

3.0 ENGLISH (101)

The English language papers test the candidates' knowledge of the language. They test the candidates' ability to comprehend the input, mainly the written word, their mastery of grammar and communicative skills as elicited in their written work as well as their ability to respond to literary cues and to express such response in writing. In addition, the papers test listening and speaking skills in written form. Pronunciation, stress and intonation, conversation and performance aspects of language are also covered as required by the new syllabus.

Three papers were offered in the year 2006 KCSE English examination. These were:-

- Paper 101/1 - Testing functional skills;
- Paper 101/2 - Testing Comprehension, Literary Appreciation and Grammar;
- Paper 101/3 - Testing Conventional Composition and Essays based on Set Texts.

3.1 GENERAL CANDIDATES' PERFORMANCE

Table 3 below shows the performance of candidates in the three papers offered in the year 2006.

Table 3: Candidates' Overall Performance in English in the Year 2006

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2006	1		60	30.71	7.83
	2		80	29.88	12.66
	3		60	18.93	7.95
	Overall	241,983	200	79.53	25.00

The section that follows looks at the performance of candidates in individual papers and highlights the problems encountered by candidates in the questions that were poorly performed.

3.2 PAPER 1 (101/1)

Question 1

You are the Chairperson of your school's Wildlife Conservation Association (WICA). Your group has just come back from a visit to a national park in a neighbouring country.

Write a report to the Patron of WICA about the trip. In your report indicate what you accomplished, the problems you experienced and what cautionary measures you would take during future trips.

This question tested functional writing. It required candidates to assume the position of Chairperson of a Club in their school and write a report on a trip they had undertaken. Apart from gauging the candidate's ability to get the right report format, it also tested the candidate's ability to use the correct tone of language, accuracy of communication and integration of knowledge acquired across the curriculum.

Weaknesses

Many candidates failed to get the right format and tone of language. Majority wrote formal letters. Nevertheless, the scores for this question were good. Those who got the format right performed well on all the other aspects.

Advice to Teachers

Teachers are urged to teach all aspects of functional writing.

Question 2

Fill in each of the blank spaces in the passage below with the **most** appropriate word.

There was a time when telecommunication 1.....Africa was nearly non-existent. With the 2..... of one or two more developed nations, most African countries 3..... infrastructure and telephony was out of reach for 4..... of the population. But mobile telephony has 5..... a lot of that and has demonstrated Africa's 6..... to leap-frog older technologies with new ones more 7..... to the environment.

Telecommunication in Africa is growing, 8..... there is room for improvement and development. A number of new networks 9..... coming up all over the continent and the African telecommunication market is growing 10..... The driver of this growth? Mobile telephony.

(Adapted from African Business, May 2004)

This was a cloze text requiring a variety of integrated reading and grammatical skills. This was a very good question in discriminating the abilities of candidates. Those who were able did a good job, but many had problems with it.

Weaknesses

The major weaknesses noted in this question were candidates' inability to grasp the context, grammatical inaptitude and limitations of vocabulary.

Advice to Teachers

Teachers should impress upon the candidates the necessity to read widely. The grammar and the vocabulary they need as well as the myriad contexts are to be found in well written literature that abounds in the libraries.

Questions 3(a), (b), (c) and (d), which tested a variety of listening and performance skills of the language were based on the oral narrative below:

(a) Read the oral narrative below and then answer the questions that follow.

Nyasaye (God) wanted to put a stop to the rampages of death - death which claims the lives of everyone

young and old

boys and girls

men and women

strangers and kinsmen;

death which kills

the innocent and the guilty

chiefs and their subjects

the healthy and the sick

the wise and the foolish.

5

10

So one day he sent a servant to earth with a message for all his people: "Send me an offering of fresh, untainted fat," he ordered. "It should be as clean and sparkling as the moon." Hearing this, the people slaughtered a goat, removed its pure white fat, and placed it in a clay dish overspread with fine fresh leaves.

15

Now they summoned Ng'ongruok, also known as Haniafu the Chameleon, and ordered him to take their offering to Nyasaye. They also fashioned a long pole that reached up to heaven where Nyasaye dwells in his glory. This was the path Ng'ongruok would follow when carrying their offering.

But Ng'ongruok accidentally soiled the fat with his clumsy feet, and on his arrival before Nyasaye, presented a dirty and unsightly offering. Nyasaye was furious and rejected it, shouting: "Tell the people of earth that because of this insult they must continue to die, just as their ancestors have done!"

20

Ng'ongruok descended from heaven, delivered Nyasaye's message, and returned the offering to the people. Ever since then, alas death has continued to ravage human beings. For his clumsiness, Ng'ongruok was cursed by the people. Hence, he must always walk on all fours, and his steps must be hesitant and slow. That is why you will always see him carrying one leg raised from the ground as he tries to decide exactly where to tread.

25

(Adapted from: *Keep My Words* by B. Onyango-Ogutu and A. A. Roscoe)

Question 3 (a)

- (i) What would you do in order to capture the audience's attention before you begin to tell this story?
- (ii) Explain **two** ways in which you would make the narration of lines 20 to 23 of the story effective.
- iii) Mention **two** ways in which you would know that your audience in this story is fully participating in the performance.

The sub-section 3(a) tested performance aspects of an oral narrative: capturing and retaining the attention of the audience, oral delivery and audience participation.

Weaknesses

Most candidates gave stock answers to the questions, answers that did not pinpoint nor illustrate the features in the story at hand.

Advice to Teachers

Teachers should desist from giving notes which do not relate to specific genres to students before the students understand the principles involved. Study guides should be discouraged until the students can do their own interpretation and analysis of a piece of literary genre.

Question 3(b)

For each of the words below write another word that is pronounced in the same way.

heir
weather
base
mourning

This sub-section tested pronunciation and the candidate's ability to provide words with similar pronunciation. This was very well done.

Question 3(c)

Read the poem below and answer the questions that follow.

Isatou died

Isatou died
When she was only five
And full of pride
Just before she knew
5 How small a loss
It brought to such a few.
Her mother wept
Half grateful
To be so early bereft.
10 And did not see the smile
As tender as the root
Of the emerging plant
Which sealed her eyes.
The neighbours wailed
15 As they were paid to do
And thought how big a spread
Might be her wedding too.
The father looked at her
Through marble eyes and said;
20 "Who spilt the perfume
Mixed with morning dew?"

Lenrie Peters

(From: *The Earth Is Ours*. Edited by Ian Gordon)

- (i) Identify any **two** pairs of rhyming words in this poem.
- (ii) Which words would you stress in line 2 of this poem, and why?
- iii) How would you say the last two lines of this poem?

This question tested auditory aspects of poetry and emphasis creation in oral delivery of the poem as poetry is written to be recited or sung.

Weaknesses

It was noted that a problem still exists with this genre. Even obvious aspects such as rhyme eluded some candidates.

Advice to Teachers

Teachers need to dispel the myth that poetry is difficult and do their best to teach it. The teacher's attitude has a lot to do with the response of the student. If they are encouraged and put through enough practice they will gain confidence and improve their performance.

Question 3(d)

You have lost your luggage on your way back to school. You decide to report the matter to the nearest police station. Below is part of the conversation between you and the police officer at the reporting desk. Fill in the other part. (Read through the conversation first before writing your responses).

You:

Police officer: (Interrupting) Easy. Easy. I am sorry about what happened but before you go into the lost items, please give me your full name and address.

You:

Police officer: That is good. Now go ahead and tell me what happened, without leaving out any important detail.

You:

Police officer: From which schools are the students who alighted before you? You see, it is possible that your box was off loaded from the bus by mistake especially because another box that nearly resembles yours was left behind.

You:

Police officer: Good. At least that is a starting point. First, we will get the box from the bus crew and then go to that school to make enquiries.

