

5.0 KENYAN SIGN LANGUAGE

5.1 GENERAL PERFORMANCE

Kenyan Sign Language (KSL) is a visual gestural language that is examined at the KCPE level. Learners with hearing impairment are highly visual learners and all attempts are made to make the KSL objective and composition papers as visual as possible.

The general combined performance of the KSL subject over the years is as indicated below:

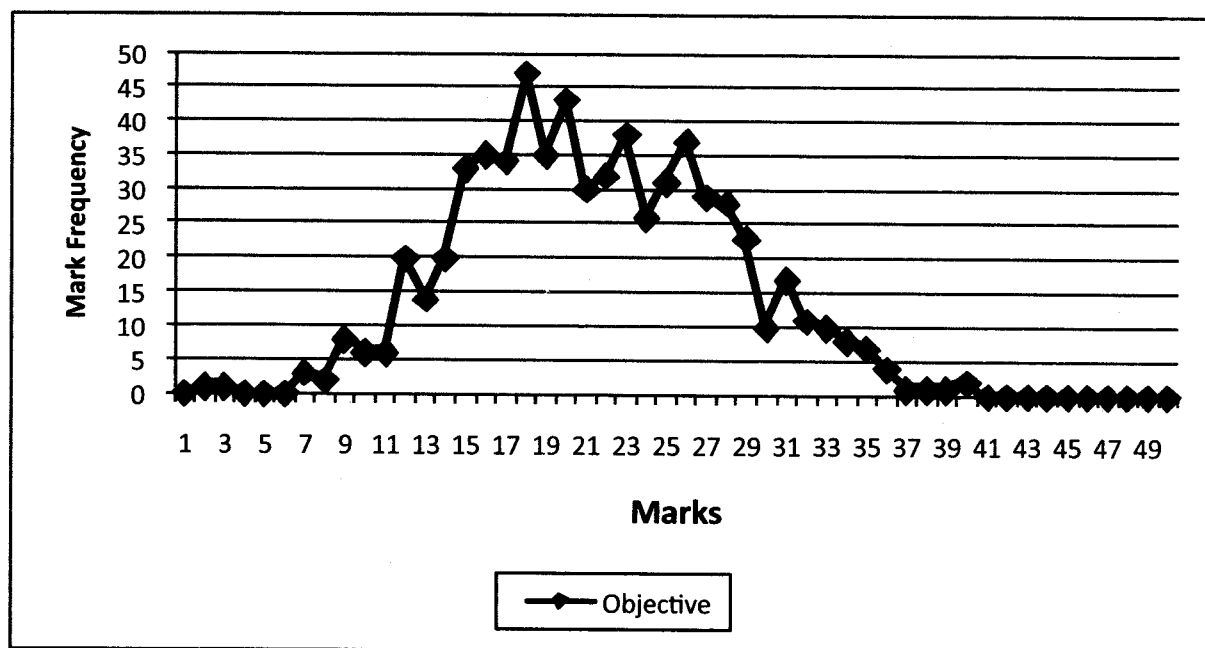
Table 9: The General Performance of Candidates in KSL

YEAR	2010	2011	2012	2013	2014
% Mean	20.99	49.20	45.80	34.45	46.42
Candidature	544	540	643	595	638

5.2 KSL SECTION A – LANGUAGE USE

The performance of all candidates on the Kenyan Sign Language Objective paper is discussed below. A total of **638** candidates sat for the paper and in the objective section with the mean mark of **21.60** out of **50** with a standard deviation of 6.41.

Figure 5: Performance of all candidates on the KSL Objective Section.



The table below shows the performance on the 2014 Kenyan Sign Language objective section disaggregated by gender.

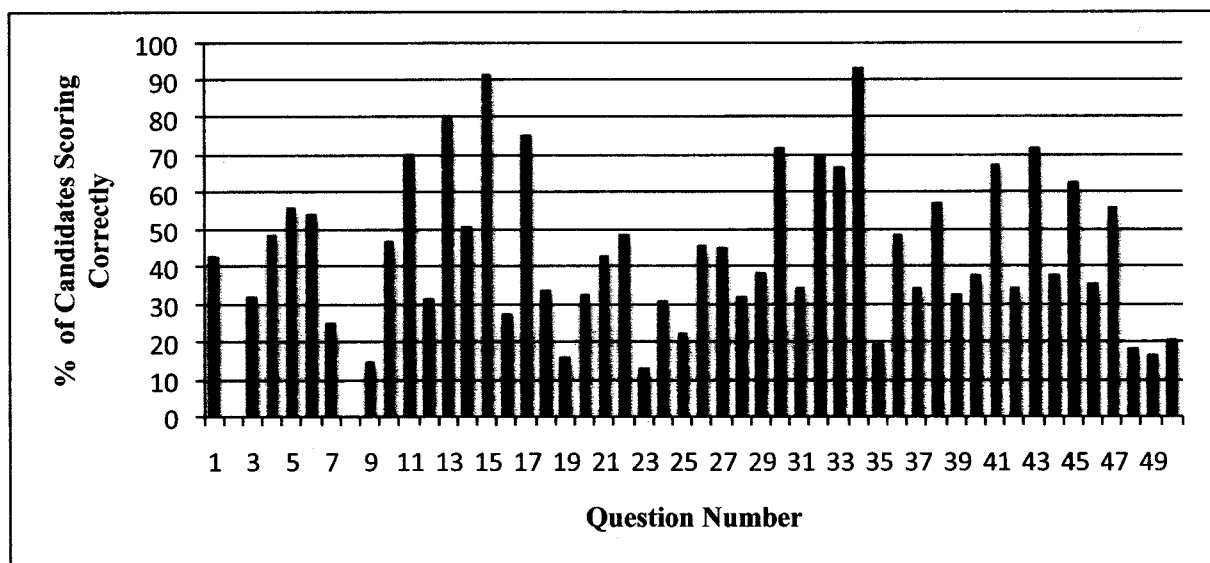
Table 10: Performance of Candidates on the Objective by Gender in 2014

