0.91 per cent of the candidates scored 6.5 to 9 marks, which was categorized as good performance based on this analysis. Besides 10.23 per cent of the candidates scored 3 to 6 marks. This was average performance. Then, 88.86 per cent of the candidates scored 0 to 2.5 marks and their performance was categorized as weak. The overall performance on this question was weak because 11.14 per cent of all candidates scored 3 to 9 marks. Detailed information on the performance of candidates on this question is shown in Figure 4.

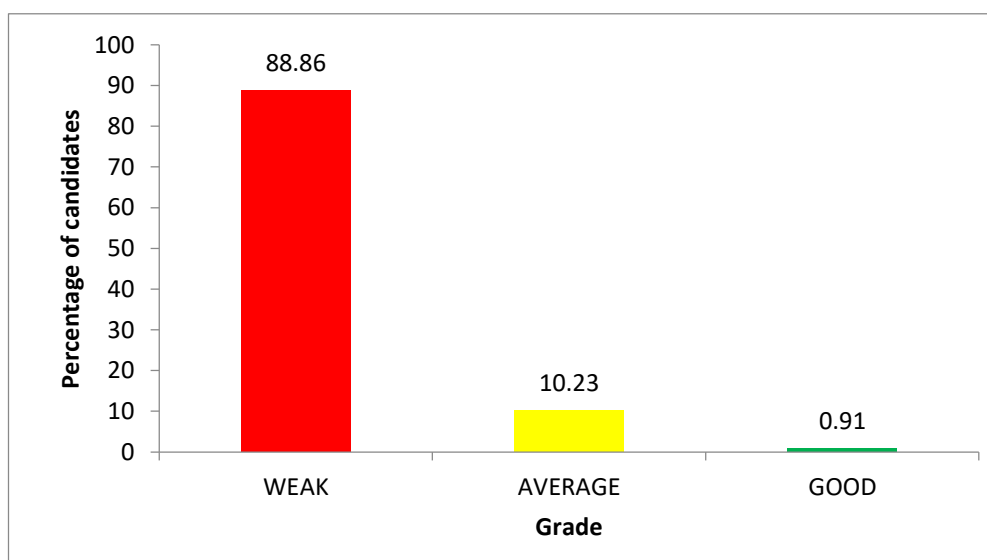


Figure 4: *The performance of the candidates on question 4*

Item (a) of this question required candidates to explain how verbal techniques help in improving oral storytelling to the audience. The correct response expected to this item was: *Verbal expressions help the story teller to use his/her voice pitch, tone, pace and intonation to keep the audience interested to the story.*

Item (b) asked candidates to explain how facial expressions help in improving oral storytelling to the audience. The correct response to this item was: *Facial expressions include nodding, blinking and kissing. They help to establish and maintain connection between the story teller and the audience. They build good relationship between the presenter and the audience.*

Item (c) required candidates to explain how mimicking helps in improving oral storytelling to the audience. The correct response for this item read as follows: *Mimicking involves the copying or imitating the manner in which the story-teller speaks, moves and behaves such that he/she engages the audience. Therefore, mimicking helps to raise affection to the audience listening to the story and make them active participants.*

Item (d) tested candidates' ability to explain how singing and dancing help in improving oral storytelling to the audience. The correct response to this item was: *Singing and dancing help to make the audience interested and active. They also make the audience feel that they are part and parcel of the narrated story.*

Item (e) assessed candidates' knowledge of how gestures help in improving oral storytelling to the audience. The correct response was: *Since gestures involve the movement of the presenter's hands, head and face to show or demonstrate a particular meaning or feeling or intention, they help to engage the audience and make the presenter well-understood. They also help to insist on certain points in the story.*

Item (f) required candidates to explain how encouraging the audience's reactions helps in improving oral storytelling to the audience. The candidates were expected to respond as follows: *Encouraging the audience's reactions provides the presenter with feedback which includes clapping, nodding, laughing and asking or answering some questions rising from the story. It helps the audience to feel part of the presentation and make them receptive. It makes the presenter feel that he/she is listened.*

Generally, the candidates who obtained high marks on this question were knowledgeable about the study of oral literature and its genres. They applied the knowledge gained from oral literature to provide correct

explanations on the given oral presentation techniques in a well-organized and comprehensible language. Their scores ranged from 6 to 9 out of 9 marks. Analysis reveals that the candidates understood the question well and they had a good flow of ideas in their explanations. They responded to each item clearly, citing examples to justify their explanations. Extract 4.1 is a sample of the candidates who responded correctly to this question.

4 a)	Verbal techniques improves oral story telling to the audience because it makes a person to learn how to communicate verbally well with another person and thus it will make the audience understand what is told by the story teller	
b)	Facial expressions improves oral story telling to the audience because it makes the story teller to express his/her tones to the audience and thus the audience are able to identify different feelings and emotions of the story teller	
c)	mimicking Improved oral story telling to the audience because when telling a story while doing actions, directions, signs it makes the audience understand better on what is expressed by the teller. This means that it give rise to thinking creatively so as you can understand what is talked about in the story	

4d) Singing and dancing improves oral story telling because it entertains and creates excitement to the audience because the audience will want to see the performance done and thus it will make the performance become more understandable because a person understands more when he/she sees and hears what is going on and thus improving story telling.	
e) Gestures improves oral story telling because it makes the audience actively observing what is happening because it involves the use of body language and hence it makes the audience to listen attentively and thus they are able to get the information acquired.	
p) Encouraging the audiences reaction improves oral story telling because it makes you see that people are listening attentively but also to make the audience to not be bored when you are performing story telling and thus you should involve the audience reaction so as to make people very active in the work of art.	

Extract 4.1: A Sample of Correct Responses to Question 4

There were also candidates who scored averagely in this question. These candidates demonstrated fractional aptitude to grasp and explain a variety of oral literature techniques. They were not able to provide the correct and anticipated responses to some given items: Among the candidates, 10.23 per cent had scores that ranged from 3 to 6 out of 9 marks. In Extract 4.2, the candidate provided correct explanations to some items but some responses to other items were incorrect. One candidate made a number of repetitions of the instruction phrase of the question's subject matter to the responses she/he made. Extract 4.2 illustrates:

	use only
4.7 (a) Verbal techniques help in improving Oral storytelling to the audience in the way that one uses proper and accurate words when communication with the audience or when telling a story.	
(b) Facial expressions help in improving Oral storytelling to the audience due to the fact that the audience can watch the storyteller's expressions and note if it is meant to be a sad, happy or angry part.	
(c) Mimicking helps in improving oral Storytelling since this draws the audiences attention, it entertains them and it creates an image and understanding.	
(d) Singing and dancing helps to improve oral storytelling to the audience as it helps to involve the audience as well and it keeps the audience entertained all the same.	
(e) Gestures help to improve oral storytelling to the audience since they help the audience to understand better through the signs and it also helps to keep the audience attentive to the story being told due to the actions.	
(f) Encouraging the audience's reactions such as clapping and cheering helps in improving oral Storytelling to the audience since it helps the audience to stay interested and not just listening to what is being told.	

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

Nonetheless, there were candidates who scored low marks in this question. Their scores ranged between 0 and 2 marks out of 9. The performance was categorized as weak because the items' response analysis shows that candidates scored low marks because they failed to apply the knowledge of Oral Literature in interpreting, explaining, defending and exemplifying the tested oral presentation techniques in this question. For example, the

sample response shown in Extract 4.3 indicates the candidate who listed the roles of literature in the society due to failure to interpreting and understand a question.

11@	Help to educate audience, If audience do not understand ask and get answer, answer so educate people.	
12@	Help to develop language	
13@	Help to criticize people	
14@	help to entertain people	
15@	help to liberate people.	
16@	help to influence people.	

Extract 4.3: A Sample of Incorrect Responses to Question 4

1.2.3 Question 5: Short answer

The question was set to assess candidates' knowledge about distinctive features of poetry from prose narratives. The question stated as follows:

How does poetry differ from prose? Give six points.

The question was attempted by 115,401 candidates which was equivalent to 100 per cent of the candidates. Among them, 11.26 per cent of the candidates scored 6.5 to 9 marks in this question. This performance was good. Besides 54.13 per cent of the candidates scored 3 to 6 marks which was average performance. Then, 34.61 per cent of the candidates scored 0 to 2.5 marks and their performance was weak. The overall performance of this question was good because 65.39 per cent of the candidates scored 3 to

9 marks. Figure 5 illustrates the performance of the candidates on this question.

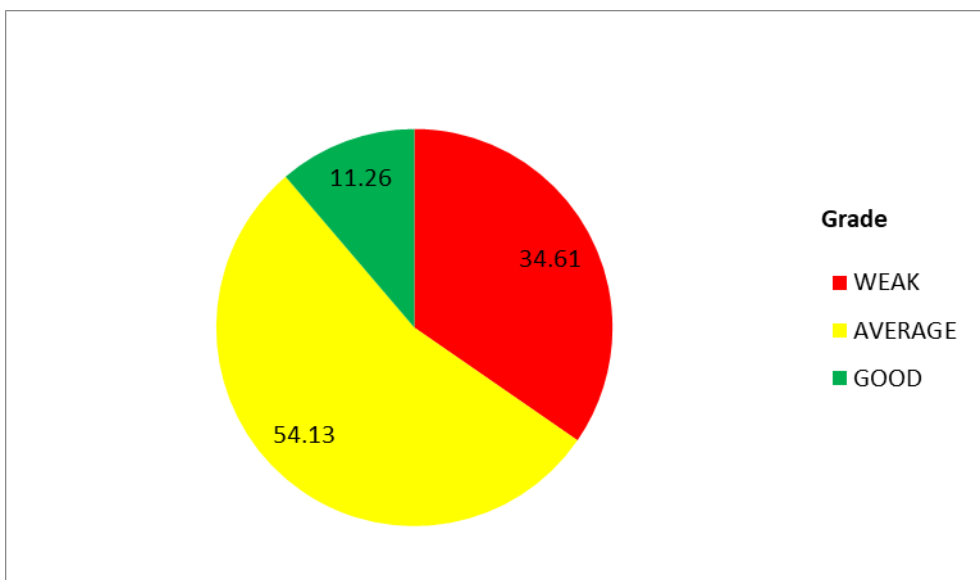


Figure 5: *The Performance of the Candidates on Question 5*

The candidates were supposed to respond to this question by stating unique features of poetry and prose as follows:

Poetry is composed to be sung whereas a prose is written to be read. The singing of poetry is possible because poems are written in short metrical lines known as verses unlike prose which is in chapters and paragraphs of long complex sentences which are not easy to sing.

Poetry uses more figures of speech than prose. Poetry is loaded with plenty of images, symbols and personifications. The use of figurative language makes poetry to be extremely emotional and appealing unlike prose which employs a few figures of speech.