You:

This sub-section tested both interlocation and etiquette. The candidate was not only expected to provide appropriate responses in line with the context given, but also to say it in a polite and respectful manner.

Weaknesses

Most candidates gave appropriate responses but aspects of etiquette were lacking in majority of their responses.

Advice to Teachers

Etiquette is key in interpersonal relations and needs to be inculcated in the students as early as possible. The syllabus lays emphasis on this and teachers should teach and reinforce it.

On the whole, the performance in this paper was average. It is envisaged that as the teachers and students become more familiar with the demands of the new paper formats, performance will improve.

3.3 PAPER 2 (101/2)

This paper tested comprehension, both conventional and that based on compulsory set texts. It tested summary and note-making skills as well as literary aspects of poetry and grammar. This is the paper in which the integration operated at its best. Not only did the paper integrate the genres but note-making was based on both the conventional and literary passages. The paper mean was 29.88 which represents 37.35% of the total mark.

Question one was based on the comprehension passage below.

Read the passage below and then answer the questions that follow.

During the last couple of decades, the developing world has made enormous economic progress. This can be seen most clearly in the rising trend of incomes and consumption: between 1965 and 1985 consumption per capita in the developing world went up by almost 70 percent. Broader measures of well-being confirm this picture - life expectancy, child mortality, and educational attainment have all improved markedly.

Against that background of achievement, it is all the more **staggering** - and all the more shameful - that more than one billion people in the developing world are living in poverty. Progress in raising average incomes, however welcome, must not distract attention from this massive and continuing burden of poverty.

The same is true of the broader measures of well-being. Life expectancy in Sub-Saharan Africa is just 50 years; in Japan it is almost 80. More than 110 million children in the developing world lack access even to primary education while in the developed world, anything less than universal enrollment would rightly be regarded as unacceptable. The starkness of these contrasts attests to the continuing toll of human deprivation.

It should be noted that even in the developing world, poverty levels differ from region to region, country to country and even location to location within the same country. For example, nearly half of the world's poor live in South Asia, a region that accounts for less than one third of the world's population. Sub-Saharan Africa accounts for a smaller, but still highly disproportionate share of global poverty. Within regions and countries, the poor are often concentrated in certain places: in rural areas with high population densities. Often, the problems of poverty, population, and the environment are intertwined; earlier patterns of development and pressure of rapidly expanding populations mean that many of the poor live in areas of acute environmental degradation.

It is also true that the weight of poverty falls most heavily on certain groups. Women in general are disadvantaged. This is because in poor households, they often shoulder more of the workload than men, are less educated, and have less access to remunerative activities. Children, too, suffer disproportionately, and the future quality of their lives is **compromised** by inadequate nutrition, health care, and education. This is especially true for girls, for their primary school enrollment rates are less than 50 percent in many African countries.

Obviously, reducing poverty is the fundamental objective of economic development in any country. It is estimated that in 1985, more than one billion people in the developing world lived in absolute poverty. Clearly then, economic development has a long way to go. Knowledge about the poor is essential if governments are to adopt sound development strategies and more effective policies for attacking poverty. How many poor are there? Where do they live? What are their precise economic circumstances? Answering these questions is the first step toward understanding the impact of economic policies on the poor.

(Adapted from *Thinking Globally* by Andrew E. Robson, New York; McGraw-Hill (1997))

Question 1(a)

What evidence does the author give to show that incomes and consumption trends are rising in the developing world?

This question tested recall of facts mentioned in the passage: the fact of per capital rising and standing nearly at 70% and life expectancy having improved significantly. Most candidates scored correctly in this question.

Question 1(b)

How does the author feel about the progress made so far by the developing world?

This question required candidates to infer the author's attitude to the progress the developing countries had made from the information provided. The author does not seem impressed by the progress recorded in the first paragraph as he immediately sets about assenting it in the succeeding paragraphs. Many candidates scored correctly in this question, the majority of who relied solely on the use of the phrases "**more staggering**" and "**all the more shameful**" to support their claims. The entire passage deals with the author's dissatisfaction with the status quo and makes proposals on how to change the situation.

Question 1(c)

Why does the author mention Japan?

This question proved tricky to the weaker candidates. The juxtaposition of Japan with sub-Saharan Africa was meant to provide the contrast and the magnitude of the contrast. Less discerning candidates simply saw additional information, at best a comparison, without the implication. Luckily, the mark award at stake was not significant.

Question 1(d)

What is odd about the poverty situation in South Asia?

This question required candidates to notice the disparity between population and poverty levels in South Asia. While the region has a population of one third of the world; their poverty level is much more, because of the fact that half the world's poor live there. The concentration of the poor is what is odd/striking. Majority of the candidates were able to see this connection.

Question 1(e)

Explain the relationship between poverty and a high population.

This question required candidates to explain the relationship that exists between poverty and high population according to the passage. The author traces the incidence of poverty to areas of high population density as well as gross environmental degradation. Population explosion leads to environmental degradation and results in low per capita and hence poverty. Only above average candidates were able to see the connection. The signal word "*intertwined*" was lost to many.

Question 1(f)

Rewrite the following sentence in the singular.

"They are also less educated, and have less access to remunerative activity."

This question tested the candidates' ability to change a sentence in the plural to one in singular. The test was in maintaining the subject - verb agreement in the entire sentence. Besides, candidates had to infer the gender to attach from the passage.

Weaknesses

Most candidates did not carry out the three step changes in the sentence to get the full marks.

Question 1(g)

Why is a girl doubly disadvantaged in a poor country?

This question required candidates to read and find information scattered over the fifth paragraph. They were to show how the girl is much more disadvantaged. The author addressed such reasons as their limited access to education, their shouldering more responsibilities at home and their inability to access gainful employment.

Weaknesses

Candidates lifted sentences from the passage which did not respond to the question adequately.

Question 1(h)

In about 55 words, summarise the main argument of the author.

This question required candidates to summarize the authors' main argument in fifty five (55) words. The candidates not only needed to have followed and completely understood and be able to identify the main arguments, they also had to have the skill to express such understanding in as concise and precise a manner as is possible.

Weaknesses

Majority of the candidates were able to identify the main issues but they simply lifted chunks and almost always exceeded the word limits. Some candidates were therefore penalised as marks were awarded up to the required word limit and the rest was ignored.

Question 1 (i)

Explain the meaning of the following words as used in the passage.

staggering

compromised

This question required candidates to explain the meaning of the given words as they were used in the passage. Dictionary or general knowledge definitions, which some candidates gave, did not count as only the context within which the word was used was able to give its correct interpretation.

Question 2

Questions in this section were based on the comprehension extract from the compulsory set text, the novel, *“Coming to birth”* by **Marjorie Oludhe MacClinger**. The questions required candidates not only to use the information in the extract given but also to use their knowledge of the novel.

Weaknesses

Apart from the fact that some candidates displayed little knowledge of the text, others, especially those from the immediate social setting of the novel went beyond the text to present long answers especially for questions 2 (d) and (f). Performance was however above average in this section.

Question 3

Questions in this section were based on the poem *“Touch”* by **Hugh Lewin**.

Weaknesses

Poetry continues to elicit poor performance. Majority of the candidates took the literal meaning of the poem and saw the whole poem as being about a person that was longing to have a sexual experience! Most of the answers were inadequate and earned few or no marks.

Advice to Teachers

Teachers should take interest in poetry and subsequently interest their students in poetry. Only then will there be meaningful and sustainable improvement in performance in this area.

Question 4

This question has been the traditional darling of candidates. It tested conditional tenses, gender sensitive sentence construction, spelling, paraphrases and punctuation. As expected, performance in this section was very good.