	No .of candidates	Mean	Standard Deviation
Male	360	21.78	6.54
Female	278	21.36	6.25
All	638	21.60	6.41

Analysis of Selected Items

The performance of candidates on each test item in the objective section was as shown in the figure below:

Figure 6: Candidate's Performance on all Test Items in the Objective Section

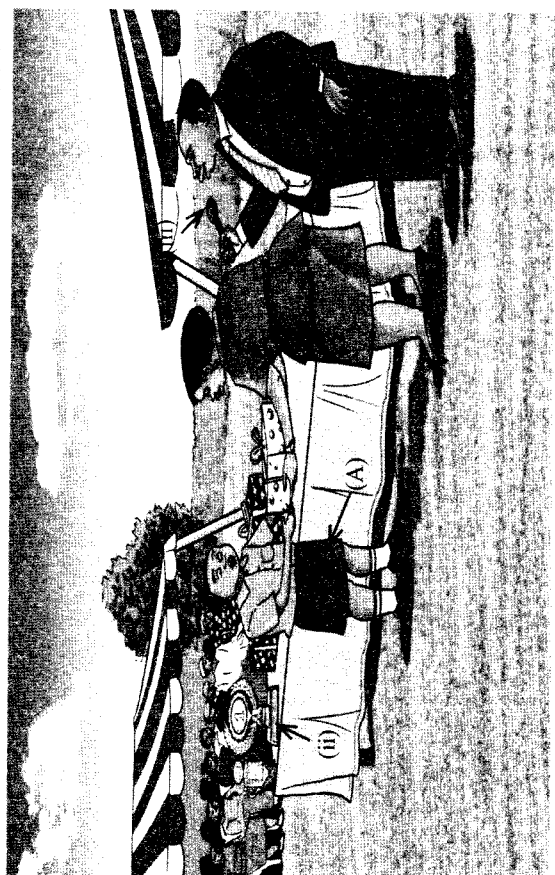
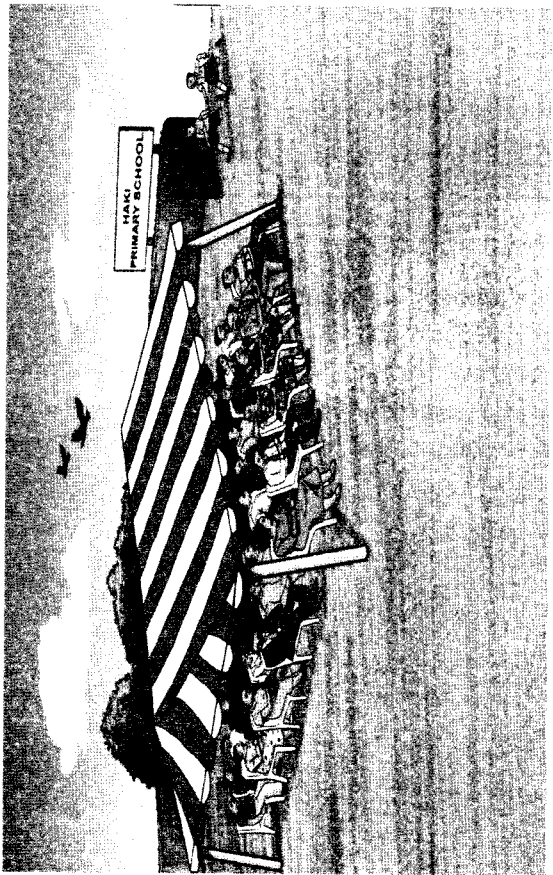
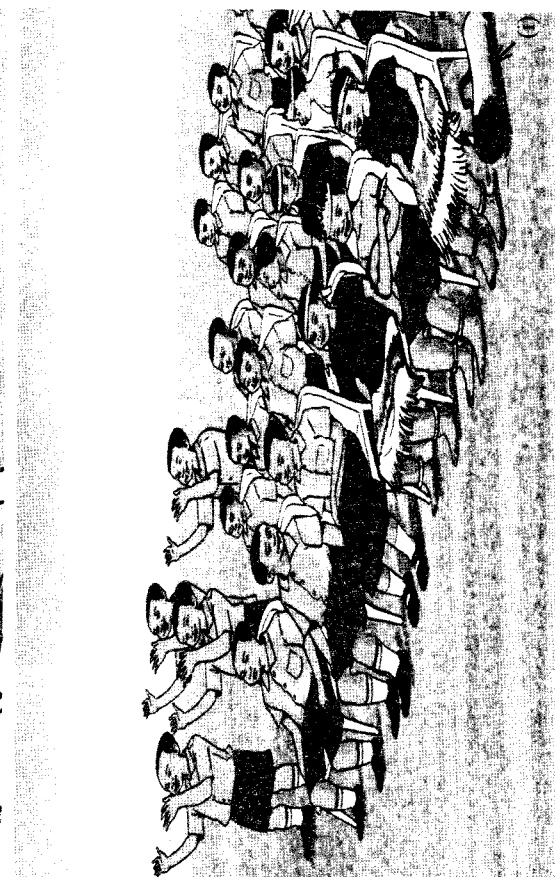
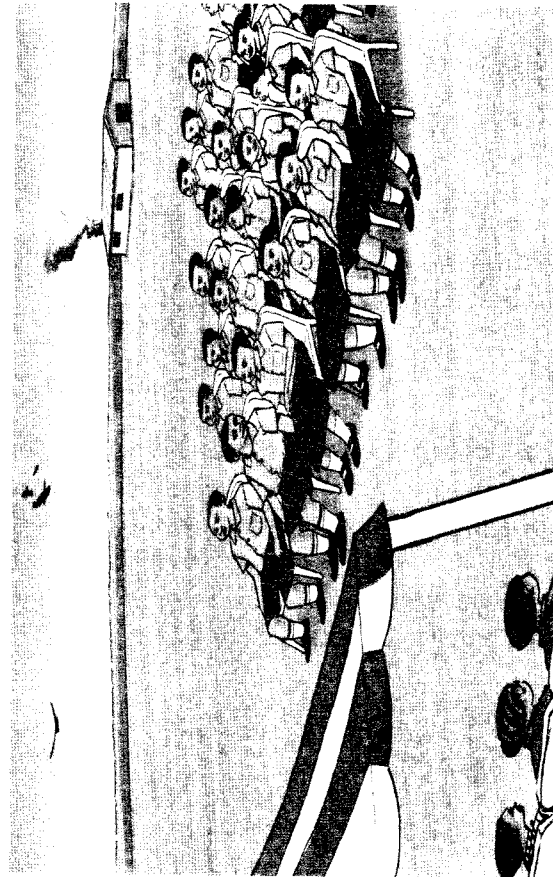