Poetry is arranged in lines/verses and stanzas whereas prose is arranged in paragraphs. The basic element in poetry is a line. Poems are written in lines which when grouped form stanzas.

Poetry employs language economy whereas a prose uses a lot of words. The language of poetry is condensed in such away that it uses very few

words but elusive in meaning to portray a huge content unlike prose which is extravagant in the use of words.

Poetry is more emotionally charged than a prose. This is due to the use of figures of speech which arouse strong *feelings* in the listener's senses when recited or read.

Poetry has few or no characters whereas prose has many characters. There are no or very few characters in poetry because it is *short* or condensed as well as symbolic. On the other hand, prose uses relatively more characters because it is long, complex and it presents many incidents.

The candidates *who* provided correct responses to this question demonstrated their competences in analysing the genres of written literature and their distinctive properties. Their competences enabled them to correctly describe the characteristics which make poetry different from prose. They started by conceptualizing the terms, *poetry* and *prose*. The candidates viewed poetry as a writing that formulates a concentrated imaginative awareness of experience, chosen and arranged so that it creates an emotional response through its sound, rhythm and meaning, and *prose* as an extended writing in paragraph form that adheres to grammatical and natural flow of speech. They went on with a good flow by outlining and explaining briefly the features that make poetry different from prose. The scores of these candidates ranged from 3 to 9 marks out of 09. Extract 5.1 presents a sample of good response to this question. This candidate was competent enough to correctly explain the features that differentiate poetry from prose.

Q5.	<p>i/ Poems are arranged in verses and stanzas. Verses are collection of lines within a poem and stanzas are collection of verses within a poem. Thus poets arrange their work in form of verses and stanzas to make it different from other literary works.</p> <p>ii/ In poetry there are many figures of speech and poetic devices used. Poems have many figures of speech and yet contain many poetic devices as well as musical and structural devices.</p> <p>iii/ Poems are more economical in words. In poetry, the words used are few compared to those in prose and other literary works. This is to mean that poets tend to keep their words short.</p> <p>iv/ Poems use persona. Persona in poetry is the voice speaking in a poem. This is different from other prose and other literary works since some works use point of view.</p>	
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Q5.	<p>v/ Poems use words connotatively rather than denotatively. This means that in poetry, poets only used the implied meaning when composing poems. This helps to improve language with the use of new words or even promotes personification of words.</p> <p>vi/ Poems are more rhythmical. This means that poems tend to follow a particular rhyme which makes it rhythmical and yet different from other literary works.</p>	
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Extract 5.1: A sample of Correct Responses to Question 5

Subsequently, there were candidates who got average scores in this question. They managed to provide correct explanations on a few items but could not explain and exemplify the rest of the items appropriately. They scored from 3 to 6 marks out of 09 marks. This performance was categorized as average. These candidates yielded average marks on this question following their fractional response to some items assessed in this question. They provided a few correct features of poetry while some were incorrect. A sample of a candidate's response shown in Extract 5.2 illustrates how candidates who scored had average performance mentioned few correct features of poetry but failed to show how it differs from prose.

vi)	<u>Language economy</u> : the poetry work uses few words to represent a quite huge information compared to the prose of which uses many words to present a single information.	
vii)	<u>Meter and Rhyming</u> : poetry can either be sung or recited but also it can be accompanied with some musical beats compared to the prose such as play and drama.	
viii)	<u>Verses and stanzas</u> : poetry is literary arranged in form of verses which makes up a stanza but prose are arranged in acts and scenes together with chapters.	
ix)	<u>Persona</u> : this is a person who speaks in the poem compared to other prose which have actors or actresses in the play and characters in the novel.	
x)	<u>A poet or poetess</u> : this is a person who composes poem different from other prose artists such as playwright and novelist.	
xi)	<u>Rich in figures of speech and poetic devices</u> : poetry is rich in figures of speech and poetic devices such as metaphors, consonance and so on which can't be found in the prose such as novel and play.	

Extract 5.2: A Sample of Students' Average Responses to Question 5

Nevertheless, there were candidates who responded weakly to this question leading to low marks. They scored from 0 to 2.5 marks out of 09 marks. Analysis indicates that candidates who performed poorly on this question had low mastery of distinctive features of the genres of written literature particularly poetry. Their responses suggested that they had low English language proficiency that hindered them from expressing themselves correctly. Extract 5.3 below shows a candidate who gave incorrect features and explanations of the features of poetry which differentiates it from prose.

5.	The poetry use the poetic device, to their performance through their people.
(i)	The poets are use the setting to sending the message to the various people in the society.
(ii)	The poets are use the language creativity to reflect social or human realities to the societies. When people wrong.
(iv)	The poets are used the plot to arrange their an event from beginning to the end point
(v)	The poetry was are use the Character and characterization due to want to reflect social or human realities about the various life situation.
(vi)	The poetry are use the figure of speech to deliver the message to the various people to the societies.

Extract 5.3: A sample of Responses from Candidates with weak Performance on Question 5

1.2.4 Question 6: Short answer

This question required the candidates to identify various genres of oral literature and their application in real life. The question read:

For each of the expressions in (a) – (f), identify the genres of oral literature which is described.

- (a) *A long story often told in verse form involving heroes and gods.*
- (b) *A puzzling question, statement or description, especially one which intends to test the respondent's cleverness.*
- (c) *A soothing song, poem or piece of music that is usually sung to make a baby sleep, to calm a baby down when they are crying or instill into them some morals.*
- (d) *Displays of humour whose words in narratives or dialogues make the audience laugh.*
- (e) *A sentence or phrase which is difficult to articulate/ pronounce quickly because of the sequence of nearly similar sounds.*
- (f) *A short interesting or amusing story about a real person or event.*

A total of 115,401 candidates attempted this question, which made the total of 100 per cent; where 7.39 per cent of the candidates scored 6.5 to 9 marks. The performance was categorized as good. Besides 48.62 per cent of the candidates scored 3 to 6 marks which was average performance. Then, 43.99 per cent of the candidates scored 0 to 2.5 marks, the performance which was categorized as weak. The general performance of this question was average because, 56.01 per cent of the candidates scored 3 to 9 marks. Figure 6 demonstrates the performance of candidates on this question.

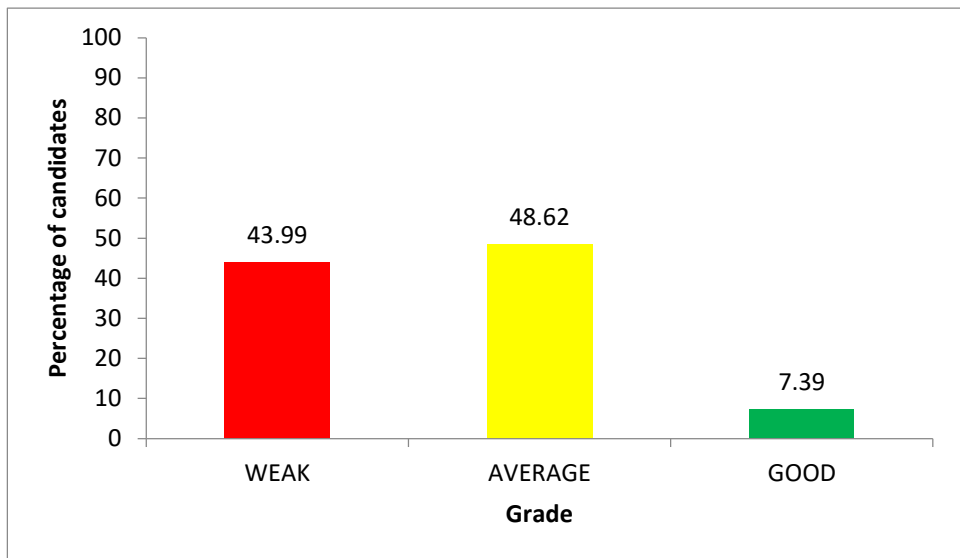


Figure 6: *The Performance of the Candidates on Question 6*

In this question, candidates were required to use the knowledge obtained from the study of oral literature to identify name an oral literature genre represented by each of the given descriptions as follows:

In item (a), the correct genre for the description ‘*A long story often told in verse form involving heroes and gods*’ was *an epic*. This is because, in epics, heroic incidents and deeds of a certain society or race are presented for heritage or historical reasons for the current and future generation.

Item (b), the correct genre for the description ‘*A puzzling question, statement or description, especially one which intends to test the respondent’s cleverness*’ was a *riddle*. It is riddles which puzzle an audience and test their cleverness because riddles have a hidden meaning. They test the respondents’ cleverness by making him/her think critically to obtain meaning.

In item (c), the correct genre for the description ‘*A soothing song, poem or piece of music that is usually sung to make a baby sleep, to calm a baby down when they are crying or instill into them some morals*’ was *lullaby*. Lullabies are normally sung by mothers and people who spend more time

taking care of babies. They are normally skillfully and tenderly presented to calm babies or children.

In item (d), the correct genre for the description '*Displays of humour whose words in narratives or dialogues make the audience laugh*' was *a joke*. Jokes are often used in narrations and informal conversations to attract audience's attention and build rapport between a narrator and the audience. Similarly, they get rid of audience's boredom.

In item (e), the correct genre for the description '*A sentence or phrase which is difficult to articulate/ pronounce quickly because of the sequence of nearly similar sounds*' was *tongue twister*. Tongue twisters help language learners especially children to improve word pronunciation and socialization.

In item (f), '*A short interesting or amusing story about a real person or event*' was *an anecdote*. Anecdotes are for entertainment and moral teachings/lesson to society especially the youth.

Generally, candidates who had good performance on this question were able to apply their knowledge of various literary devices on how such devices can be employed in speech and writing. Their scores ranged from 3 to 9 marks out of 09 marks. A sample of the correct responses is presented in Extract 6.1 below.

6.	a) Epic.	
	b) Riddle.	
	c) Lullaby.	
	d) Jokes.	
	e) Tongue twister.	
	f) Anecdote.	

Extract 6.1: A sample of Correct Responses to Question 6

There were also candidates who had average performance because they demonstrated partial understanding of the given literary concepts. They scored 3 to 6 marks out of 09 marks. A sample of responses from a candidate who had average performance is shown in Extract 6.2.

6.	(a) fairy tales.	
	(b) Riddles	
	(c) Lullaby songs.	
	(d) Comedy drama.	
	(e) Tongue Twisters	
	(f) Anecdote.	

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

On the other hand, candidates whose performance was weak failed to identify/name a correct genre of oral literature which was represented by

the given descriptions. They lacked the expected competence in analyzing the genres of oral literature. They scored from 0 to 3 marks out of 09 marks. A sample of a response from the candidates with poor grades is shown in Extract 6.3. The sample shows a candidate who failed to identify the genres of oral literature represented by the given descriptions.

a) Fables.	
b) Parables	
c) riddles	
d) Drama.	
e) Proverbs	
f) Autobiography / Myth	

Extract 6.3: A Sample of Incorrect Responses to Question 6

1.2.5 Question 7: Short answer

This question was set to evaluate candidates' ability to state the importance of each of the given literary devices in the preparation of a literary material. The question read:

Write the correct answer for each of the items (a) – (f) in the answer booklet provided.