3.4 PAPER 3 (101/3)

The mean for the paper was **18.93**, which represents a percentage mean of **31.55** of the total mark for the paper. Performance in this paper was therefore quite low, a fact that can be attributed partly to the fact that many candidates misunderstood the term ‘composition’ to imply that even questions 2 and 3 had to elicit imaginative pieces of writing. Such candidates ignored the texts and wrote on imaginary situations and characters and missed the point altogether. There were also cases of rubric contravention, where candidates answered on all the options which was quite

regrettable because the pieces produced for each option did not do justice to the topic and yet only one of them counted.

Question 1(a)

Write a composition ending with the words: "It then dawned on me that perhaps this is why I had been born."

This question required candidates to write an imaginative composition taking into account the leads provided by the ending sentence given. The situation and events of the story were expected to naturally lead to the realization and conclusion given by the protagonist. It evokes repulsive circumstances that have persisted till the person comes to the place when they can put up with and even take advantage of the situation for their own or other's benefit.

Weaknesses

Most candidates did not have any idea what the term "*dawned on me*" meant or what implication it evoked. The majority of candidates who chose this composition wrote just about anything and just tugged the ending on.

Question 1(b)

Write a composition agreeing or disagreeing with the statement, "A good name is better than riches."

This question required candidates to either agree with or disagree with the statement: "*A good name is better than riches*". This was the more popular of the two compositions and gave good pieces of composition. However, there were those who misinterpreted the question and wrote on both sides - first agreeing and then disagreeing as if they had been asked to write a discussion. They wrote long pieces which did not give them any advantage.

Advice to Teachers

Teachers are urged to train candidates in examination techniques including the language of examinations. Candidates should ascertain that they have understood the question before attempting it.

Question 2

William Shakespeare, The Merchant of Venice

"Racial and religious prejudice only cause misery in society." Write a composition in support of this statement, drawing your illustrations from The Merchant of Venice.

This was another compulsory question. It was based on the compulsory play "*Merchant of Venice*" by *Shakespeare*. The candidates were required to discuss how racial and religious prejudice can cause misery in society, with special reference to the play. Apart from relating the issues in the play to the real world, the question tested the candidates' understanding of the racial issues and prejudices on which the play is based. Those who had read, discussed and fully understood the play were able to answer the question very well. The majority just tumbled as some imagined they were the characters in the play and wrote on what they suffered individually as a result of the racialism and prejudices.

Question 3

This question was based on the optional set texts, the short story (*Half a Day and other Stories* by *Macmillan*), drama (*Shreds of Tenderness* by *John Ruganda*) and the novel (*Homestretch* by *Velma Pollard*). Candidates were expected to choose only one question on the text they had

prepared on. It seems that schools exposed candidates to more than one text in this question as part of covering the syllabus. This is all very well if there is adequate time as it can afford the candidates more choice. But such election should also be accompanied with proper guidance on how to treat the choices. When confronted with two equally difficult or easy questions, it presents quite a challenge to misguided candidates who attempt both questions. This leads to poor scoring in the questions as the candidate may not then have adequate time to exhaustively handle either. This does not advantage them in any way as only one; the one that appears first is marked and scored. Candidates should be advised to read and stick to the instructions given as they form part of the test.

Question 3(a)

The Short Story

Macmillan (Ed.) Half a Day and other Stories

Using illustrations from Nawal El Saadawi's "Solitude" write a composition about dehumanizing prison conditions.

Candidates were expected to write an essay on dehumanizing prison conditions with reference to the short story '*Solitude*' by *Nawal El Saadawi*. Candidates were expected to demonstrate knowledge, even define, the term dehumanizing and what it constitutes and demonstrate how this is typified in "*Solitude*". This was the most popular of the choices, but the candidates had very little to say which was an indication that they did not quite comprehend the task.

Question 3(b)

Drama

John Ruganda, Shreds of Tenderness

Write a composition on the problems of jealousy among siblings. Draw your illustrations from John Ruganda's Shreds of Tenderness.

The question expected candidates to discuss problems jealousy among siblings can cause with illustrations based on the play "*Shreds of Tenderness*" by *John Ruganda*. Most candidates discussed '*jealousy*' as a problem generally and did not relate it to the play, yet much of the friction and conflict in the play between *Odie* and *Wak*, *Odie* and *Stella* have their genesis in jealousy and sibling rivalry.

Question 3(c)

The Novel

Velma Pollard, Homestretch

Write a composition on the causes and effects of migration from developing to developed countries. Refer to Velma Pollard's Homestretch for your illustrations.

This was the least popular of the options yet it was the most direct and hence easier option. Those who selected it did not display mastery of the text and their scores were low. It is not clear whether the teaching was not done properly or whether the text was ignored or whether it had to do with the foreign dialect. Whatever caused this poor performance, more work needs to be done in this area.

Advice to Teachers

Teachers are advised to prepare candidates adequately on all aspects of the prescribed texts. Teaching should aim at enabling the candidates to make their own reader response to the text with the teacher guiding, clarifying and explaining the difficult points. The method of the teacher reading and appreciating a text and imposing his/ her interpretation on the students, including giving of notes or using study commercial guides should be discouraged.

23.0 THE YEAR 2006 KCSE EXAMINATION QUESTION PAPERS

23.1 ENGLISH (101)

23.1.1 English Paper 1 (101/1)



Name Index Number /

101/1
ENGLISH
Paper 1
(Functional skills)
Oct./Nov. 2006
2 hours

THE KENYA NATIONAL EXAMINATIONS COUNCIL

Kenya Certificate of Secondary Education

ENGLISH

Paper 1

2 hours

*Write your name and index number in the spaces provided above.
Answer all the questions in this question paper.
All your answers must be written in the spaces provided in the question paper.*

For Examiner's use only

Question	Maximum	Score
1	20	
2	10	
3	30	
TOTAL SCORE		

Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing.

6010

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Turn over

Question 1**(20 marks)**

You are the Chairperson of your school's Wildlife Conservation Association (WICA). Your group has just come back from a visit to a national park in a neighbouring country.

Write a report to the Patron of WICA about the trip. In your report indicate what you accomplished, the problems you experienced and what cautionary measures you would take during future trips.

Question 2**(10 marks)**

Fill in each of the blank spaces in the passage below with the most appropriate word.

There was a time when telecommunication 1 Africa was nearly non-existent. With the 2 of one or two more developed nations, most African countries 3 infrastructure and telephony was out of reach for 4 of the population. But mobile telephony has 5 a lot of that and has demonstrated Africa's 6 to leap-frog older technologies with new ones more 7 to the environment.

Telecommunication in Africa is growing, 8 there is room for improvement and development. A number of new networks 9 coming up all over the continent and the African telecommunication market is growing 10 The driver of this growth? Mobile telephony.

(Adapted from *African Business*, May 2004)

Question 3

(a) Read the oral narrative below and then answer the questions that follow.

Nyasaye (God) wanted to put a stop to the rampages of death – death which claims the lives of everyone

young and old

boys and girls

men and women

strangers and kinsmen;

death which kills

the innocent and the guilty

chiefs and their subjects

the healthy and the sick

the wise and the foolish.

5

10

So one day he sent a servant to earth with a message for all his people: "Send me an offering of fresh, untainted fat," he ordered. "It should be as clean and sparkling as the moon." Hearing this, the people slaughtered a goat, removed its pure white fat, and placed it in a clay dish overspread with fine fresh leaves.

15

Now they summoned Ng'ongruok, also known as Haniafu the Chameleon, and ordered him to take their offering to Nyasaye. They also fashioned a long pole that reached up to heaven where Nyasaye dwells in his glory. This was the path Ng'ongruok would follow when carrying their offering.