From figure 6 above, it can be observed that there were ten (10) questions in the year 2014 KCPE KSL Objective paper were not well performed by the candidates. The candidates could not go for the correct response with ease from the given options. These questions are as indicated in the table below.

Table 11: Questions with a facility index less than 30%.

Question Number	7	9	16	19	23	25	35	48	49	50
% Scoring correctly	24.81	14.21	26.61	15.25	12.40	21.96	18.86	17.83	16.23	20.16

Questions 7 and 9 were from the same section of the paper that required the candidate to look at the pictures given below and respond to the questions asked.



OBSERVE PICTURE PICTURE THESE SAME USE ANSWER QUESTION 1-10 CORRECT//

7. DAY PICTURE THIS IMPORTANT MORE _____?

- a] CHILD CHILD EAT WELL//
- b] CHILD CHILD DANCE ALOT//
- c] CHILD CHILD PRIZE SAME GIFT-GIVE//
- d] CHILD CHILD PRIZE SAME GIFT-RECEIVE//

Response Pattern

Option	A	B	C	D*
% choosing the option	10.08	32.30	31.78	24.81
Mean mark in other questions	16.33	20.71	21.05	24.51

The question was testing the candidate's ability to analyze the pictures given and give the best option that summarises the importance of the day depicted in the pictures. The correct answer is **D**. While majority of the candidates (32.30%) went for **B** as the correct option. The impression in option **B** was that the children were **giving** the gifts on this day as opposed to them **receiving** gifts as depicted in **D**. The teaching of KSL should ensure the use of movement to indicate the object of the sentence. Candidates should be taught to keenly look at the options for meaning and better comprehension.

9. PICTURE THERE PERSON GIFT CHILD GIVE NAME OFFICIAL WHAT _____?

- a] GUEST BIG //
- b] SCHOOL PERSON WORK //
- c] GUEST FAT //
- d] BOSS SCHOOL //

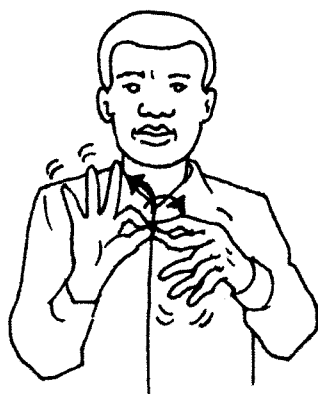
Response Pattern

Option	A*	B	C	D
% choosing the option	14.21	37.98	16.02	30.75
Mean mark in other questions	23.45	19.10	21.87	22.98

This question required candidates to use the correct vocabulary to describe the man giving the gifts on this special occasion. Majority of the candidates (37.98%) went for option **B** whereas the correct answer is **A**. It would seem that the candidates could not contextualize that the Guest of honour would be the one giving the gifts to the children as opposed to the **school worker** that the majority went for in option **B**. The teaching of KSL vocabulary in context is encouraged to enable the candidates to build their vocabulary.