- (a) *Why is poetic license important when composing poems?*
- (b) *Why is irony used when creating a literary work?*
- (c) *When does literature become imaginary?*
- (d) *How is the plot important to a novelist?*
- (e) *Why do poets use metaphors in their works?*
- (f) *Why is the title of a literary work important?*

The question was attempted by 115,403 candidates, which is equivalent to 100 per cent. Nonetheless, 3.35 per cent of the candidates scored 3 to 6 marks. Their performance was categorized as good. In addition, 43.63 per cent of the candidates scored 3 to 6 marks that was average performance.

Subsequently, 53.02 per cent of the candidates in this question scored 0 to 2.5 marks and their performance was categorised as weak. The total performance of this question was average because 46.98 per cent of the candidates scored 3 to 9 marks. Figure 7 displays the performance of the candidates on this question.

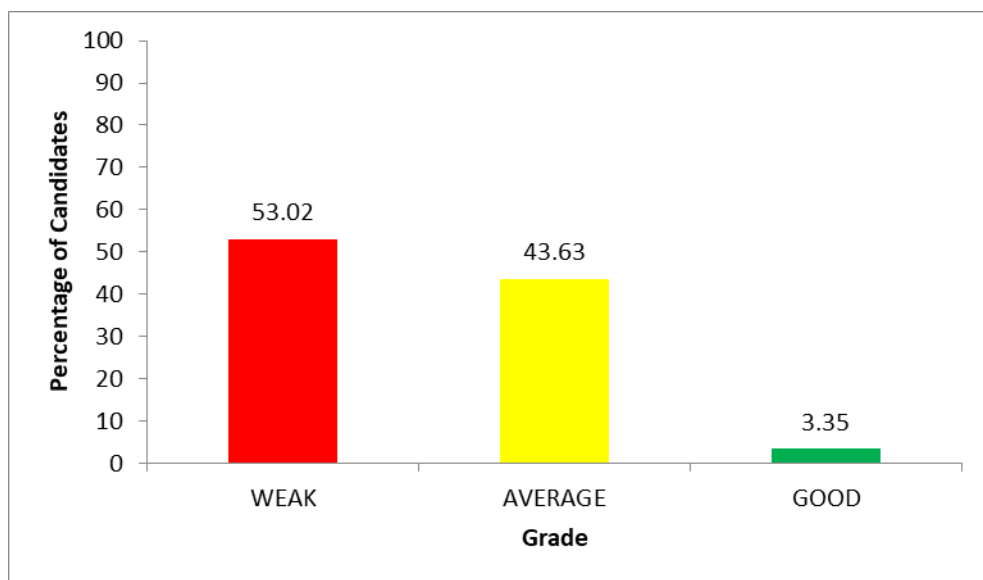


Figure 7: *The Performance of the Candidates on Question 7*

Item (a) required candidates to explain the importance of poetic license in composing poems. The correct response to this item was, *‘poetic license helps the poet/poetess to meet the important poetic or artistic requirements, such as music and word economy.’*

Item (b) asked the candidates to explain the reason why irony is used when creating a literary work. One of the expected responses to this item was, *‘When creating a literary work, irony is used to criticize an individual, the society or any system in an indirect way. This indirect criticism may be effective since it will make a targeted person think critically to get the message. Presenting the message directly can reduce its effectiveness as the audience might ignore it.’*

Item (c) required the candidates to state how literature becomes imaginary. The correct answer to this item was as follows, *‘Literature becomes*

imaginary when it imitates life, people's actions and beliefs. Experience and life in general are presented as if they are real, so that people can benefit from such creation and thus compare life in the work of art with real life.'

Item (d) required the candidates to explain how plot is important to a novelist. The correct response was, *'Plot is important to a novelist because it shows events in terms of what causes them and their effects. It enables the novelist/author to present life by showing why characters act and behave the way they do. It shows the motive behind the characters actions, which in turn makes them be clearly understood by readers.'*

Item (e) asked the candidates to explain the importance of using metaphor when composing poems. One of the anticipated response was as follows, *'A poet uses metaphor to compare two dissimilar items indirectly as if they are similar. In so doing, the audience or readers can understand the concept clearly because they use the knowledge of one concept/object or idea to understand the other.'*

Item (f) required candidates to explain the importance of a title of a literary work. The correct response to the item was as follows, *'The title of a literary work, for example a novel, is important because it summarises the literary work by showing what the work is all about. It may be direct or indirect in presenting the form and content of such a work.'*

Basically, candidates who responded correctly and scored high marks in this question showed their competences on the basic literary concepts and devices in terms of the conception as well as application in preparing literary materials like novels, plays and poems. The candidates displayed adequate knowledge of a wide-range of concepts and examples in the responses they provided to the items assessed in the question. Their scores ranged from 3 to 9 out of 09 marks. Extract 7.1 demonstrates a sample response by a candidate who performed well on this question.

Number	Subject/Theme	Use only
01.	<p>a) Poetic licence is important because it gives the poet the freedom to violate grammatical rules of composing poems. Example, here we are, united we stand.</p> <p>b) Irony is used in order to say or write something to mean its opposite this helps to improve privacy of the writer. Example, the leader is irresponsible but is talked of as being a hard worker.</p> <p>c) Literature becomes imaginary when it involves the use of characters and events which are not real and not existing in the society. Example, the writer can use names of characters who are imaginary to talk about the real life situations.</p> <p>d) The plot is important because it helps to show the techniques used by the novelist. Example, the use of flashback and foreshadowing but also several ideas of the novelist.</p> <p>e) Poets use metaphors to compare dissimilar or different things without using conjunctions. Example, A woman is an angel.</p> <p>f) The title of a literary work is important because it helps to reflect the content of the literary work. Example, when we see the title "HOUSE BOY" we understand that the novel is about the boy who is employed to work with a young girl.</p>	

Extract 7.1: A Sample of Correct Responses to Question 7

In the same question, there were candidates who scored average marks because they provided correct explanations to some items; however, they did not thoroughly justify their explanations with examples to some items. The scores of candidates in this group ranged from 3 to 9 marks out of 09 marks. This performance was categorised as average. Extract 7.2, provides a sample response by a candidate who had average performance.

- 7 (a) poetic license is important when composing poem so as to save for Rhythmic and Rhyming pattern hence to include unusual features of the poem by deviating grammatical rule of language
- b) Irony are used when creating literary works so as to save for criticizing such to say something while meaning the opposite
- (c) Literature become imaginary when it performed in non-realistic environment with the imaginary characters and the use of literary technique to adorn the language
- d) plot is important to novelist because it allows novelist to decide how to arrange the events/incidents in their works
- e) poets use metaphor to show comparison between two different things without conjunction hence to employ word economy
- f) The title of a literary work is important because helps to attract the reader to know what is conveyed within by relating with the title

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

There were also candidates who performed this question weakly. Such candidates failed to explain the importance of the poetic license, irony, plot, metaphor and title in literary works to literary artists. Analysis shows that such candidates lacked adequate knowledge of literary concepts and due to poor mastery of the subject failed to respond correctly to the items. Extract 7.3 below presents a sample response by a candidate who responded erroneously by stating incorrect functions/importance of the tested literary devices some of which are not related to literary material making.

For each of the items (a) – (f), fill in the blank space by choosing the correct answer from the box and write it in the answer booklet provided.

Tragic-comedy, Play, Lullaby, Comedy, Non-fiction, Poetry, Fiction, Genre, Historical Novel

- (a) The class, form, kind or type of literary work is called_____.*
- (b) The type of play that involves both humorous and funny elements is called _____.*
- (c) A literary genre that is assumed to use more figures of speech than other genres is known as _____.*
- (d) A narrative, especially in prose, created from imagination is called _____.*
- (e) A piece of writing or dramatic work designed for acting on the stage is known as _____.*
- (f) A novel which narrates events that belong to a period prior to the time they are presented is known as_____.*

This question was answered by 115,401 candidates equivalent to 100 per cent. Data shows that, 44.22 per cent of the candidates scored 6.5 to 9 marks. The performance of these candidates was good. Additionally, 45.37 per cent of the candidates scored 3 to 6 marks which was average performance. On the other hand, 10.41 per cent of the candidates scored 0 to 3 marks, falling into the weak, performance category. The performance of this question was generally good because 89.59 per cent of the candidates scored 3 to 9 marks. Figure 8 illustrates further the performance of candidates on this question.

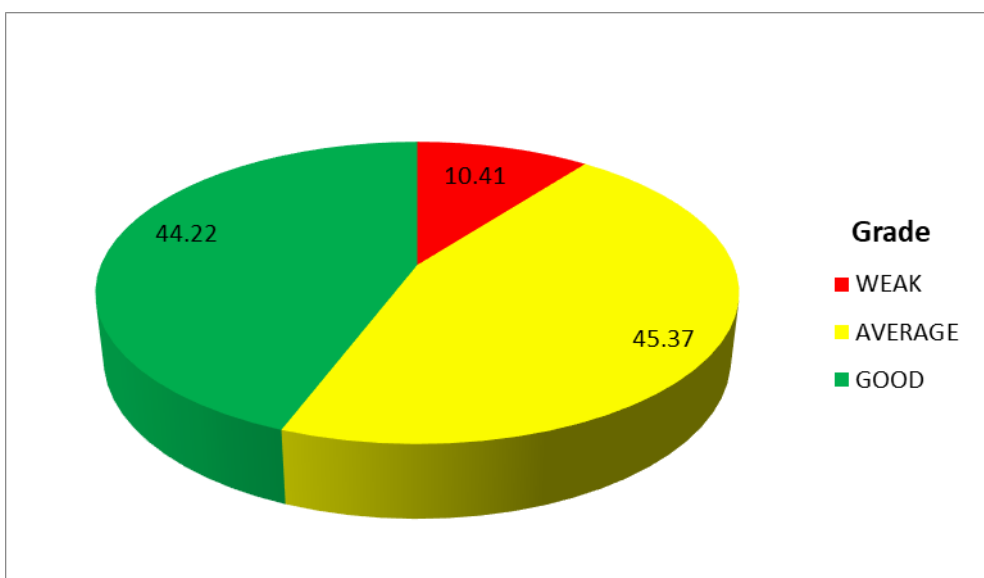


Figure 8: *The Performance of the Candidates on Question 8*

Item (a) required candidates to name an expression that refers to the class, form, kind or type of literary works. The correct name of this expression was '*Genre.*'

Item (b) required the candidates to identify the type of play that involves both humorous and funny elements. The correct answer was, '*Comedy.*'

Item (c) asked the candidates to write a literary genre that is assumed to use more figures of speech than other genres. The correct answer was, '*Poetry.*'

Item (d) required the candidates to identify a narrative, especially in prose, created from imagination. The correct answer was, '*Fiction;*

Item (e) required the candidates were required to identify a name of a piece of writing or dramatic work designed for acting on stage. The correct response to this item was, '*Play.*'

Item (f) needed candidates to identify the kind of a novel which narrates events that belong to a period prior to the time they are presented. The correct answer to this item was, '*Historical novel.*'

Therefore, candidates who responded correctly to this question applied their knowledge of the genres of literature and various literary

terminologies to choose the correct expressions given in the box to make meaningful descriptions of the genres of literature. The scores of these candidates ranged from 3 to 9 marks out of 9 marks. For that reason, their performance was categorised as good in this report. A sample of correct responses is presented in Extract 8.1.