But Ng'ongruok accidentally soiled the fat with his clumsy feet, and on his arrival before Nyasaye, presented a dirty and unsightly offering. Nyasaye was furious and rejected it, shouting: "Tell the people of earth that because of this insult they must continue to die, just as their ancestors have done!"

20

Ng'ongruok descended from heaven, delivered Nyasaye's message, and returned the offering to the people. Ever since then, alas death has continued to ravage human beings. For his clumsiness, Ng'ongruok was cursed by the people. Hence, he must always walk on all fours, and his steps must be hesitant and slow. That is why you will always see him carrying one leg raised from the ground as he tries to decide exactly where to tread.

25

(Adapted from: *Keep My Words* by B. Onyango-Ogutu and A. A. Roscoe)

(i) What would you do in order to capture the audience's attention before you begin to tell this story? (2 marks)

(ii) Explain two ways in which you would make the narration of lines 20 to 23 of the story effective. (4 marks)

(iii) Mention two ways in which you would know that your audience in this story is fully participating in the performance. (4 marks)

(b) For each of the words below write another word that is pronounced in the same way. (4 marks)

heir

weather

base

mourning

(c) Read the poem below and answer the questions that follow.

Isatou died

Isatou died
When she was only five
And full of pride
Just before she knew
5 How small a loss
It brought to such a few.
Her mother wept
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15 As they were paid to do
And thought how big a spread
Might be her wedding too.
The father looked at her
Through marble eyes and said;
20 "Who spilt the perfume
Mixed with morning dew?"

Lenrie Peters

(From: *The Earth Is Ours*. Edited by Ian Gordon)

(i) Identify any two pairs of rhyming words in this poem. (2 marks)

(ii) Which words would you stress in line 2 of this poem, and why? (2 marks)

(iii) How would you say the last two lines of this poem?

(2 marks)

- (d) You have lost your luggage on your way back to school. You decide to report the matter to the nearest police station. Below is part of the conversation between you and the police officer at the reporting desk. Fill in the other part. (Read through the conversation first before writing your responses).

You:
(2 marks)

Police officer: (*Interrupting*) Easy. Easy. I am sorry about what happened but before you go into the lost items, please give me your full name and address.

You:
(2 marks)

Police officer: That is good. Now go ahead and tell me what happened, without leaving out any important detail.

You:
(3 marks)

Police officer: From which schools are the students who alighted before you? You see, it is possible that your box was off loaded from the bus by mistake especially because another box that nearly resembles yours was left behind.

You:
(2 marks)

Police officer: Good. At least that is a starting point. First, we will get the box from the bus crew and then go to that school to make enquiries.

You:
(1 mark)

23.1.2 English Paper 2 (101/2)

Name Index Number /

101/2
ENGLISH
Paper 2
(Comprehension, Literary
Appreciation and
Grammar)
Oct./Nov. 2006
2½ hours

THE KENYA NATIONAL EXAMINATIONS COUNCIL

Kenya Certificate of Secondary Education

ENGLISH

Paper 2

2½ hours

Write your name and index number in the spaces provided above.

Answer all the questions in this question paper.

All your answers must be written in the spaces provided in this question paper.

For Examiner's use only

Question	Maximum	Score
1	20	
2	25	
3	20	
4	15	
Total Score		

Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing.

6012

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Turn over

1 Read the passage below and then answer the questions that follow.

During the last couple of decades, the developing world has made enormous economic progress. This can be seen most clearly in the rising trend of incomes and consumption: between 1965 and 1985 consumption per capita in the developing world went up by almost 70 percent. Broader measures of well-being confirm this picture – life expectancy, child mortality, and educational attainment have all improved markedly.

Against that background of achievement, it is all the more **staggering** – and all the more shameful – that more than one billion people in the developing world are living in poverty. Progress in raising average incomes, however welcome, must not distract attention from this massive and continuing burden of poverty.

The same is true of the broader measures of well-being. Life expectancy in Sub-Saharan Africa is just 50 years; in Japan it is almost 80. More than 110 million children in the developing world lack access even to primary education while in the developed world, anything less than universal enrollment would rightly be regarded as unacceptable. The starkness of these contrasts attests to the continuing toll of human deprivation.

It should be noted that even in the developing world, poverty levels differ from region to region, country to country and even location to location within the same country. For example, nearly half of the world's poor live in South Asia, a region that accounts for less than one third of the world's population. Sub-Saharan Africa accounts for a smaller, but still highly disproportionate share of global poverty. Within regions and countries, the poor are often concentrated in certain places: in rural areas with high population densities. Often, the problems of poverty, population, and the environment are intertwined; earlier patterns of development and pressure of rapidly expanding populations mean that many of the poor live in areas of acute environmental degradation.

It is also true that the weight of poverty falls most heavily on certain groups. Women in general are disadvantaged. This is because in poor households, they often shoulder more of the workload than men, are less educated, and have less access to remunerative activities. Children, too, suffer disproportionately, and the future quality of their lives is **compromised** by inadequate nutrition, health care, and education. This is especially true for girls, for their primary school enrollment rates are less than 50 percent in many African countries.

Obviously, reducing poverty is the fundamental objective of economic development in any country. It is estimated that in 1985, more than one billion people in the developing world lived in absolute poverty. Clearly then, economic development has a long way to go. Knowledge about the poor is essential if governments are to adopt sound development strategies and more effective policies for attacking poverty. How many poor are there? Where do they live? What are their precise economic circumstances? Answering these questions is the first step toward understanding the impact of economic policies on the poor.

(Adapted from *Thinking Globally* by Andrew E. Robson, New York; McGraw-Hill (1997))

- (a) What evidence does the author give to show that incomes and consumption trends are rising in the developing world? (2 marks)
- (b) How does the author feel about the progress made so far by the developing world? (2 marks)
- (c) Why does the author mention Japan? (1 mark)
- (d) What is odd about the poverty situation in South Asia? (2 marks)
- (e) Explain the relationship between poverty and a high population. (3 marks)
- (f) Rewrite the following sentence in the singular. (1 mark)
"They are also less educated, and have less access to remunerative activity."
- (g) Why is a girl doubly disadvantaged in a poor country? (3 marks)

(h) In about 55 words, summarise the main argument of the author.

(4 marks)

(i) Explain the meaning of the following words as used in the passage.

(2 marks)

staggering

compromised

2 Read the passage below and answer the questions that follow:

In the days after the bomb went off the air was full of whispers. Paulina knew the sense of them although they were often enough phrased in difficult English purposely in order to exclude her. But she could not be excluded. Had she not lost a child? They said that Kariuki had gone to Zambia, had registered in a hotel there. But the elder Mrs Kariuki was an acquaintance of the house and she did not know of it. Her co-wife also did not know. There had been no preparations for going: there had been no custom of keeping unnecessary secrets. It was small husbands with small concerns who did that.

Whisper, whisper, whisper. They said the police officers had been transferred from here to there. That officers had been consulting with the missing man here and there. That there was a lot of money. That Parliament – whisper, whisper, whisper.

Paulina went about her duties, ironing, setting tables, supervising the servant in the cleaning of the house and the hard washing. Sometimes her belly throbbed with the child who had been so casually taken from her at another time like this and the others who had been denied her. And yet a child was a child with a light hold on life. When it came to a man, a wealthy man, golden tongued, greatly loved, though he was not of her own people she knew this much, that the passing of such a man would be remembered, celebrated. Still not a week passed without someone speaking of Tom.