Under this section candidates were given graphic illustration of signs and asked to identify the meaning of the sign.

16.



WAY SPELL SIGN THIS CORRECT WHICH?

- a) S-P-E-C-I-F-I-C//
- b) J-O-I-N//
- c) I-N-T-E-R-P-R-E-T-E-R//
- d) I-N-T-E-R-P-R-E-T//

Response Pattern

Option	A	B	C	D*
% choosing the option	15.76	19.64	36.43	26.61
Mean mark in other questions	18.64	20.95	21.08	23.73

The graphic illustration given above was meant to guide the candidates to correctly identify the sign and give its correct spelling. All the words given in the options can be articulated at the front of the chest. Majority of the candidates (36.43%) went for C as the correct option which signifies a person (Noun). The correct answer is D which is a verb. Notice that the graphic illustration has no second part that would make it a noun as often used to indicate nouns in KSL. The teaching of how to sign Nouns and Verbs should therefore be emphasized and improved upon to enable the candidates to effectively differentiate the two parts of speech when signing.

19. SIGN BELOW WHICH ACTION COPY NOTHING//

- a) SIGN//
- b) CRY//
- c) HAIR COMB//
- d) FIGHT//

Response Pattern

Option	A*	B	C	D
% choosing the option	15.25	18.60	44.70	20.41
Mean mark in other questions	22.27	20.28	21.69	20.68

Question 19 required the candidates to know how all the signs provided are signed and pick out the sign which when you sign does not copy the action of how naturally the verb is done. Majority of the candidates (44.70%) went for option C while the correct answer is A.

23. SIGN BELOW PLACE SIGN DIFFERENT WHICH _____?

- a] SIT//
- b] GOOD//
- c] AFRICA//
- d] KIKUYU//

Response Pattern

Option	A*	B	C	D
% choosing the option	12.40	20.41	43.93	21.96
Mean mark in other questions	22.19	16.75	23.71	20.48

The question required the candidates to use their knowledge of how the different signs are made to pick out the sign with the different place of articulation. Majority of the candidates (43.93%) went for option C while the correct answer is A. The place of articulation for SIT is at the fingers and not on the back of the hand as is the case with the other signs given. When teaching KSL, the components of a sign such as place of articulation need to be distinctly emphasized for various signs.

25. SIGN TWO MOVEMENT DIFFERENT HAVE WHICH _____?

- a] GREEN/LEAF//
- b] SORRY/PLEASE//
- c] WORRY/RAIN//
- d] SWEEP/SING//

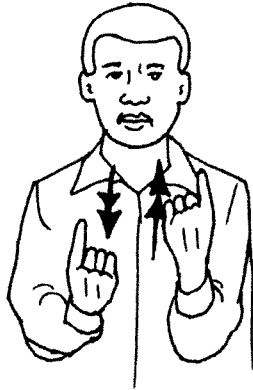
Response Pattern

Option	A	B	C*	D
% choosing the option	30.49	27.65	21.96	18.35
Mean mark in other questions	20.14	20.82	24.68	20.35

Just like in the foregoing discussion, this question required the candidates to use their knowledge of how the different signs are made to pick out the pair of signs with the different movement. Majority of the candidates (30.49%) went for option A while the correct answer is C. The movement for WORRY is circular while the movement of RAIN is up and down. Teachers are advised to teach the various movements of signs in KSL alongside other components of a sign.

In the next question, candidates were presented with the graphic illustration below.

35.



_____ MOTHER CLEAN FINISH//

- a) COOK
- b) KITCHEN
- c) FIRE
- d) HOT

Response Pattern

Option	A	B*	C	D
% choosing the option	70.28	18.86	7.75	2.07
Mean mark in other questions	20.99	24.88	17.93	15.00

In Question 35 above all the words given can be signed as illustrated. This question required the candidates to pick out the sign which best completes the sentence given in correctly. Majority of the candidates (70.28%) went for option A while the correct answer is B. when used in the sentence given the sign COOK cannot be correct. Teachers should teach signs that are signed the same way but have different meaning (synonyms) in KSL and how to use them in the correct KSL sentence structures.

Another section that candidates had problems getting the correct option was based on the story below:

READ STORY BELOW SAME ANSWER QUESTION 41-50 CORRECT//

AGO VILLAGE NAME G-O-R-O MAN ONE TOGETHER WIFE/MAN NAME M-A-I-T-A/WIFE
NAME M-O-N-A/ SON ONE HAVE CLEVER MORE NAME N-E-G-I/ALL HAPPY HAPPY LIVE//
GRANDFATHER THERE OLD SAME SICK ALWAYS/ N-E-G-I GRANDFATHER LOVE ALOT/
SELF LOVE GRANDFATHER FOOD SERVE/ CLOTH WASH SAME HOUSE HIS SWEEP/TIME
MOTHER N-E-G-I FOOD SERVE GRANDFATHER USE PLATE WHICH / WOOD / FAMILY
MEMBER OTHER PLATE SILVER USE//