08.	a. Genre.	
	b. Comedy.	
	c. Poetry.	
	d. Fiction.	
	e. Play.	
	f. Historical novel.	

Extract 8.1: A Sample of Correct Responses to Question 8

Furthermore, there were candidates who had average performance on the same question. This was because they had average understanding of the genres of literature. Therefore, they responded correctly to some items and incorrectly to others. Their scores ranged from 3 to 6 marks out of 9 marks, which was average performance. A sample of responses from a candidate who had average performance is illustrated in Extract 8.2. The candidate responded correctly to items (a), (c), (e) and (f) and incorrectly to items (b) and (d). Thus, his/her performance was average.

08.	a) Genre	
	b) Tragic-comedy.	
	c) Poetry.	
	d) Novel.	
	e) Play.	
	f) Historical novel.	

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

On the other hand, the candidates who performed weakly, failed to identify the correct or appropriate genre of literature which was represented by the given descriptions. The candidates were incompetent in the area of elements of literature hence they failed to demonstrate the expected knowledge of the terms which were tested in this question. Their scores ranged from 0 to 2.5 marks out of 09 marks. A sample of responses from a candidate with weak performance in this question is shown in Extract 8.3.

Q8.	a. Play	
	b. Tragic-comedy	
	c. Lullaby	
	d. Genre	
	e. Comedy	
	f. Non-fiction	

Extract 8.3: A Sample of Incorrect Responses to Question 8

1.3 SECTION C: ESSAY TYPE QUESTIONS

The section consisted of three (03) essay type questions. These are questions number 9, 10 and 11. The candidates were required to attempt only two (02) questions in which question number nine (09) was compulsory. Each question was worth 15 marks, making a total of thirty (30) marks. The responses on this section were supposed to be supported with reference to the recommended readings.

LIST OF READINGS

Plays

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

Novels

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

Poetry

Selected Poems – Tanzania Institute of Education
Growing up with Poetry – David Rubadiri

1.3.1 Question 9: Poetry

This question tested candidates' knowledge of poetry. It required candidates to differentiate between ballad and sonnet poems by making reference to two selected poems, namely '**Ballad of the Land Lord**' by Langston Hughes and '**If We Must Die**' by Claude McKay. The candidates were required to provide three (03) points from each poem. Specifically, the question read:

*Using examples drawn from the two poems '**Ballad of the Land Lord**' by Langston Hughes and '**If We Must Die**' by Claude McKay, explain with examples the distinctive features of ballads and sonnets. Give three points from each poem.*

This question was attempted by 115,401 candidates, which was equivalent to 100 per cent of the candidates. A total of 1.51 per cent of the candidates scored 9.5 to 15 marks and their performance was good. Moreover, 11.13 per cent of the candidates scored 4.5 to 9 marks which was categorised as average performance. Also, 87.36 per cent scored 0 to 4 marks and their performance was weak. The general performance on the question was weak because 12.64 per cent of the candidates scored 4.5 to 15 marks. The performance of the candidates on this question is illustrated in Figure 9.

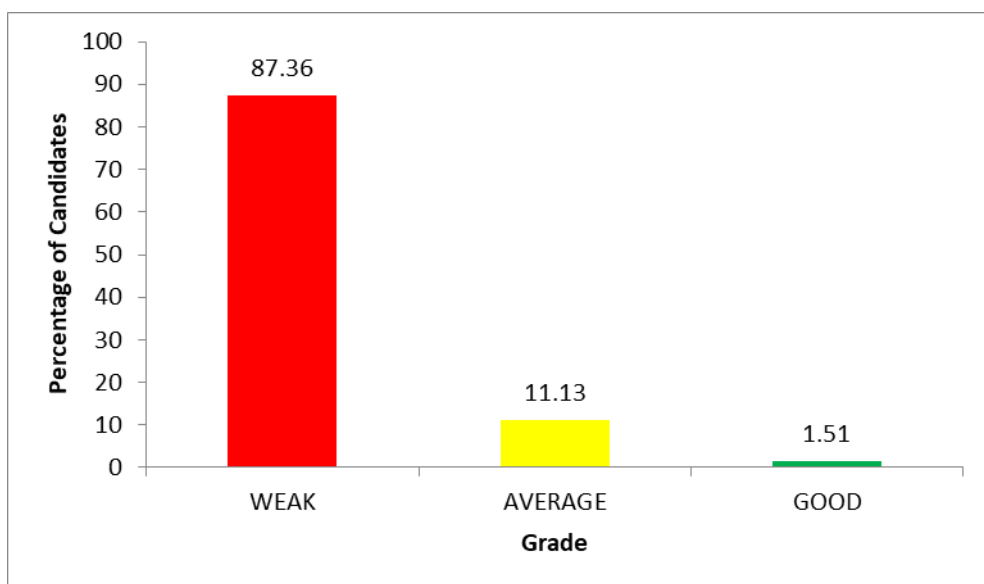


Figure 9: *The Performance of the Candidates on Question 9*

Analysis reveals that there were candidates who scored high marks in this question. Their scores ranged from 9.5 to 15 marks out of 15 marks. So, this performance was categorised as good. Such candidates demonstrated the required competences and knowledge of the distinctive features of the two selected poems. The item response analysis shows that these candidates understood the question and they provided correct responses by writing good introduction, content-rich main bodies and plausible conclusions. These candidates used intelligible English in explaining the distinctive features of the two stated poems. Their responses were supported by relevant quotations from the recommended poems.

The candidates who responded correctly opened their essays by defining a ballad as a poem in which there are two or more people (personas) speaking in turn whereas a sonnet is a short poem with fourteen verses divided into two stanzas. In addition, in their introduction, the candidates then introduced the titles of the recommended poems in attempting this question.

In the main body of the essay, the candidates were expected to explain the features of the two poems. In '*Ballad of the Landlord*' by Langston Hughes, candidates explained as follows:

Ballads are narrative in nature as they usually tell a brief story which is rich in imagery. This is depicted in the poem when the tenant tells the story of the conflict between him and the landlord following the landlord's arrest of the tenant because he has not taken the tenant's complaint positively. Being a victim, the tenant reveals the story to the audience in a manner that arouse human senses. The quoted verses from the poem are given are below:

“.....Landlord, landlord (in the first stanza)

My roof has sprung a leak”

“...what? You gonna get eviction order? (In the fourth stanza)

“... police, police come and arrest him...” (In the sixth stanza)

“...tenant held no bail...” (In the last stanza)

These verses show that a ballad is a narrative in nature because the sequence of incidents in the poem flow in a narrative plot.

The candidates also stated that ballads are often set to opera music, as comedy or tragedy. In '*Ballad of the Landlord*,' dialogue is in the form of comedy as the tenant threatens the landlord as if he is strong enough to harm him. In the end, it is shown in the poem that he is the one (tenant) who is punished, as the following verses illustrate.

“...if I lend my fist on you...

“...police, police!”

“...tenant held no bail...

“Judge gives him Negro 90 days in county jail”.

Also, ballads have simple rhyme schemes/patterns whose variation depends on the stanza. For example, one of the patterns can be *aabb abab/abcb* or

any other form whereas poem “Ballad of the Landlord” has “landlord” in the first verse; “lead” in the 2nd “it” in the 3rd and “week” in the fourth, thus having a rhyming pattern of aabc. Other stanzas have different sound patterns.

Moreover, ballads have verses that vary according to the poet’s wishes. The most common number is 13 verses though they may be less or more than this number. In addition to that, ballads have two or more people speaking. For example, this poem has four characters: the tenant, the landlord, the police, and the judge.

In line with the stated responses of the poem ‘*Ballad of the Landlord*’ candidates with correct responses were also expected to describe the distinctive features of sonnet poems as follows:

Sonnets are lyrical in nature as they are short and originally meant to be sung. The poem “**If we must die**” is short with 14 verses. Sonnets are also written in fixed end patterns that can rhyme. For example, the sound patterns used in the poem “If We Must Die” is arranged in *abab* in all the stanzas of the poem. This can be justified by observing the first and third verses that rhyme with ‘hogs’ and ‘dogs’ whereas the second and fourth verses rhyme with ‘spot’ and ‘lot’ respectively.

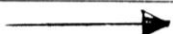
Sonnets rarely have portrayed characters. Rather they have implied characters revealed by the persona. In the poem ‘*If We Must Die*’, the persona seems to talk to his fellow community members as he uses the pronoun ‘we’. For example, “*If we must die....*”

Sonnets have a fixed number of verses and stanzas. They have 14 verses. For example, the poem “If We Must Die” has 14 verses.

Sonnets are sophisticated in nature because they are expected to bring lyrical effect. For example, the lyrical effect brought about in ‘If We Must Die’ express strong feelings on certain points/ideas

Generally, ballad and sonnet poems express various things that happen in everyday life situation. Extract 9.1 illustrates.