And when the body was found, discreetly mutilated, you knew what the event was that for weeks you had been expecting, although the real event was still not known. The police officers went about their leave or their business outside the station without referring to it, the mortuary keeper who had a well-dressed corpse of appropriate size and weight and characteristics in his charge did not tumble to it. The airline clerks checking flights to Zambia did not tumble to it. The children playing in the streets did not tumble to it – children who were of the age to have been shot in Kano or Patel flats, children who did not shy away from the sight of a gun or hold their noses against white smoke from a bonfire, children who had been conceived after their fathers had come back from the camps, after the squatters had missed their chance to buy up the white farm settlement plots, after the land titles had been written, children who did not know the eerie stillness of the forest or the KEM prohibited signs. Children of the New Method, who knew John Wayne and the Aga Khan and Bruce Lee and Charlie Chaplin by sight, who knew how to figure on a base of five and counted out diligently in their nursery schools:

"Eeny, meeny, miny mo,
Catch a little baby so,
If he hollers let him go,
Eeny, meeny, miny mo."

Even those terribly sharp children did not tumble to it.

Nobody really knew how it tied up with the bomb. There was no need to know. Hyenas were there to settle with those who asked too many questions. But while the casualties of the bomb were nameless people absorbed into the daily casualty lists of fire, flood and domestic quarrels, J.M. burst upon the scene as a martyr and a paroxysm of grief ran through the city. The skies were leaden that April and it grew colder and colder. Eyes grew hard in Nairobi and conversations were rounded off with polite, empty phrases, even before the stranger came close. Photographs of J.M. alternated with the Pope and the Sacred Heart on the roadside framing stands. The book was reprinted and within a few months Parliamentary speeches were printed too. A Kikuyu gramophone record was banned. Mr Mwangale remarked bluntly in Parliament, "This time we cannot be told Njenga did it." Paulina and Martin did not discuss it. The employers spoke of it in low tones. In May the rains came, chill and steady, a bit late, and in the shanties by the river people squirmed and shivered over the water-logged ground and fires smoked damply at the mouth of airless polythene shelters.

- (a) Which bomb is referred to in this extract? (1 mark)
- (b) Explain why the author repeats the word "whisper"? (3 marks)
- (c) "... the child who had been so casually taken from her at another time like this." What incident in the novel does this relate to? (4 marks)
- (d) Write notes on the aspects of the politics contained in this extract. (4 marks)
- (e) Mr Mwangale remarked bluntly in Parliament, "This time we cannot be told Njenga did it."
Rewrite as reported speech. (1 mark)
- (f) In about 80 words, summarise the cover-up related to the disappearance of J.M. (6 marks)
- (g) Identify and explain one use of sarcasm in this extract. (3 marks)
- (h) What shows that J.M. became even more popular after he died? (3 marks)

- 3 Read the poem below and answer the questions that follow:

Touch by Hugh Lewin

When I get out
I'm going to ask someone
to touch me
very gently please
and slowly,
touch me
I want
to learn again
how life feels.

I've not been touched
for seven years
for seven years
I've been untouched
out of touch
and I've learnt
to know now
the meaning of
untouchable.

Untouched – not quite
I can count the things
that have touched me

One: fists
At the beginning
fierce mad fists
beating beating
till I remember
screaming
don't touch me
please don't touch me.

Two: paws
The first four years of paws
every day
patting paws, searching
– arms up, shoes off
legs apart –
prodding paws, systematic
heavy, indifferent
probing away
all privacy.

I don't want fists and paws
I want
to want to be touched
again
and to touch.
I want to feel alive
again
I want to say
when I get out
Here I am
please touch me.

(From *Poets to the People*, edited by Barry Feinberg)

- (a) Where do you think the persona is? Briefly explain your answer. (3 marks)
- (b) What do you think the persona means by "touch"? (3 marks)
- (c) Using two illustrations, describe the persona's experience during the seven years. (4 marks)
- (d) What is the significance of the word "paws"? (2 marks)
- (e) Which device does the poet use to reinforce the theme? (2 marks)
- (f) Explain the meaning of the following words as they are used in the poem: (2 marks)
- prodding
- indifferent
- (g) What does the poem reveal about human need? (4 marks)
- 4 (a) Fill in the blank spaces in the following sentences with the most appropriate word(s). (3 marks)
- (i) If we had gone to bed early last night, we rested enough.
- (ii) If I the recruiting officer, I would not take bribes.
- (iii) Every one of the students now a role to play in keeping the school compound clean.
- (b) Rewrite the following sentences to remove gender bias. (3 marks)
- (i) A professor should give his students opportunities to develop their skills.
- (ii) My sister was appointed chairman of the Water Project Committee.
- (iii) The firemen took a long time to arrive at the scene of the accident.

(c) Fill in the blanks with the correct alternative from the choices given.

(3 marks)

- (i) Who a fire outside my house?
(light/lighted/lit)
- (ii) Since the introduction of community policing in our estates of theft
have reduced.
(incidence/incident/incidents)
- (iii) An elephant looks after calf.
(it's/its)

(d) Rewrite the following sentences according to the instruction given after each. Do not change the meaning.

(6 marks)

- (i) The choir entertained the visitors.
(Begin: The visitors ...)
- (ii) If we do not keep the environment clean, the health officer will close our cafe.
(Rewrite using "unless")
- (iii) The patient could not stand without support. She also could not sit straight.
(Rewrite as one sentence using: "neither ... nor")
- (iv) The school team would not have won the game if it had not been for the captain's quick action.
(Begin: Had ...)
- (v) Jomo Kenyatta the first president of Kenya was a great orator
(Punctuate the sentence)
- (vi) We learn from the legend that Me Katilili was a powerful leader.
(Begin: The legend ...)

23.1.3 English Paper 3 (101/3)

101/3
ENGLISH
Paper 3
(Imaginative Composition and
Essays based on set texts)
Oct./Nov. 2006
2½ hours

THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
ENGLISH
Paper 3
2½ hours

Answer three questions only.

Questions one and two are compulsory.

In question 3 choose only one of the optional texts you have prepared on.

All answers to be written in the answer booklet provided.

**Candidates should check the question paper to ensure that both
pages are printed as indicated and no questions are missing.**

6014

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Turn over

Answer three questions only.

1 Imaginative composition (compulsory) (20 marks)

Either

(a) Write a composition ending with the words: "It then dawned on me that perhaps this is why I had been born."

Or

(b) Write a composition agreeing or disagreeing with the statement, "A good name is better than riches."

2 Drama (compulsory) (20 marks)

William Shakespeare, *The Merchant of Venice*

"Racial and religious prejudice only cause misery in society." Write a composition in support of this statement, drawing your illustrations from *The Merchant of Venice*.

3 Optional set texts

Either

(a) **The Short Story**

Macmillan (Ed.) *Half a Day and other Stories* (20 marks)

Using illustrations from Nawal El Saadawi's "*Solitude*" write a composition about dehumanizing prison conditions.

Or

(b) **Drama**

John Ruganda, *Shreds of Tenderness* (20 marks)

Write a composition on the problems of jealousy among siblings. Draw your illustrations from John Ruganda's *Shreds of Tenderness*.

Or

(c) **The Novel**

Velma Pollard, *Homestretch* (20 marks)

Write a composition on the causes and effects of migration from developing to developed countries. Refer to Velma Pollard's *Homestretch* for your illustrations.

24.0 THE YEAR 2006 KCSE EXAMINATION SAMPLE MARKING SCHEMES

24.1 ENGLISH (101)

24.1.1 English Paper 1 (101/1)



Paper 101/ 1 is intended to test the candidates' ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks. In a factual essay, attention must also be given to the format, tone and ability to follow instructions.

Examiners should not hesitate to use the full range of marks for each essay. In a two-essay paper, it is the final, total mark that counts. It is important to determine FIRST how each essay communicates and in which category A, B, C or D it fits

D CLASS The candidate does not communicate at all. 01 -05 or his/ her language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit English words he /she knows into meaningful sentences. The subject is glanced at or distorted. Practically no punctuation. All kinds of errors. **"Broken English"** is evident.