DAY ONE N-E-G-I GARDEN GO START PLATE WOOD MAKE MAKE/ HAPPEN MOTHER
COME MOTHER SHOCK SEE N-E-G-I PLATE WOOD MAKE MAKE /ASK N-E-G-I/ PLATE

WOOD MAKE MAKE WHY N-E-G-I ANSWER TELL WHAT PLATE WOOD MAKE FOOD
SERVE MOTHER -YOU/SAME FATHER TIME BOTH OLD// MOTHER SURPRISE MORE/
SAME SHAME BIG FROM DAY THIS MOTHER AGAIN FOOD SERVE GRANDFATHER PLATE
WOOD USE NOTHING//

This section had ten (10) questions. Three (3) questions under this section were not well performed by the candidates as discussed below.

48. SENTENCE TRUE ABOUT STORY THIS _____?

- a] FATHER N-E-G-I USE PLATE WOOD ALWAYS//
- b] N-E-G-I HATE FATHER SAME MOTHER HIS//
- c] MOTHER N-E-G-I OPPRESS GRANDFATHER N-E-G-I//
- d] GRANDFATHER N-E-G-I PLATE SILVER HATE//

Response Pattern

Option	A	B	C*	D
% choosing the option	34.88	20.93	17.83	23.51
Mean mark in other questions	21.78	20.54	20.58	22.26

This question required candidates to comprehend the story given and answer questions based on the story correctly. Sentences were given about the story and only one was true. Majority of the candidates (34.88%) went for option A. The correct answer is C. From the story given one would read that the mother to Negi was oppressing or mistreating Negi's grandfather.

49. FROM STORY THIS LESSON BEST MOTHER LEARN FINISH WHICH _____?

- a] MUST SERVE PEOPLE ALL EQUAL//
- b] RESPECT N-E-G-I//
- c] GARDEN IMPORTANT//
- d] PLATE WOOD MAKE GOOD MORE//

Response Pattern

Option	A*	B	C	D
% choosing the option	16.28	17.31	17.05	48.06
Mean mark in other questions	22.57	20.36	19.74	21.93

This question required candidates to comprehend the story given and be able to deduce the moral lesson that Negi's mother learnt. Majority of the candidates (48.06%) went for option D while the correct answer is A.

50. TITLE BEST STORY THIS _____?
WHICH

- a] GRANDFATHER SICK//
- b] CLEVER N-E-G-I//
- c] VILLAGE G-O-R-O//
- d] PLATE WOOD MAKE//

Response Pattern

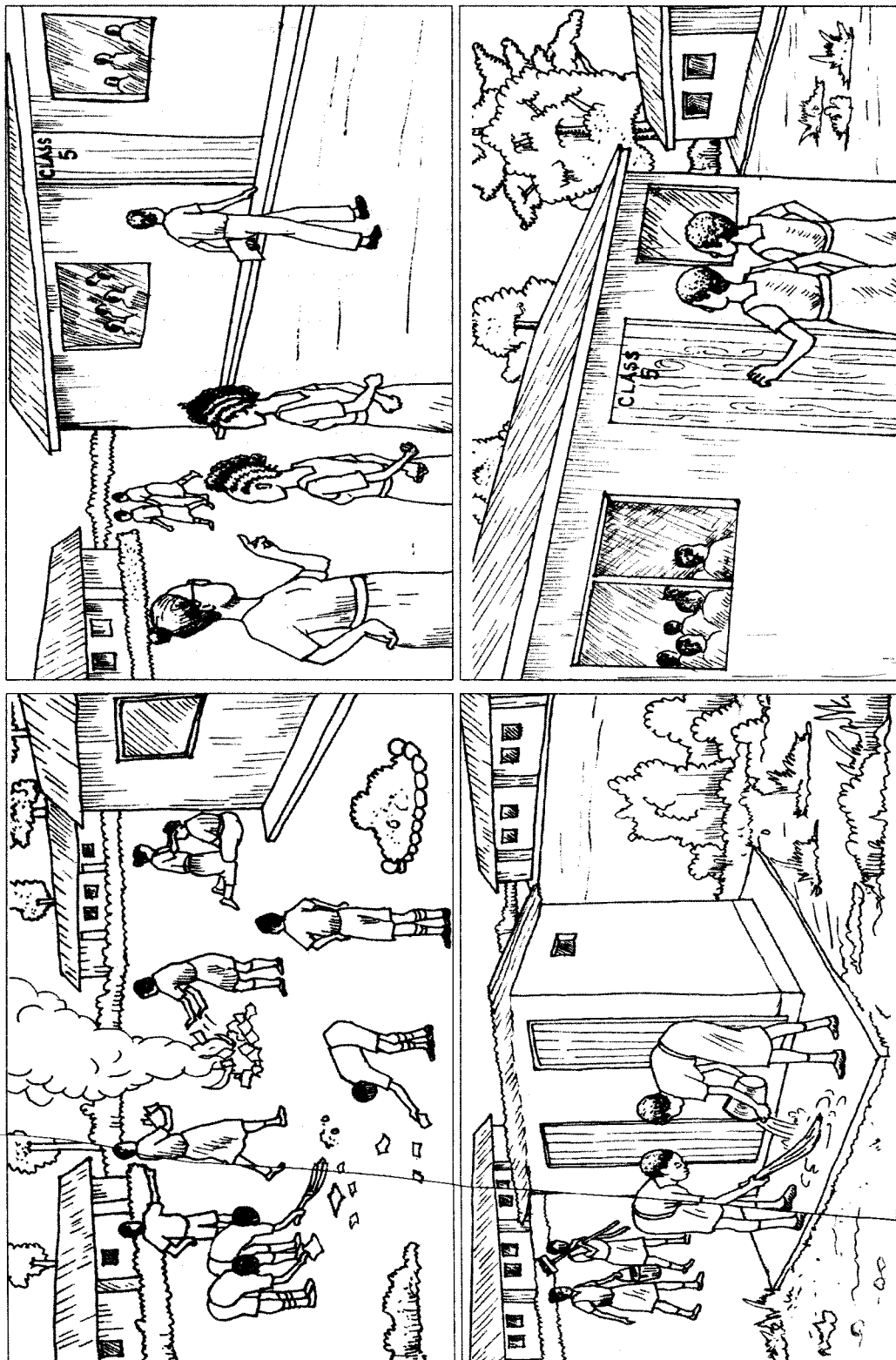
Option	A	B*	C	D
% choosing the option	16.28	20.16	39.02	23.77
Mean mark in other questions	18.25	22.30	22.70	20.43