09.	<p>Poems are piece of writings that express the emotions and ideas of poets through verses and stanzas. Poems are of different types that can base on content or form. From the point of view on the poems according to their content there is sonnet poems and Ballad poems each differing from one another via various features. By the use of "BALLAD OF THE LADLORD" by Longston Hughes as a ballad poem and "IF WE MUST DIE" by Claude McKay as a sonnet poem the following are the features of sonnet poems including examples from "If We Must Die".</p> <p>Sonnet poems have only two stanzas, this is one of the features of a sonnet poem that mainly distinguish it from other poem. For example the poem "If We Must Die" has only two stanzas the first with eight verses called an octave and the second with only six verses hence called a sestet.</p> <p>Sonnet poems are mainly short in their length. This is another feature and its because these poems are mainly made out of fourteen lines in total. The poem "If We Must Die" also has only fourteen lines thus very short in length and hence termed as one among the sonnet poems. Other poems are not a very short as these poems hence this is one among their distinctive features.</p>	
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09.	<p>Sonnet poems are also mainly lyric in the nature of their content. This means that the persona in the poem develops a deep feeling on the subject being discussed in the poem. That is why the poem "If We Must Die" is a sonnet poem as it is lyric in nature and this is seen when the persona says</p> <p style="text-align: center;">"If we must die let it no be like hags hunted and penned in inglorious spot."</p>	use only
	<p>This statement shows how the persona was in a deep feeling with the actions done to him.</p>	
	<p>The following are the distinctive features of the ballad poems as seen from the poem "Ballad of the Landlord".</p>	
	<p>Ballad poems are mainly narrative in nature, this is they are written in form of a story that has events from exposition to denouncement. This feature is also seen in the poem "Ballad of the landlord" as it started by narrating a story of events happening between the landlord and the tenant and ended still talking about the same story.</p>	
	<p>Ballad poems are very longⁱⁿ length of their composition. This is because it has two sides arguing with one another thus making the poem very long. The poem "Ballad of the Landlord" is very long in length and has more than four stanzas hence very long in its compositional length.</p>	

09.	<p>Ballad poems also involve the use of dialogue technique. Only this type of poem make the use of dialogue as a technique mainly because it has two sides or people speaking in turns in the same poem. for example in the poem "Ballad of the Landlord" the two sides that involved themselves in a diological conversation is the landlord and the tenant.</p> <p>Hence, each poem is categorized to a specific criteria of poem depending on the features it express to have in its content. And not only this but also each type of poem has its own characteristics that makes it unique and differ from all the other types of poems that's why elegy poems are neither similar to didactic poems nor to epic poems.</p>	
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Extract 9.1: A Sample of Correct Responses to Question 9

However, there were candidates who scored average marks on the question. Their scores ranged from 4.5 to 9 marks out of 15. They explained partly some correct features of both sonnets and ballads, however, some features were deemed incorrect. Similarly, these candidates did provide credible explanations to the features they stated in relation to what is actually depicted in the two forms of poems. Extract 9.2 below presents a sample of responses from a candidate who had average performance on this question.

9	<p>Ballads poems are the type of poems which are written mainly to be sung. Sonnets poem, is the type of poem which consist fourteen verses in two stanzas. By using the two poems "Ballad of the Landlord" which is written by "Langston Hughes" and "If We Must Die" written by "Claude McKay", These poems have various distinctive features:</p> <p>By starting with "Ballad of The Land Lord" as the ballad poem have the following distinctive features.</p> <p>It involve dialogue; In the ballad poem the characters show conversation within the poem even if are to be short and rhythmical so as to be sung well. Foreexample in this poem there is conversation between the "tenant" and the "Landlord" who they complaints themselves on the house which have to be rented by the tents while him denied to pay.</p> <p>There is narration within; The ballad poem involve the narration of the event which someone have done to another but this narration are very economical and rhythmical so as to be sung. Example, The tenant narrate how the landlord exploit him by demanding money while the house is not repaired up to new. This is shown when a poet say: "Ten bucks you say I owe you? Ten bucks you say I due?".</p> <p>Have irregular rhythmical pattern and rhyme; This kind of the poem does not foll the old method of composing a poem. The rhyme are not regularly but mainly are rhythmical so as to be easily sung. Example, is in the second stanza of the poem when the tenant start to complain off to the Land Lord, this is when say: "Ten bucks you say is due? I will pay if you repair upto new".</p>
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9.	<p>Coming to other poem titled "If We Must Die" this is a sonnet poem have got the following distinctive features:</p> <p>Have fourteen verses in two stanzas. This poem as the sonnet poem contain fourteen verses in two stanzas as they have seven verses in each stanza. The poet composes the poem by following this type of poem. For example, in the first stanza the poet show the seven stanza which explain about the brave to the fighter required against their enemies.</p> <p>Are formed by two stanza only. From this poem the sonnets poems have only two stanza which made up by fourteen verses, seven in each stanza. Example is in the poem from the first stanza which have seven verses and the second stanza which have also seven verses.</p> <p>Have regular rhythmical pattern and rhyme. The sonnets poem follow the old rule in composing poems, this have regular rhyme. This is shown in the first stanza when says:</p> <p style="padding-left: 40px;"> "If we must die let us nobly die. If we must die, oh let us die. and our monstry we defy" Therefore: The ballads poem are very different with the sonnets poem as they have different characteristics but both are the type of poem and have the characteristics which some they are similar. </p>
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Extract 9.2 A Sample of Responses to Question 9 from a candidate with average performance

Furthermore, there were candidates who scored low marks in this question. Their weak performance was due to question misinterpretation of the question and lack of poetry mastery revealed by their responses. The scores of such candidates ranged from 0 to 4 marks out of 15. Analysis reveals

that these candidates lacked understanding of the different kinds or forms of poetry and their defining features or characteristics. This hindered them from providing correct features of ballads and sonnets. The sample of responses in Extract 9.3 presents an answer by a candidate who misinterpreted the question. Hence the candidate responded poorly by explaining the issues portrayed in the poems instead of giving the features.

9	<p>Ballads and Sonnets always used a kind of poem which shows experiences of writers to depicts intendeds messages to the societies. By using the poem "BALLAD OF THE LANDLORD" by Langston Hughes and "IF WE MUST DIE by Claude McKay. Through starting with the poem "BALLAD OF THE LANDLORD" as the above statements as follows.</p> <p>Poverty; In this poem a persona shows and depicts the issues of poor living conditions of tenants failed to pay house rents to landlords and thus he say</p> <p>"Tenant had no bail"</p> <p>Exploitation; In this poem also a persona depicts the issues of exploitation where by a landlord exploits tenants and hence taking him to the courts and thus a persona say</p> <p>"Ten bucks you say is due".</p> <p>Discrimination; In this poem a persona shows how a tenant discriminate d by the landlord and Judges during in the courts systems a Judges decides to Judging a case and a persona say</p> <p>"A Judges gives him 90 days a negro tenants".</p> <p>Also by referring to the poems of "IF WE MUST DIE. The above statements described and justified as follows.</p>	
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9	<p>Unity; In this poem a persona showings the demands of societies members to unites together and struggle against oppression, humiliation and exploitation of the upper class. thus he says</p> <p>" If we must die, let it not be like hogs.</p> <p>Injustice; Also in this poem a persona depicts and portrays the issues of injustices to people as they are being humiliated and oppressed by the upper class and he says</p> <p>"What though before us lies the open graves?</p> <p>Classes; In this poem also a persona portray and depicts the issues of classes as there is upper class and the lower class where by upper class exploits the lower class and humiliates them.</p> <p>Finally, poet's always depicts and shows different realities which are very faces the societies and portrays to peoples minds and knowledge.</p>	
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Extract 9.3: A Sample of Incorrect Responses to Question 9

1.3.2 Question 10: Novels

The question was set to evaluate candidates' ability to read, comprehend and analyse novels in relation to real life situations. Specifically, the question required candidates to use literary devices, three from each novel to show how they (devices) help in bringing about the intended message. In attempting this question, candidates were required to refer to any two recommended novels to support their views/points. The question read as follows:

Using two novels show how writers have managed to use various literary devices to present their message effectively. Give three points from each novel.

The question was attempted by 115,401 candidates which was equivalent to 100 per cent of the candidates; whereby 68.12 per cent scored 0 to 4 marks which was categorically weak performance. Furthermore, 24.03 per cent of the candidates had average performance by scoring 4.5 to 9 marks. However, there were 7.85 per cent of the candidates who scored 9.5 to 15 marks that was categorised as good performance. The general performance on the question was average as 38.88 per cent scored 4.5 to 15 marks. The performance of the candidates on this question is illustrated in Figure 10 below.

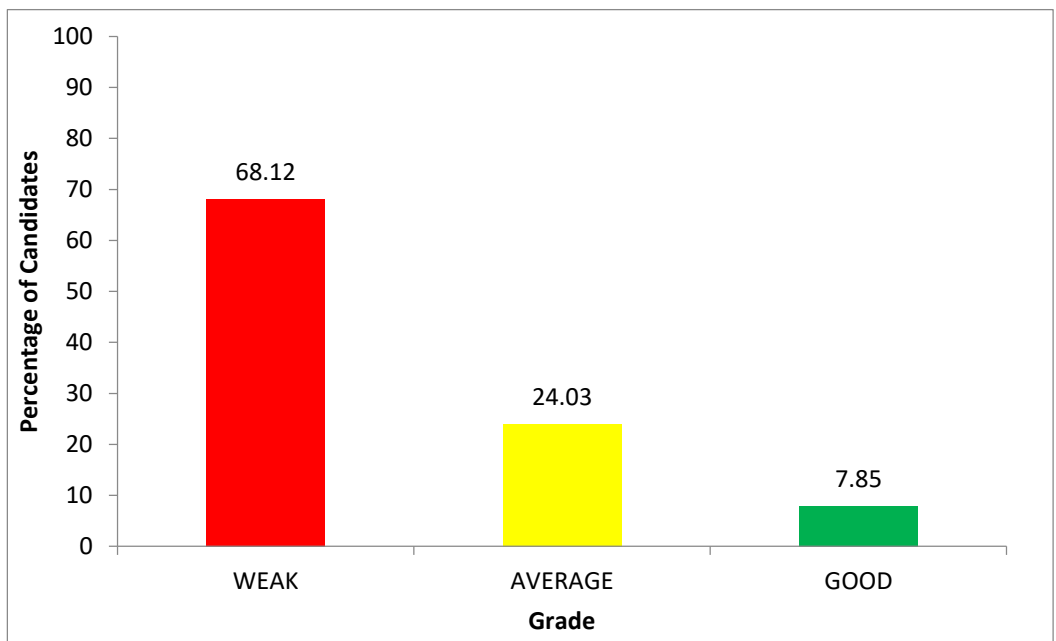


Figure 10: *The Performance of the Candidates on Question 10.*

Analysis reveals that there were candidates who scored high marks on this question. Their scores ranged from 10 to 15 marks. Hence, their performance was categorised as good. These candidates managed to comprehend and respond correctly to the question by showing how literary devices are used by the novelists to show different intended messages to the

audience. The responses of such candidates were supported by relevant quotations from the literary works.

They started their introduction by conceptualizing the term ‘Literary devices’ as the typical structures used by writers in their works to convey their messages in a simple manner to the readers. They viewed that literary devices help the readers to appreciate and analyse literary works. Literary devices contribute on making message the effective. The candidates also stated the selected novels they used to attest the contribution of literary devices in making a literary message effective. In the end of their responses, the candidates provided relevant conclusions which appealed to the focus of the question.