D- 01 -02 Chaotic. Little meaning whatsoever. Question paper or some words from it simply copied

D 03 Flow of thought almost impossible to follow. The errors are continuous.

D+ 04-05 Although the English is often broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.

.....

C CLASS The candidate communicates understandably but only more or less clearly He/ she is not confident with his language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language. Mother tongue influence is felt.

C- 06-07 The candidate obviously finds it difficult to communicate his ideas. He/ she is seriously hampered by his/ her very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.

C 08 The candidate communicates but not with consistent clarity. His/ her linguistic abilities being very limited, he/ she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English. Links are weak, incorrect and repeated at times

C + 09- 10 The candidate communicates clearly but in a flat and uncertain manner. Simple concepts, sentence forms are often strained There may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses, spelling.

.....

B CLASS This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he /she can use English as a normal way of expressing himself/ herself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over-ambitious. There may be items of merit of the one word or one expression type.

Many essays in this category may be just clean and unassuming, but they still show that the candidate is at ease with the language.

- B- 11 -12 The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally.
- B 13 The sentences are varied but rather simple. Straightforward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless. Some items of merit. Economy of language.
- B+ 14 -15 The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of items of merit of the "whole sentence" or the "whole expression" type.

A CLASS The candidate communicates not only fluently, but attractively, with originality and efficiency. He /she has the ability to make us share his/her deep feelings, emotions, enthusiasms. He/she expresses himself/herself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement, felicity of expression.

A- 16 -17 The candidate shows competence and fluency in using the language. He/ she may lack imagination or originality which usually provides the "spark" in such essays. Vocabulary, idiom, sentence structure, links, variety are impressive. Gross errors are very rare.

A 18 Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin ticks.

A+ 19-20 The candidate communicates not only information and meaning, but also and especially the candidate's whole self: his /her feelings, tastes, points of view, youth, culture. This ability to communicate his/ her deep self may express itself in many ways: wide range of effective vocabulary, original approach, vivid and sustained account in the case of a narrative, well-developed and ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he /she deserves. A very definite spark.

Question 1

Points of Interpretation

Must be a report. Report layout (**2 marks**), report tone of language: formal, passive voice (**2 marks**). Grammar(tenses, punctuation, agreement), sentence construction (structures), spelling (**6 marks**).

The report must address the following:

- **Introduction:** purpose and preparation for visit.
- **Body:** places visited and what was learnt, achievements of the trip and application to team's country, problems encountered and precautions to put in place.
- **Conclusion :** recommendations.

Question 2

- 1) in
- 2) exception
- 3) lacked

- 4) most
- 5) changed/ reversed/ altered
- 6) potential/ ability/ capacity
- 7) suited/ friendly/ appropriate
- 8) but
- 9) are
- 10) fast/ quickly/ rapidly

(10 marks)

Question 3

- (a) (i)
- Drumming.
 - One could begin by posing/ asking a question *“Do you know why chameleon is shunned?” “Do you know why people die?”*
 - Clapping of hands.
 - One could begin with an illustrative/summarizing riddle or proverb.
 - One could begin with a puzzle or challenge to set the minds of the audience focused.
 - One could begin with a song
- (2 marks)
- (ii)
- Use of emphasis by lowering voice when narrating how Ng’ongruok soiled the offering. This should be said in a slow and deliberate way.
 - Vary the tone of voice when uttering Nyasaye’s words. These should be said in an authoritative, awe-inspiring and thunderous voice
 - Use gestures when referring to the insult (‘...this insult’) by Nyasaye
 - Use pause between the first and the second sentence to create suspense.
- (4 marks)
- (iii)
- Pay attention to how or whether they respond to the narrator’s use of facial expressions and gestures. The audience’s look of interest and keenness.
 - Pay attention to how/or whether they respond to the narrators tonal variation and use of pauses. Audience nodding in agreement.
 - Observe their response or otherwise to any question formed by the narrator.
 - Observe if they maintain eye contact.
 - Observe their sitting posture and level of concentration to the narrative e.g. leaning towards narrator, using gestures.
- (4 marks)
- (b) air
whether/ wether
bass
morning
- (4 marks)
- (c) (i) died, pride
Knew, few, dew
Spread, said
Do, too
- (2marks)
- (ii) only five
They emphasize her tender age.
- (2marks)
- (iii) One would say the last two lines as a question, hence use a falling intonation. Should be said with a sad tone showing disappointment or regret.
- (2 marks)
- (d) Sample Conversation

(e)

You: Excuse me officer. I would like to report the loss of my luggage in which there was.... *(2 marks)*

Police Officer:

You: My name is Ruth Kerubo Magara. I am from Kituto Secondary School P.O Box 2222X Kituto *(2 marks)*

Police Officer:

You: I boarded/ got into /took a bus, KTT 526X at Baringo Shopping Centre at about 11.00 a.m My blue metal box was put in the boot/luggage compartment among several others belonging to students from other schools. Some of these students alighted on the way. On arrival at Kituto town at 1 p.m., I realized that my box was missing. However, there was a similar one that was unclaimed. Here is a list of all the items in my box. (Handing over a list) *(3marks)*

Police Officer:

You: I quite agree with you, officer. Some of the students are from Makobo Secondary. *(2 marks)*

Police Officer:

You: Thank you very much, officer. I appreciate your help. *(1 mark)*

24.1.2 English Paper 2 (101/2)

1. (a) The evidence is that consumption per capita is higher by 'nearly 70 percent'. Also, life expectancy, child mortality and educational attainment have improved significantly. (2 marks)
- (b) Although the author lauds the progress made, he is not overly impressed by it because more than one billion people in the developing world are living in poverty. There is therefore no room for complacency. (2 marks)
- (c) The author mentions Japan in order to show how far behind sub-saharan Africa is lagging in terms of life-expectancy. (1 mark)
- (d) What is odd is that the region accounts for less than a third of the world's population and yet nearly half of the world's poor people live there. (2 marks)
- (e) The relationship between poverty and a high population is that the poor are more likely to have large families.
- Large families will exact too much pressure on the environment, leading to its degradation.
 - Such an environment cannot support the population and this leads to spiralling poverty. (3 marks)
- (f) She (he) is less educated, and has less access to a remunerative activity. (1 mark)
- (g) A girl is twice as much disadvantaged because as a woman, she has to do more work. Also, she gets less education and fewer opportunities for gainful employment. As a child, she lacks adequate nutrition, health care and education. (3 marks)
- (h) The author argues that although the developing world has significantly improved economically it has a long way to go, since many of its people live under absolute poverty. This poverty is unevenly distributed geographically and mostly affects women and children. To combat it, governments need specific information about the poor. (51 words) (4 marks)
- (i) Staggering – shocking.
Compromised - adversely affected. (2 marks)
2. (a) It refers to the bomb that exploded and blew up a bus at the East African Trading Company (formerly OTC). (1 mark)
- (b) The repetition of the word "whisper" creates emphasis, and captures the mood of fear, secrecy and the persistence with which the rumours spread. (3 marks)
- (c) This refers to the time when Paulina's son, Martin Okeya was shot dead during riots in Kisumu. These riots erupted when the residents stoned the presidential motorcade to protest the assassination of Tom Mboya. (4 marks)
- (d)
- Tribal groupings (KEM).
 - Land alienation.
 - Poverty and growth of slums.
 - Existence of detention camps.
 - Violence.
 - Propaganda: rumours, lies.
 - Corruption.
 - Oppression / suppression.
 - Resistance. (4 marks)
- (e) Mr. Mwangale remarked bluntly in parliament that, that time they could not be told that Njenga had done it. (1 mark)