After reading the passage, the candidates were required in this question to pick from the options given the best title that would suit the passage read. They were expected to rely on the setting, mood and tone of the story to make the best decision. Majority of the candidates (39.02 %) went for option C. The best option based on the aspects afore mentioned and the options given is **B**.

5.3 KSL SECTION B- COMPOSITION

Paper Format

This section consisted of one guided compulsory composition to be written within 40 minutes. The composition was as follows:



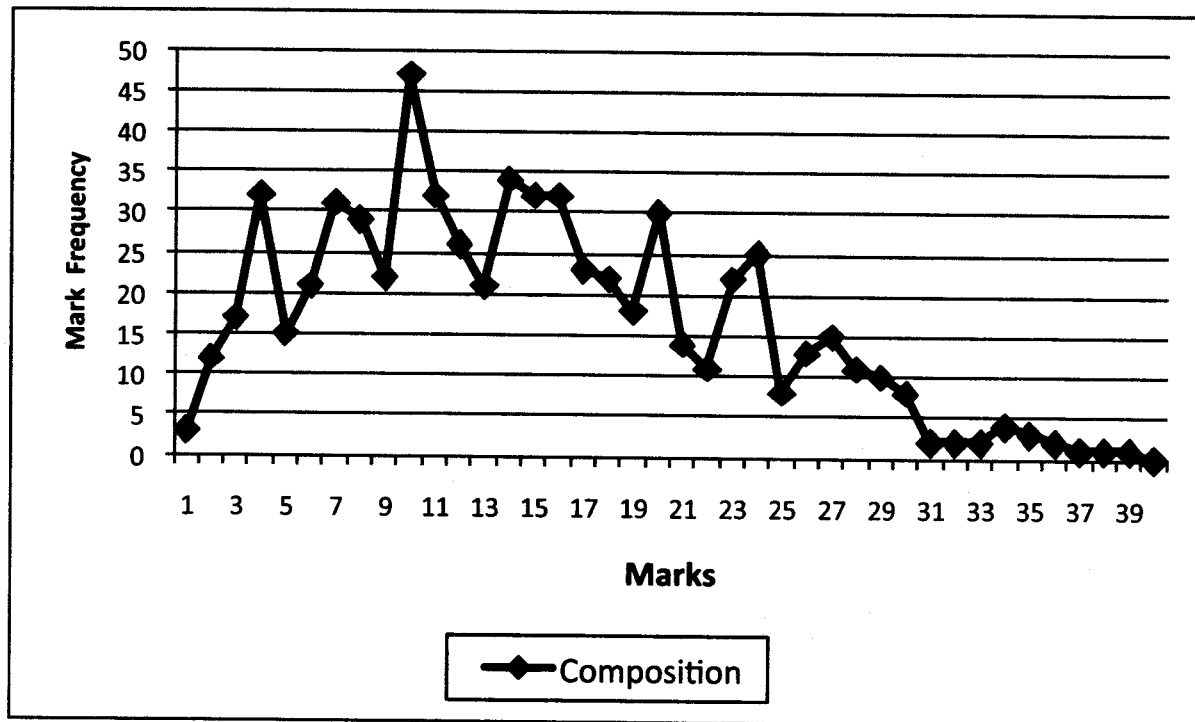
TIME 40 MINUTE USE PICTURE PICTURE THESE WRITE STORY
STORY YOUR START SENTENCE START//

DAY THIS ALL SCHOOL ARRIVE TIME SEVEN HALF MORNING//_____

The question tested the candidate's ability to compose an original, creative and convincing account. Candidates had to write an account that was grammatically correct, accurate with good use of punctuation and vocabulary. The mood of the pictures was to resonate in the candidate's work and mastery of plot development as well as proficiency in the use of glossed KSL structures based on the pictures given. The expected vocabulary was to be related to a school setting and the aspects that are related to school activities.