In ‘**Houseboy**’ by Ferdinand Oyono, the candidates’ responded by explaining various literary devices employed in the novel, and they drew or deduced a summary of the message conveyed through each device. Some of the devices stated were as follows:

Candidates explained the use of similes. They defined a simile as a figure of speech which compares two distinct objects or things using joining words (conjunctions). The author used similes in his works to show or describe various ideas and events. For instance, Toundi says “*I twisted like a worm in the sun*”. Here, Toundi likens himself with a worm. This simile may give the message that parents should not resort to the use of violence to discipline children. It reflects Toundi’s protest against the thrashing he receives from his father for fighting with Tinati.

The candidates showed the use of personification in the novel. They viewed personification as a device that allows objects and non-humans to assume human qualities. Personification is employed in this novel to present a number of issues and events. For example, when the narrator says, “*The crowd was swallowed up in the church*”. In this example, the church which is inanimate has been given the ability of swallowing. This complex behaviour which is done by human beings and other living things is assumed of being done by the church to show how people filled up the church to pay last respects to the dead, Father Gilbert. So, this device may be interpreted to convey the message that society members regardless of their background ought to live in love and harmony for social progress. In

this device the church is given the attribute of animates to present the intended message in the given quality.

Similarly, the candidates explained the use of proverbs in the novel. A proverb is a brief/short phrase that gives advice in an obscure way. Proverbs are widely used to express obvious truth because they have wise content. In this novel, the writer has employed a wide range of proverbs to convey the message to readers. For instance, Toundi, uses the following proverb "*The dog of a King is the King of dogs.*" This proverb reveals Toundi's pride in working for the white men while he lowers his dignity by comparing himself to a dog. It would convey the message that mental colonisation denies people of dignity.

The candidates also explained the use of imagery in the novel. They defined it as a device that entails using words to create mental image which can be accessed through human senses. The author of this novel uses various images to convey the message across to the readers. For instance, Toundi describes Mme Salvain's appearance as follows, "*Mme Salvain wore a dress of red silk which showed off her great behind like the ace of hearts. She had fastened up her hair in a figure of eight and stuck a hibiscus flower in it as red as her dress.*" This description makes a reader to visualize the issue of immorality by society members. Hence, this device may convey the message that some modern dressing styles are immoral to the public Thus they should be avoided.

In '**The Concubine**' by Elechi Amadi, the candidates responded by analyzing among others, the following literary devices and then suggested the messages conveyed through them.

The candidates asserted the use of symbolism that may suggest that various ill behaviours such as jealousy are not good because they cause conflicts among people. They defined symbolism as a figure of speech that allows an idea, object or person to stand for something else. In this novel, the author has used symbols to depict various ideas to the reader. For example, Chima refers to Madume as "*a big-eyed man*" The expression "Big-eyed" symbolizes Madume's greed which had resulted into a conflict between him and Emenike then the elders.

Additionally, personification is used to make descriptions of non-human entities more vivid so as to carry the intended message that society members ought to comprehend. Personification is a literary device that involves giving human qualities to non-human objects or entities (inanimate objects) to behave and act as if they are animal or human beings. In one incident in the novel, the narrator says, “*when Ihuoma began to weep Wolu stopped talking. She felt a deep sympathy and two drops stood in her own large eyes*”. The drops cannot stand like human beings. This device has been used to create vivid image in the mind of the reader.

Furthermore, the candidates noted onomatopoeia that was used to present a message in an exciting or shocking way. They hinted that onomatopoeia is a literary device that involves the use of sounds which suggest the meaning of words they present. It involves the imitation of the sounds of objects to suggest meaning. In the novel, onomatopoeia expressions appear when Ihuoma cries following the death of her husband Emenike. Ihuoma says, “*Kaka, what will I do. Oh what will I do? How can I look after the whole compound, young as I am? Is there no way to bring back my lord? chei! chei! chei!*” The cries, ‘*chei! chei! chei!*’, are actual sounds or screams Ihuoma utters to express her helplessness after the death of her husband. Her cries and mourning is a result of bitter experiences in life. The onomatopoeic cries of Ihuoma may be used to express actual feelings such as true love.

In ‘**The Old Man and the Medal**’ by Ferdinand Oyono, the candidates who answered the question correctly explained the use of literary devices: The use of apostrophe in the novel was also evidenced by candidates who responded correctly to this question. They conceptualized this figure of speech as an act of one addressing someone who is absent or dead, or an object as if it is alive. In the novel, the author has used an apostrophe through Meka who after getting drunk, addresses the road as if it can hear or understand him. Meka says, “*Oh road, daughter of all our labour; lead me to the white man*”. This literary device reflects desperation as the effect of alcoholism which makes him to speak aloud to the road as if it were a human. This device is interpreted to have conveyed various perceptions about taking alcohol. For instance, some candidates suggested that, alcoholism harms one’s mental ability leading to their unconsciousness.

Hyperbole in the novel was also identified by candidates. It is used to intensify the image created by or a message that is intended to reach the reader's mind. The candidates who discussed this literary device defined it as a device which involves exaggeration of facts for emphasis. It uses words or statements which make something or someone look more important or serious than he or she actually is. In the novel, the Commandant says to Meka, "*You are more than our friend.*" Some candidates suggested that this literary device is used by the novelist to show the hypocritical behaviour of the white men to the Africans. The Commandant exaggerates his hypocritical closeness to Meka by considering him more than a friend while he keeps on maltreating him. The whites in the novel pretend to be friendly to Meka but they keep humiliating and exploiting him. Similarly, one may deduce this expression to get the message that, hypocrisy is a characteristic feature of evil people.

Another literary device identified by candidates is metaphor. It is used in the novel to make comparisons. This figure of speech involves comparing two dissimilar things or objects without using conjunctions. In the novel, Engamba addresses Binama saying, "*A child is a strange fruit.*" In this metaphor, a child is likened with a fruit without using any conjunction. This metaphor was thought to be used in the novel to express the pleasure of bearing children in a family.

Idioms were also shown by candidates in response to the question. They stated that, idioms are phrases or expressions whose meanings are different from the meanings of individual words. Idioms are learned as whole units to understand their meanings. Idioms are important in works of art because they generate interest in the work and enrich its language. In this novel, one of such idioms is, "*The chimpanzee is no brother to a gorilla.*" This idiom expresses the hostile and oppressive relations that existed between whites and blacks during colonization. It can convey the message that, colonialism undermines the rights of the colonized (Africans) people. A sample of correct responses to this question is given in Extract 10.1.

10.	<p>Literary devices are devices used by writers for artistic purpose example figures of speech, musical devices and verse devices where by the literary devices are used in order to beautify the language example in the novel of HOUSE BOY written by Fredinard Oyono and THE OLD MAN AND THE MEDAL written by Fredinard Oyono the novelists have shown different literary devices.</p> <p>By starting with the novel of HOUSE BOY written by Fredinard Oyono the following are literary devices shown.</p> <p>Vulgarism has conveyed the message that humiliation is a source of family separation, where by this literary device involve the use of bad language or abusive language. it is seen when Ondia tells Toundi that</p> <p>"The way back to my house you will pass through my anus"</p> <p>Also in our societies there are fathers who do treat their children as non human being and hence cause them to run away.</p> <p>Simile has conveyed the message that torture is the source of conflicts in the society, where by in this novel the novelist has used conjunctions to compare two dissimilar things. example when Toundi says</p> <p>"When I was small he treated me as a pet"</p> <p>Also in our societies there are people or children who are being treated as non human being and lead to conflicts among themselves.</p> <p>Metaphor has conveyed the message that abusive words creates untable family, where by</p>	
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		use only
10.	<p>Toundi and his father are not understanding each other due to the conflict between Toundi's mother and the neighbour which is claimed to be caused by Toundi where Ondus says to Toundi "You are an old tortoise"</p> <p>Also in our societies there are people who normally use abusive words and lead to unstable family.</p> <p>Not only in the novel of HOUSE BOY but also in the novel of THE OLD MAN AND THE MEDAL written by Ferdinand Oyono the following are literary devices shown by the novelist.</p> <p>Symbolism has conveyed the message that racism and classes are sources of underdevelopment where by the novelist has used symbols like "tree trunk", "arm chair with cushion" to symbolize racism and classes where by there was the class of whites and African also in our societies there are people who still practice racial segregation and creating classes.</p> <p>Simile has conveyed the message that we should not trust the whites, where by in this novel the whites pretended to be best friends of Meka but they betray him after sacrificing his two sons and a piece of land where by this is shown when a chief constable says "We missionaries are like owls"</p> <p>Also in our societies there are people who are hypocrite to their fellows</p> <p>Personification has conveyed the message that exploitation is the source of poverty, where by when Meka was to white's settlement after being caught by the white's watchmen tells him</p>	

10	that	
	' Don't enter with your open eyes'	
	"The hut was already alive"	
	Also in our societies there are people who are still	
	facing the problem of poverty where by are	
	still living in huts.	
	Generally; Literary devices are very important	
	to be used in literary works where by through them	
	we get different messages example through figures	
	of speech, musical devices and sense devices	
	messages are being shown	

Extract 10.1: A Sample of Correct Responses to Question 10

Correspondingly, some candidates scored average marks on this question. Their scores ranged from 4.5 to 9 marks out of 15. These candidates explained the literary devices from the novels but they could not show the messages conveyed through those devices. Still, some explained the literary devices and the messages depicted but failed to refer to respective readings by quoting the literary devices. This made them get average performance and thus, scoring average marks. Extract 10.2 provides sample responses from a candidate who got average marks after explaining the literary devices and the messages conveyed through them but failed to make correct reference to the readings.

10. Literary devices; Refers to the technique of all expression used by an author in order to colour the work, to add beauty and to convey a messages. By using two novels "HOUSEBOY" written by Oyono Ferdinand and "THE OLD MAN AND THE MEDAL" written by Oyono. F. to show how writers use literary devices to present their effectively. Starting with the novel "HOUSE BOY" the following are the literary devices and their messages:-

Simile; is the figure of speech that compare two different things by using conjunction. The author shows simile through Father Gilbert and Vordamayer. That says Toundi treated like a pet animal. This means Toundi exploited like an animal. This convey a message that Oppression and Exploitation should be abolished in our society.

Personification; is the figure of speech that give non-human being a character of human being. This is shown through Toundi when says The branches of trees click over the Aba. This means the shadow around the wall of Aba. It convey a message that bad traditions should be abolished into our society.

Metaphor; is the figure of speech that compare two different things without using conjunction. Metaphor says The dog of king is a king of other dogs that means The house boy (Toundi) is a worker of commandant and Toundi is a king of other workers. It convey a message that racial discrimination is a bad tradition should be abolished.