- (f) It was first claimed that he had gone to Zambia and even registered in a hotel, and the clerk checking flights did not refute this. The body was mutilated to disguise it, and when it was taken to the mortuary the attendant did not dare talk about it. To keep the secret, some police officers were transferred and others sent on leave. Some people were bribed and those who still asked questions were eliminated. **(6 marks)**
- (g)
- The mortuary attendant got a body of the same size and weight and characteristics but pretended not to have recognised it.
 - The airline clerks checked flights to Zambia but pretended not to have realised that J.M. was not in the list.
 - Even the terribly sharp children, who knew many incidents of assassinations pretended not to know what had happened. **(3 marks)**
- (h)
- His photographs were put side by side with those of the Pope and that of the Sacred Heart.
 - The book about him was reprinted.
 - His parliamentary speeches were reprinted.
 - A gramophone record was banned **(3 marks)**
3. (a) The person is probably in prison/detention or some form of confinement. The persona is longing to get out. "When I get out." He or she has been held in inhuman conditions. **(3 marks)**
- (b) By "touch" he/she means being treated like a human being, loving and being loved. "Touch" means the freedom to express his or her emotions freely, spontaneously. **(3 marks)**
 'Touch' the literal, physical touch. **(gets only 1 mark)**
- (c) During the seven years of confinement, the persona has been treated like a pariah. He/she says, "I've learnt to know the meaning of 'untouchable'. The persona has also been brutalised. He/she was subjected to extreme violence - "fierce mad fists, beating..."
 Finally, the persona experienced utmost indignity. He/she was humiliated and denied any form of privacy..." Searching - arms up, shoes off, legs apart - ...probing away all privacy."
(Any two illustrated points 2 marks each = 4 marks)
- (d) The word "paws" vividly describes the beastly behaviour of the tormentors. Animals like hyenas and lions have paws which they use to tear their prey to pieces. The word reveals the cruelty visited on the persona and the attempts to disfigure and mutilate him/her physically and emotionally. **(2 marks)**
- (e) The poet uses repetition to emphasise his message. The word "touch", for example, is repeated more than ten times - both to explain the kind of touch that is desirable and that which is resented. Also emphasis through the enumeration and the pauses (one..two...). **(2 marks)**
- (f) Prodding - poking, jabbing. **(1 mark)**
 Indifferent - callous, inhuman, beastly. **(1 mark)**
- (g) The poem reveals that human beings abhor confinement, brutality and all forms of degrading treatment. On the other hand, people crave for human warmth, affection, privacy and freedom. When one is denied the latter, one in a way "dies". The persona says: "I want to feel alive again." **(4 marks)**
4. (a) (i) would have (ii) were (iii) has **(3 marks)**
- (b) (i) Professors should give their students opportunities to develop their skills./ A professor should give his or her students opportunities to develop their skills./ As a professor you should give your students opportunities to develop their skills.
 (ii) My sister was appointed the Chairperson/Chair of the Water Project Committee in our village.

- (iii) The fire fighters took long to arrive at the scene of the accident.
(3 marks)
- (c) (i) lit (ii) incidents (iii) its
(3 marks)
- (d) (i) The visitors were entertained by the choir.
(ii) The health officer will close our cafe unless we keep our environment clean./
Unless we keep the environment clean, the health officer will close our cafe.
(iii) The patient could neither stand without support nor sit straight.
(iv) Had it not been for the captain's quick action, the school team would not have
won the game./Had the captain not acted fast, the school team would have lost the
game.
(v) Jomo Kenyatta, the first president of Kenya, was a great orator.
(vi) The legend teaches us that Me Katilili was a powerful leader.
(6 marks)

24.1.3 English Paper 3 (101/3)

Paper 101/ 3 is intended to test the candidates' ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks. In a factual essay, attention must also be given to the format, tone and ability to follow instructions.

Examiners should not hesitate to use the full range of marks for each essay. In a two-essay paper, it is the final, total mark that counts. It is important to determine FIRST how each essay communicates and in which category A, B, C or D it fits

(The marks indicated below are for each essay in a 2-essay paper.)

D CLASS	The candidate does not communicate at all. 01 -05 or his/ her language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit English words he /she knows into meaningful sentences. The subject is glanced at or distorted. Practically no punctuation. All kinds of errors. "Broken English" is evident.
D- 01 -02	Chaotic. Little meaning whatsoever. Question paper or some words from it simply copied
D 03	Flow of thought almost impossible to follow. The errors are continuous.
D+ 04-05	Although the English is often broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.
.....	
C CLASS	The candidate communicates understandably but only more or less clearly. He / she is not confident with his language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language. Mother tongue influence is felt.
C- 06-07	The candidate obviously finds it difficult to communicate his ideas. He/ she is seriously hampered by his/ her very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.
C 08	The candidate communicates but not with consistent clarity. His/ her linguistic abilities being very limited, he/ she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English. Links are weak, incorrect and repeated at times
C + 09- 10	The candidate communicates clearly but in a flat and uncertain manner. Simple concepts, sentence forms are often strained There may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses, spelling.
.....	
B CLASS	This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he /she can use English as a normal way of expressing himself / herself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over-ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may be just clean and unassuming, but they still show that the candidate is at ease with the language.
B- 11 -12	The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally.
B 13	The sentences are varied but rather simple. Straightforward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and

effortless. Some items of merit. Economy of language.

B+ 14 -15 The candidate communicates his ideas pleasantly and without strain There are errors and slips. Tenses, spelling and punctuation are quite good. A number of items of merit of the "whole sentence" or the "whole expression" type.

A CLASS The candidate communicates not only fluently, but attractively, with originality and efficiency. He /she has the ability to make us share his/her deep feelings, emotions, enthusiasms. He/she expresses himself/herself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement, felicity of expression.

A- 16 -17 The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provides the "spark" in such essays. Vocabulary, idiom, sentence structure, links, variety are impressive. Gross errors are very rare.

A 18 Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin ticks.

A+ 19-20 The candidate communicates not only information and meaning, but also and especially the candidate's whole self: his /her feelings, tastes, points of view, youth, culture. This ability to communicate his/ her deep self may express itself in many ways: wide range of effective vocabulary, original approach, vivid and sustained account in the case of a narrative, well-developed and ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he /she deserves A very definite spark.

Question 1 (a)

Points of Interpretation

- Must be a story.
- Must end with the sentence given.
- Must present a credible scenario suggested by and leading to / culminating in the ending sentence given. The narrator should outline what had landed him / her in the situation they find themselves in and what has occasioned the realization and change of attitude.

Question 1 (b)

Points of Interpretation

- Must be an expository or discursive composition.

Question 2

Introduction

- Racial and religious prejudice leads to certain people being treated as second-class citizens.
- There is suffering and misery in countries such as the US, the UK and Israel in which racial and religious minorities are discriminated against.
- A prime example in Africa was South Africa during the time of apartheid. The black majority were subjected to all manner of racial injustice and oppression.
- The Sudanese in the south of the country have until recently fought a bitter war with their northern compatriots because of racial and religious prejudice. The southerners are black Africans who are Christians and the northerners happen to be Arab Muslims.
- The Jews have historically been subjected to discrimination in European countries, both as a racial and religious minority. During World War II, six million Jews were exterminated by Hitler's Germany. (*Any general reference to racial prejudice e.g. any of the above 2 marks*)