General Performance in KSL Composition

Figure 7: Performance on KSL Composition in KCPE 2014



The table above represents the performance of all candidates on the KSL Composition paper. The highest mark awarded was 39, the mean mark was 15. The total number of candidates who sat for KSL Composition were 651.

The KSL Composition paper had a mean of 14.82 and a standard deviation of 7.94.

Composition A

On Sharbatallah Chon's & whi

The candidate had gross errors that affected the communication. The one page given was more of none words, with no regard for punctuation whatsoever. The pictures seem not to have aided the candidate in any way. The uncoordinated sentence structures were hampering communication and could not be understood. The composition was indicative of minimal written language abilities.

02

Composition B

40 MINUTE USE PICTURE PICTURE THESE WRITE STORY//

STORY YOUR SENTENCE START//

DAY THIS ALL SCHOOL ARRIVE TIME SEVEN HALF MORNING//

MY BEST STORY GOOD FINISH//
ME GOING MORNING AT IN CLASS FINISH//
HOW HAVE TO PARY YOUR LOOK FINISH//
DAY GASS ALL PEOPLE SEE HAS WHAN FINISH//
YOU STORY GOOD BLESS HAPPY GOD FINISH//
MY BEST TECAHER LOOK WIKING CLASS 5 DOOR
FINISH//

MY RUN GOING LOOK IN SCHOOL ALL PEOPLE
FINISH//
STORY HOUSE WIKING HAVE TOO AND FINISH//
NARROW FACE AND LONG BIG LEGS FINISH//
BIG KIVE RUN HAVE WIKING LEGS FINISH//
THE TO GO SCHOOL IN TECAHER DEAD WORK
FINISH//

WIKING SCHOOL IN TECAHER ALL FINISH//
MY BEST TO SEVEN ON GOOD LOOK ALL FINISH//
LOOK ALL CLEAS PEOPLE TECAHER BLESS FINISH

MY ANY HOME GO BUS PEOPLE ALL LOOK FINISH//
STORY ANY HAVE FRIEND TO GO HAS FINISH//
BIG STORY SCHOOL LOOK PEOPLE ALL HAPPY FINISH//
MY STORY NARROW LIVE GO LIFE HAS FINISH//
LEGS ME BEST WIKING BIG LOOKING FINISH//

The candidate has an idea of the KSL word order and makes an attempt at writing short phrases. There is the use of punctuation marks though with many mistakes which hamper the flow of communication making the composition less interesting. However, the candidate uses vocabulary relevant to the pictures though with spelling mistakes such as TECAHER (TEACHER), PARY, GASS (GLASS), WHAN (WHEN), WIKING (WORKING).

Mark awarded

06

Composition C

40 MINUTE USE PICTURE PICTURE THESE WRITE STORY!!

STORY YOUR SENTENCE START!!

DAY THIS ALL SCHOOL ARRIVE TIME SEVEN HALF MORNING!! DAY THIS TREE COOK KEEPS GIRL BUILT

DAY ALL BOOK FINISH BOY TIME MARKET BEST!! AND FINISHING IN HAPPY
DAY STORY / GRES / TODAY ALKHAL / WATER KEEP GOOD MOVE HAPPY!!
THAT'S ALL SCHOOL / ALL MORNING / KENNA MONEY / AND IS THERE AND
/ DAY SCHOOL HAVE GOOD ABAL / LOVE / MARKET KEEP TEACHER!!
DAY THIS ALL / SCHOOL ARRIVE TIME SEVEN HATE MORNING / MORNING
KENNA MORNING / A SCHOOL THE / FOR DEAF / HAPPY GIRL CHILD CHILD TEACHER
DAY WAS ALL WORK / TEACHER TEACH / WORK / MEET FREE MAN / TEACHER
HAPPY CLASS 5 PEOPLE / WORK KEEP FULL OR LEFT / SEE SEVEN ONE HOUSE!!
START / HAPPY HOUSE TIME GIVE MOVE / MARKET PEOPLE!!
TIME HAPPY. TEACHER TEACH. WORK / MOVE SEE IN PAGE THREE THIS COAST
LIGHTS GOOD FAMILY HAPPY STOP BEST GOOD / ALL FOODS COME FINISH
TREE MOVE PICTURE HELP SHEP KEEP ONE / ALL PEOPLE BUILT
HOUSE BUT NOTICE ALL / SICK KEEP / IN / TEACHER WORK PEOPLE!!
K.C.E.D / TEACHER 12. HAPPY WORK ONE PRICED / 10200227 AND
BAY AND TREE / WORK WORK / KEEP / AND.

KENNA MORNING / A SCHOOL THE DEAF BUT / TEACHER GIVE MONEY!!