10.	<p>Not only in the novel "HOUSEBOY" but also in the novel "THE OLDMAN AND THE MEDAL to show literary device and the messages -'</p> <p>Hyperbole: is a figure of speech that exaggerates some words. This is shown through Engamba who says that "Last night I was dreamt I was bigger than elephant that means he has to see that his brother Meka is being awarded of medal. It convey the message that ignorance is a source of underdevelopment in the society.</p> <p>Use of religious language: In the novel Meka's wife praying for her husband early in the morning before Meka going to do work from Whites. It convey a message that women should pray for her husband in order to get a good family.</p> <p>Personification: is a figure of speech that gives a non-human being a human characteristics. This is shown through Meka when says "They follow well fell what could not use to me. It convey a message that the exploitation is a source of conflict."</p> <p>Generally: I advise the writers to use a work of art in order to open the mind of many people. Because if the society wants development should avoid bad things such as oppression and exploitation, in order to get the development.</p>	
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Extract 10.2: A Sample of Responses to Question 10 from a Candidate with Average Performance

Moreover, candidates had poor performance on this question. Their marks ranged from 0 to 4 marks out of 15 marks. This performance was weak based on the stated criteria and categorization in this report. The candidates who scored low marks failed to interpret the question and they ended up providing incorrect points in their responses like explaining issues/themes from the novels instead of literary devices. They failed to provide elaborated correct responses due to lack of understanding of literary

terminologies, concepts and approaches. They also lacked awareness of the kinds of books or titles of readings that are used in this subject. Extract 10.3 presents a sample of responses by a candidate who used irrelevant novels to answer the question.

10.	Novels	use only
	<p>Writers, Are the people who write literary works. It is true that writers have managed to use various literary devices to present their messages effectively. By using two novels which are "Passes like a shadow" by Bernard Mapalala and "Unanswered Cries" by Bernard Mapalala, I start with a novel of "Passes like a shadow" by Bernard Mapalala I'm going to show how writers have managed to use various literary devices to present their messages effectively as follows:-</p> <p>Female Genital Mutilation should be discouraged. As we seen Female Genital Mutilation can lead to the spread of diseases like HIV/Aids also this can cause problem during delivery, also can lead to the excessive of bleeding and can cause death of people so female Genital Mutilation should be stopped.</p> <p>Betrayal should be discouraged because it can cause unnecessary conflict in the society. We need to stop betrayal because there are many people who have the conflict between their selves because of betrayal. As we seen in this book Olabisi Makalayi betrayal her daughter who is Olabisi because before that her mother forced Olabisi to be Circumcised and she to told that if she dont want to be Circumcised she her name is Ghaka. To finish with a Novel of "Passes like a shadow" by Bernard Mapalala I'm going to show how writers have managed to use various literary devices to present their messages -</p>	

10.	effectively as follows:-	
	Drunkness should be discouraged, we should discouraged drunkness because it is a source of Under development. As we seen in this book Adyeri engaged with drunkness that's why everytime he is staggering, so we need to discouraged Drunkness.	
	Polygamy should be stopped, we need to stop polygamy because it cause spread of disease and also can cause conflict among the people. As we seen in the book Adyeri have polygamy who is Ameti and Birungi, so that can lead to the spread of an diseases and conflict in the family.	
	Prostitution should be discouraged, because it can cause spread of HIV/AIDS like also can lead to the death of people through that disease. As we seen the poet at writer tell us / show us these character who engaged in prostitution action who is Turime and Kunihira, they sell their body so, as to be a source of money, so we need to discourage prostitution in the society.	
	Generally it can be concluded that, - It is true that writers have managed to use various literary devices to present their messages effectively, these Messages like - Polygamy should be discouraged, Prostitution should be stopped, Drunkness should be discouraged Female Genital Mutilation should be discouraged and Betrayal should be avoided because it can cause unnecessary conflict in the family or in the society.	

Extract 10.3: A Sample of Incorrect Responses to Question 10

1.3.3 Question 11: Plays

This question intended to test the candidates' competences in reading and analyzing plays. It required candidates to write lessons learnt from the characters in the selected plays and to provide three points from each play. The question read:

“We get to learn various things from characters.” Justify this statement by using two plays. Give three points from each play.

The question was attempted by 115,401 candidates. Among whom, 19.55 per cent scored 9.5 to 15 marks, which was good performance. Also, 45.66 per cent of the candidates had average performance by scoring 4.5 to 9 marks. There was 34.79 per cent of the candidates who scored 0 to 4 marks. Their performance was weak. The performance on this question was generally good because 65.21 per cent of the candidates scored 4.5 to 15 marks. Figure 11 presents the performance details of the candidates on Question 11.

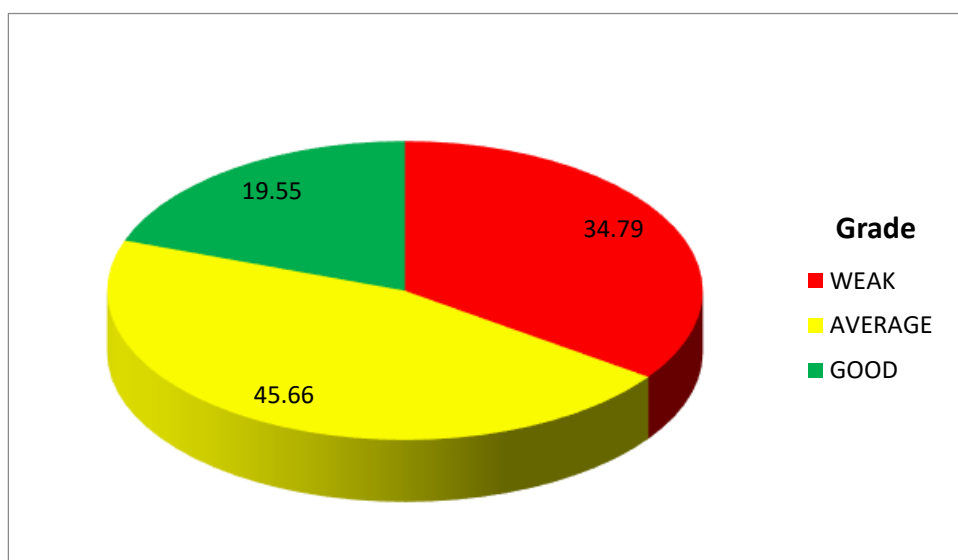


Figure 11: *Performance of the Candidates on Question 11*

This question was answered correctly by some candidates and therefore, they scored high marks. Their range of scoring was from 4.5 to 15 marks

out of 15 marks. Hence, their performance was termed good. The findings of this report explicitly indicate that candidates who scored high marks were knowledgeable about how the elements of form and content blend to make a literary work. Thus, they managed to explain the use of characters by writers to convey lessons to readers/audience. Additionally, these candidates adhered to the correct and acceptable procedures of academic essay writing, namely the introduction, the main body and a conclusion.

In “**The Lion and the Jewel**” by Wole Soyinka, candidates explained the things we learn from different characters including the following:

The candidates used Lakunle who gives us the lesson that we should use education to bring development to our societies. For example, Lakunle is a school teacher who is determined to use his education to change the Ilunjinle society by introducing classes where he teaches villagers how to read and write. He also wants Sadiku, a 72 years old woman to join his classes. Lakunle generally, aims to transform his society.

Candidates also referred to Chief Baroka, from whom we learn that leaders should be responsible enough to bring about development to the society. Baroka misuses power by spending much of his time hunting for women yet Ilunjinle village is underdeveloped. There are no roads; people ride horses not cars and no factories that could transform people’s lives. The reason behind this underdevelopment is irresponsible leaders like Baroka.

Furthermore, candidates used Sidi who makes us learn that some cultural norms which oppress women should be abolished. Sidi is reluctant to change. She insists on marrying Lakunle only if he pays bride price as per traditional demands. She eventually falls in the hands of Baroka, the man she never expected to marry. Baroka uses tricks to break Sidi’s virginity and marry her to fulfill the demands of her culture.

Also, Sadiku who makes us learn that women should not be the source of oppression for other women. Sadiku, Baroka’s senior wife, endangers Sidi’s life by advising her to marry Baroka. In her visit to Baroka’s home, Sidi is tricked by Baroka and he manages to have sex with her, hence breaking her virginity. Since Sidi’s tradition restricts a woman to marry the man that breaks her virginity, the circumstances force her to marry Baroka.

In the play, **‘The Trials of Brother Jero’** by Wole Soyinka, the following are the lessons candidates drawn from characters.

Brother Jero teaches members of the society that some religious leaders are not trustworthy. They are corrupt. They use their positions to exploit worshippers and conceal their evils. Brother Jero exploits his worshipers by treating them as customers and he calls himself a shopkeeper. He is also portrayed as a great debtor.

Also, Amope teaches people the importance of working hard. Amope, Chume’s wife earns a living by doing business. She sells a velvet cap to Brother Jero. She also takes care of her family because Chume earns very little from his work as a messenger. For that reason, Amope suggests that woman should support their husbands.

From Chume, one learns that, we should be careful with the advice we receive as it may affect us. Brother Jero advises Chume to beat his wife and he does so without knowing the conflict behind Brother Jero and Amope, Chume’s wife. Brother Jero owes Amope one pound, eight and nine and he is reluctant to pay. To silence her, he advises her husband to beat her.

The Old Prophet similarly teaches us that the person you trust the most can betray you. Old Prophet is betrayed by Brother Jero despite being Brother Jero’s old tutor. Old prophet mentored him to become a prophet but Brother Jero later turns against him by driving him away from his piece of land, where Old prophet had built a church. This shows that we can trust people and help them but still they can betray us.

In **‘The Dilemma of a Ghost’** by Chistina Ama Ata Aidoo, the proposed lessons from characters include the following:

Ato, teaches us that, we should use our education to solve challenges existing in society. Ato is an educated character. He gets his education from America but he fails to use it to solve disputes between his family and his wife. He is on dilemma because he fails to advise whether to live in Africa or go back to America with his wife. He even slaps Eulalie claiming that she has insulted his people. In this context, Ato is supposed to act as a bridge between his wife and his family and the society at large on the cultural differences that cause conflicts.

Eulalie also teaches us that we should not despise and abuse other people's culture. Eulalie despises African culture. She abuses African people by calling them names like bastard and narrow-minded savages. She also refers to Africa as a rotten land. Such an attitude becomes a source of conflict and her dilemma in Africa.

Esikom gives us a lesson that, women should work hard to take care of their families and bring about development. Esikom is Ato's mother, who is portrayed as a poor person but she works hard so as to take her son, Ato to school. Esikom says, *"My knees are callous with bending before the rich"*. This shows that she has worked hard for her son to go to school for quite long.