- I. In *The Merchant of Venice*, Shylock lends money at an interest. In other words, he practices usury, a profession that is frowned upon by Christians who are nevertheless compelled by circumstances to borrow from him.
- II. Antonio spits on Shylock because he is a Jew (presumably because Jews were said to have spat on Jesus). Even when he borrows 3,000 ducats from Shylock, he tells him to lend it to him as an enemy. He is unwilling to make peace with a Jew. Shylock, therefore, lends him the money on those "enemy" terms.
- III. From his own testimony, Shylock suffers intensely because of his nationality and religion. The Christians in Venice do not treat him as an equal human being.
- IV. During the trial, Shylock is stripped of all his wealth and compelled to convert to Christianity. Before the trial, he had already "lost" his daughter to a Christian. The daughter had robbed him and eloped with Lorenzo. Shylock is, therefore, left without his money, without his daughter and without his religion.
- V. For his part, Antonio experiences a lot of anxiety as he waits to have a pound of flesh cut off from him. He knows the Jew, who is prejudiced against Christians, will not show any mercy. He must prepare to die and the waiting is agonizing.
- VI. The country of Venice also discriminates against dark-skinned people. Portia would hate to be married to the Prince of Morocco, a moor. She is extremely anxious when the Prince is making his choice among the caskets. The Prince of Morocco chooses the wrong casket, but the implication is that he would have had a miserable marriage if he had chosen the right casket.
(6 points x 2 marks = 12 marks)
- VII. From the foregoing, we can only conclude that the misery depicted in the play is a mirror of the potential racial and religious prejudice has to wreak havoc on a society.
(2 marks)

(Grammar and presentation. 4 marks)

Question 3 (a)

Introduction

- In the introduction, prison conditions should be talked about in general. An attempt should be made to define the term 'dehumanizing'.
(2 marks)
- In Nawal's story *solitude*, the inmates are deprived of privacy. For example, they are forced to relieve themselves in the full view of everybody. This is humiliating.
- They are also deprived of silence and solitude. For instance, the author is denied the solitude she craves by the constant quarrelling between Boduur and her colleagues or by the recitation of the Quran by the same Boduur. Fawqiyya's discussions do not help the situation either.
- The inmates are not allowed to develop their talents. The author has to write under very uncomfortable and secretive conditions. She sits on an upside down jerry can next to the toilet when everybody is asleep. For paper, she is forced to use a tape-like toilet roll which she places on an aluminium plate.
- They are also denied the opportunity to communicate with their loved ones, no matter how harmless the communication is. Against prison regulations, an inmate is subjected to a body search, and when an innocent letter to her family is found, the prison authorities become very angry. They claim that somebody illegally possesses a paper and pen in the cell.
- This leads to an attack on all the inmates during which their personal belongings and bedding are searched. Worse still, they are stripped off their hijabs and cloaks. This is an affront on their dignity and decency as Muslim women.
- Any form of protest, justified though it may be, is met with brutality. During the search, the hair of one of the munaqqabas is uncovered in front of male prison administrators. This is an abomination to a Muslim woman. When she protests, she is thrown into the disciplinary cell and beaten thoroughly. She is gravely injured on sensitive parts such as her head, neck and spine. Out of malice, her tormentors even crash her glasses, rendering her practically sightless. Indeed, Fawqiyya states that protesting in any way will only invite more repression.

(6 x 2 = 12 marks)

(Grammar and Presentation 4 marks)

The prison conditions outlined in this story are illustrative of conditions in prisons in most of the developing world. Whatever gains may have been made in some countries have not invalidated this presentation. In fact, in male prisons and remand homes, apart from the brutality visited on inmates by prison warders, fellow inmates molest and even sodomize others, especially newcomers.

(2 marks)

Question 3 (b)

Introduction

Jealousy occurs when:

- Parents show open favouritism towards some of their children, and when those who are not favoured know it.
- There is conflict between step-children caused by the realisation that they belong to different mothers/fathers.
- One child does better than another in school, and especially if the clever child is younger.
- The issue of inheritance is not sorted out fairly, and especially when the parents declare some of their children as heirs to the exclusion of others.
- Odie in John Ruganda's *Shreds of Tenderness* harps on the fact that Wak, whom he hates, is only a step-brother, and that they were born of different mothers.
- Odie dislikes Wak because, according to him, the latter was their father's favourite.
- Odie is jealous of Wak because the latter did better in school and was able to successfully complete his university course. What makes matters worse is that Wak is younger than Odie. Odie was expelled from the university after a riot, and he feels that his father could have helped him enrol in another university.
- Another source of conflict and jealousy between the two siblings revolves around the issue of inheritance. Wak was meant to inherit their father's property, but Odie grabs all of it when Wak is forced to go into exile. Odie, therefore, tries to jealously safeguard what he has grabbed.
- Odie feels that Wak is a coward and traitor just because he fled the country to save his life.
- Stella, their sister, is left out of all these arrangements, and although she is not portrayed as being jealous, under different circumstances she could have been.
- John Ruganda's play is silent on the issue of women's inheritance of their father's properties.
- Odie is jealous of Wak because of the relative comfort they lived in exile as refugees and what settlement they are entitled to in order to return home.

(Any general reference 2 marks)
(6 x 2 = 12 marks)
(An appropriate conclusion 2 marks)

Question 3 (c)

Introduction

Overview on developing countries and the problem of migration as caused by:

- Poverty;
- Poor infrastructure e.g. bad roads and lack of electricity;
- Unemployment leading to the search for jobs in developed countries;
- Under-employment and poor remuneration in developing countries;
- Search for educational opportunities;
- Examples from Kenya - migration to the US, the UK and other European countries;
- Pollands novel, *Homestretch*, is about Jamaicans migrating to the UK and the US and coming back.

Causes

- (i) Poverty: Jamaica itself is depicted as a poor, developing country, with bad roads and generally a poor infrastructure. It exports bananas to the developed countries, but this industry is under threat because of the competition from Latin America. Besides, the banana industry is now monopolized by the rich; the small-scale farmer has been squeezed out. (Pg. 18; 21 - 22; 39; 150 - 151)
- (ii) Employment: Uncle David and his wife Edith migrated to the UK and lived and worked there for 3 years - David doing menial jobs and Edith working as a nurse. (Pg. 6; 28 - 29); 57; 72
- (iii) Education: For her part, Brenda goes to New York to live with her father and to get a supposedly better education. (Pg. 55; 66; 69; 73; 89; 177 - 178)
- (iv) Good Life: Many people wanted to go to the states as America promised a good life for migrants.

The author says, 'Everybody wanted to go to the states' - (Pg. 55 - 56) (*Any two Causes - 3 Marks Each*)

Effects

- (i) **Exploitation/ Overwork:** When the novel opens, the two have just returned to Jamaica. David is in a wheelchair, having suffered a stroke in the UK, others die because of being overworked to the point of death (Pg. 6 - 8; 28 - 29; 32)
- (ii) **Loneliness and Racial Discrimination:** The two are happy to be back after 30 years of loneliness and racial discrimination in the UK; (Pg. 31; 32 - 33)
- (iii) **Culturally Biased Curriculum:** Although the blacks go out for education, they are subjected to a culturally biased curriculum. In the US, Brenda is subjected to a culturally biased curriculum and although she is basically bright, she does not do so well in Junior High. (Pg. 58 - 62)
- (iv) **Discrimination in the UK:** Brenda follows her father to the UK and encounters another brand of racism. British racism is depicted as being more covert. As for fellow Jamaicans, they resent her because she speaks with an American accent. (Pg. 75 - 77; 88 - 89; 137)
- (v) **Discrimination at Home:** As a result of these experiences, Brenda has been radicalized to the extent of being bitter and hypercritical, even towards her homeland Jamaica. She suffers intensely from feelings of rejection. (Pg. 51 - 54; 88 - 89)
- (vi) **Sense of Solidarity:** Because of racism, migrants from the black world develop a sense of Pan Africanism. In the novel, Brenda falls in love with Milton, a Nigerian student in Britain. Their passionate and enduring love creates the African connection in the Black Diaspora. (Pg. 102 - 106; 114; 159)

(Any 2 effects, 3 marks each)

(Any appropriate conclusion 2 marks)

(Grammar and Presentation 4 marks)