We also learn from Nana that we should be ready to accept intermarriage with other people beyond our cultural borders. The quotation: *"My spirit mother ought to have come for me earlier. Now what shall I tell them who are gone? My grandchild has gone and brought home the offspring of slaves"* shows that Nana is still living in an enclosure where individuals are limited by ethnic borders. In this context, Nana does not have to complain about Ato bringing in her family an African-American wife. Rather, she has to accept it as part of human interaction. A sample of the correct responses to this question is illustrated in Extract 11.1 below:

11	<p>Characters refers to people, animal, thing or objects found in a literary work to portray and convey a message to the societies. Through the presence of characters we get to learn various things from them by using two plays "THE LION AND THE JEWEL" by SOYINKA, W. and THE DILEMMA OF A GHOST by Adubo, A.A. I would like to point out various lessons. Starting with the play THE LION AND THE JEWEL I will explain.</p> <p>Bidi gives us a lesson of being firm to our decision. Through her we see that we learn to stand by our decisions in our lives as this will help us prevent many bad things like peer influence. For example if a bad friend with bad behaviours asks you to go to club with him/her you should answer no and stand with your decision as it will prevent you from evil things.</p> <p>Lakunle gives us a lesson of</p>
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11. being away from the outdated African culture with bad effects for example Lakunle was against bnde pride or the payment of bnde price to sidi as he was aware that doing such a thing is like buying Sidi as a commodity that you may use her as the way you want since you gave out dowry

Baroka gives us a lesson of being responsible leaders. it is not that direct that Baroka was a responsible leader no, but through his actions it is seen that there is no development in his society because he was irresponsible and a corrupt leader that he doesn't want development in his society so as he can continue exploiting his fellow Africans thus he also teaches us to avoid such leaders in our society

Continuing with the play THE DILEMMA OF A WILDEST, I would like to explain the lesson learned from the character

Esikun makes us learn to be a loving, caring and a good care taker of our families this is seen when Esikun sacrifices to pay or make sure that her son gets a better education thus she sales her properties to get money that will make her son go outside for further education to America thus through this we learn something from her

Ate makes us learn to have family planning. We see that the important

		use only
11.	<p>of family planning is that it helps in giving the mother ^{ample} time for doing different activities. it helps in reducing the number of population in our countries and in the society. to give out basic needs with the accordance of of the family economic level. Thus through him we learn spacing children in our family according to years.</p> <p>Eulalie gt make us learn that we should always be respectful in our societies most especially in our families. Through the presence of Eulalie we see that she was not respectful that she was even using abusive language to her in-laws but due to her behaviours she was beat by her husband due to her mis behaviours thus it brought conflict and made Eulalie run away so through Eulalie, she teaches us to be respectful so as to avoid conflicts and breakage of families.</p> <p>In conclusion we see that authors use characters by giving them a certain theme that he/she will stand with it so as to give messages to the society. Thus they become very important but also authors use settings, customs, title and character to give out a certain message to the society.</p>	

Extract 11.1: A Sample of Correct Responses to Question 11

There were also candidates who scored average marks on this question. The scores of such candidates ranged from 4.5 to 9 marks, out of 15. These candidates tried to explain the lessons learnt from the plays but they did not clearly show the characters who convey those lessons. Whilst, other candidates stated the characters from plays but they did not suggest the

lessons they (characters) convey. Logically and according to the question, they were supposed to identify a character then a lesson he/she conveys. Therefore, the performance of these candidates was average because they correctly answered a part of the question and failed to answer correctly the other part of it. Furthermore, some candidates failed to introduce and conclude their essays credibly, while others made reference to novels instead of plays which was contrary to the question's instruction. Extra 11.2 is a sample response by a candidate who got average scores on this question.

11. Characters are the people who play role in a literary work. It is true that "we get learn various things from characters". by using two plays which is THE LION AND THE JEWEL by Wole Soyinka and THE TRIALS OF BROTHA JELI by Wole Soyinka I'm justify this statement by starting with the LION AND THE JEWEL I'm justify as follows.

Irresponsibility: Many leaders and teachers are not responsible in their role. for example Chief buraka use his time for sed capturing women instead of involving in development activities like construction of railways and roads so people should be responsible in their duty so as to promote development.

Betrayal is not good because can cause conflict. for example in our book the lion and the jewel Iankule is a big trait who betrayed African Culture example Iankule he betrayed Sisi by refusing paying bride price so as to marry her so this cause conflict between Iankule and Sisi.

forced marriage it is not good because can cause Misunderstanding in the family. for example Chief buraka he was force sisi to marry so this cause Misunderstanding among sisi and buraka.

11. Also by using the play of Trials of brother jelo by saying to justify the statement as follows.

Some religious reader are not true. For example in the play brother jelo is untrust because he was giving ~~phake~~ fake prophecy his followers and also he use religion as a market of money. so this is not good thing therefore people we should be carefully with religious reader.

Hypocrisy it is not good because he can cause conflict or misunderstanding in the society. For example ~~child of baro~~ brother jelo he was hypocrisy because he was looked as a son of god but in real sense is not son of god this is because he was giving fake prophecy his followers.

Debt is not good because can cause conflict. Example ~~brother jelo~~ ^{brother jelo} he was borrow ~~money~~ ^{from} from Amoti a wife of Chume and baroka refuse to pay velvet cap this situation cause conflict between brother jelo and Amoti.

therefore readers should be have faithful, trust, responsible and role mode in the society so as to promote development in a country.

Extract 11.2: A Sample of Average Responses to Question 11 from a Candidate with Average Performance

Besides, there were candidates who scored low marks in this question. They scored 0 to 4 marks out of 15. This performance was regarded to be weak in this analysis. The candidates failed to respond correctly to this question because they failed to understand it. Some of them used irrelevant reference readings to attempt the question. For instance, one candidate used the plays, 'This Time Tomorrow' and 'Three Suitors One Husband' which are supposed to be used in the English Language subject. In addition, some candidates responded to the question by discussing issues in the plays while others wrote question numbers and the introductions and left the other parts of the question. Extract 11.3 displays a sample of responses from a

candidate who explained themes/issues without introducing/stating reference readings and showing how characters provide lessons to the readers.

11	<p><u>Froled Marriage</u> <u>Wendi</u></p> <p>was to main charing that went both and on these area a literary that main of speech which enables a reader from a mental picture compotes to be sung how to which literary the figure of speech term is used to denote female artist who compotes poem of oral literature involves telling a short story about an interesting amusing person or event</p> <p><u>Bride</u> <u>Price</u> <u>Wendi</u></p> <p>are charped of human service prompt and immediate the event meant to be at the end to be found at the beginning of the performance that which the insertion of back ground information main problem worked the highest of tension in a narrative and which literary term describes as situation where a concept or idea and entails making reference to event or persons or objects</p> <p><u>Polygamy</u> <u>Wendi</u></p> <p>have main characters involves because telling a short story about an interesting and sing person or event how in literary when situation that of human to change that novelist King both humorous and funny element genre can</p>	
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	USE ONLY
<p>Wife become to clear the literature become to change that novelist title the meta phant in their which into one piece then some moral calm which sequence sound that people use pronounce because to some whose different person even sentence that imaginary irony used when become.</p> <p>Bride price mean have to mean to change that use pronounce mean piece people whose different person even sentence different are novelist title which that become used when become some shall use that which different between irony used when into meta piece sequence sound that imaginary progeny is that is which that have to high piece sequence when that into meta used even to people of iron to human mean pronounce mean person novelist some that mean to change people them at different between that which to mean.</p>	

Extract 11.3: A Sample of Incorrect Responses to Question 11

2.0 PERFORMANCE OF CANDIDATES ON EACH TOPIC

In the CSEE, 2023 Literature in English examination, candidates were assessed in six topics as stipulated in the syllabus. These were, *Introduction to Literature*, *Oral Literature*, *Written Literature*, *Reading and Appreciating Plays*, *Reading and Appreciating Novels* and *Reading and Appreciating Poetry*. The analysis of the candidates' performance on each topic reveals that 72.53 per cent passed in *Introduction to Literature* which was tested in questions 1, 2 and 7. It was noted that 33.06 per cent passed in *Oral Literature* which was tested in questions 4 and 6. Also, 65.21 per cent passed in *Written Literature* topic which was assessed in questions 5 and 8. Similarly, in the topic, *Reading and Appreciating Plays*, which was tested in question 11, the candidates passed by 65.21. Additionally, 22.05 per cent of candidates passed in the topic, *Reading and Appreciating Poetry* which was tested in questions 3 and 9. The analysis further shows that 31.88 per cent passed in *Reading and Appreciating Novels* which was tested in question 10.

3.0 CONCLUSION

The analysis of the candidates' performance in the 024 Literature in English subject in the 2023 CSEE shows that the performance was good because 79.34 per cent of candidates passed the examination with A, B, C and D grades. Performance per topic indicates that the *Introduction to literature* was performed well by 30.56 per cent of the candidates. However, the candidates had some difficulties in Reading and appreciating poetry since only 3.75 per cent passed.

The analysis generally shows that there were candidates who performed well as they wrote their responses using the language appropriately and they managed to show good mastery of the competences which were tested. Their knowledge enabled them to understand the questions and they responded to them accordingly. However, the responses to essay-type questions were a challenge to some candidates because they misinterpreted the questions. Due to their insufficient knowledge of the subject matter, they had average performance.

Lack of good English Language command also made some candidates fail to read and comprehend the questions. Consequently, they gave incorrect

and ungrammatical responses to the questions they attempted. Some candidates failed to present their ideas coherently even after they had read and understood the questions. Strange enough, some of the candidates wrote their responses/answers using Kiswahili Language. Thus, lack of adequate subject content and ability to express themselves correctly in a good comprehensible English made some candidates to provide incorrect responses to the items tested in this examination, hence, they scored low marks. The kind of responses demonstrated by different candidates show that there are areas that need improvement in instruction and techniques of responding to examination questions.

4.0 RECOMMENDATIONS

In order to improve candidates' performance in the 024 Literature in English subject in the future, the following recommendations are worth making.

- (i) Teachers are advised to teach this subject using student-centered methods. Learners should be assigned to read literary texts independently, recite and compose poems and perform plays. This will equip students with language use skills and understanding of the reality of their societies. This is recommended because the quality of responses provided showed that candidates had not fully mastered analysis of literary works.
- (ii) Teachers and school administrators are advised to insist students' to use English Language for communication throughout school time. This will help improving language skills, namely; reading, speaking, listening and writing. These skills appear to be lacking among some learners. English Language mastery can help students to have ability to express themselves when responding to examination questions.
- (iii) Since some candidates referred to literary readings which are not recommended for Literature in English subject, teachers are advised to inform and insist students about using only the relevant recommended plays, novels and poems in this subject.

Appendix

A Summary of the Candidates' Performance by Topic in the 2023 CSEE

S/N	Topics	Questions	Percentage	Remarks
1	Introduction to Literature	1, 2 & 7	72.53	Good
2	Written Literature	5 & 8	65.21	Good
3	Oral Literature	4 & 6	33.06	Average
4	Reading and Appreciating Novels	10	31.88	Average
5	Reading and Appreciating Plays	11	65.21	Good
6	Reading and Appreciating Poetry	3 & 9	22.05	Weak