NAY SCHOOL FOUR FIVE IN LAST BEST TEACHER / WORK / MARKET BOSS /
WE HAPPY / FLOWER COME / BACK GIVE / MOVE HOME / ALL /
BACK / STOP / WORK / KEEP ONE / HAPPY SCHOOL FOUR /
TEACHER / WORK / KEEP MORE / PEOPLE FULL IN LAST BEST WORK

HAPPY ONE SCHOOL / KEEP PEOPLE WORK / COME / STORY HAPPY /
HOME STUDY / THIS ONE / ALL TEACHER TEACHER THREE WHY ONE /
PEOPLE / PRICE BICY WHICH WHY PEOPLE FOR FINEWORK CHILD /
CHILD / HEAT / MORE / MOVE / BACK / FLOWER WHY PEOPLE CLASH /
ONE / WORK / TWO THREE PEOPLE BACK / ONE / ALONE / WHY CLASS

THIS WORK // PEOPLE

The candidate's ability to communicate is hampered by the various grammatical and structural errors. The spelling errors such as WINN' (VAN), 'HUME' (HOME). The candidate has an idea on paragraphing but does not use them well to develop the plot of the story. The use of punctuation marks is better with long pauses given after considerable junks of information.

Mark awarded

08

GROUP II: (11-20 Marks)

Composition D

40 MINUTE USE PICTURE PICTURE THESE WRITE STORY//

STORY YOUR SENTENCE START//

DAY THIS ALL SCHOOL ARRIVE TIME SEVEN HALF MORNING//

ONE DAY //MORNING GO SCHOOL GATE//THERE ALWAYS THE STORY BOY
YOU GIRLS SEE//THERE WE LOOK BOY//WRITE FREE FROM BECAUSE
MANY MANY CLOTHING LEG WANT WE NEED ONE BOTH EVERY//PEOPLE
WALK EXAM AWAY GO FLIES SUN SCHOOL//GO THING TEACHER SEE GOOD
ME PRESENT BOY CONDITION END LOOK//DID WANT HOUSE WATER GIRLS
BOTH CLEAR//NOTHING FIRST WITH GIRL ASK LIKE HOW MOTHER TEACHER//
ALL SCHOOL LINE TALK TEACHER GO DAY//MANY SCHOOL MY FRIEND
STORY GIRLS BOTH NEED WORRY ASK//THERE CRY GIRL SEE PLEASE
DID SHY//COME PEOPLE BOY FOUR//HELP BOY CLASS EXAM TEACHER
DAY TIME FINISH GO//ME MOTHER STORY GIRL HOW ONE DAY//
EVERY ONE HOUSE HOME SCHOOL GO IT GIRL//DO NOTHING LOOK
FOOD BOY//THING ME GIRL PLAY SEE CALL BACK//PARENT BOY//HIS
CLASS LEARN WORK ALOT PEOPLE COPE DID//PALY SCHOOL JOY
GIRL LEG WANT EVERYONE SAME HELP MOTHER HAPPEN HOME SET
BACK POISONOUS//SOME HOUSE LIFE ALOT DAY//THERE AWAY
BOTH BOY LEARN MUST WORK BUSY ONE//BECAUSE FRIEND
MOTHER TALK GOOD IT LIKE COME HELP GO//THING SCHOOL TALK
PLAY AFTER BOY BAD WANT WITH//FEEL BOY SAD WANT. Go

MANY PEOPLE WALK GIRLS WANT FINISH/HERE ALL NOW
MEET TEACHER READ WORKHOME COME//GO GROUGHT ALOT IF
HIS FREE HOUSE CLASS FIVE GIRL BOTH ME MOTHER//MANY ONE
TIME//MORNING FAST TIME CLASS EXAM LEARN ALOT AFTE WANT
HOME//SIT GIRLS ROAMING REMAINING DAY//TALK MOTHER GO ME
FATHER COME HOUSE//PEOPLE SCHOOL PLAY GIRL IT WALK FEEL
SLEEP CEVERE//HOUSE LEG IT SIT NOTHER//

This candidate's communication level is still low. The candidate fairly attempts to tell a story but makes numerous mistakes. The KSL structures used are weak. There are many errors in spelling i.e. MOTHE, COPE, Paly, Waint, GROUGHT etc. The use of the tense is least felt as you read the work. The candidate however can use glossing and punctuation marks with some level of correctness and has vocabulary related to the pictures provided.

Mark awarded

12

Composition E

40 MINUTE USE PICTURE PICTURE THESE WRITE STORY//

STORY YOUR SENTENCE START//

DAY THIS ALL SCHOOL ARRIVE TIME SEVEN HALF MORNING// CHILD CHILD OTHER HELP SWEEP
GIRLS THROW DIRTY START PREPARENT CLEAN COMPOUND WORK
FIRE FIREWOOD AIR UNDER SCHOOL PUPILS TREE CHILDREN HOW
MANY NINE/ ME GIRL HAIR LONG COME SIT TWO BEHIND HOUSE THIS
PREPARENT DIFFERENT DIGGING FARMER FLOWER// TIME CHILDREN ALL
NOTHING DIRTY OTHER HELP//

WE DAY THIS ALL SCHOOL PREPARENT TEACHER ASK TASK
LAST HALF MORNING SURPRISE THINGS CHILDREN TWO SCHOOL LOOK
PICTURE GIRL HAIR LONG/ DAY TEACHER MAN SCHOOL GO TO ENTER
HAVE LEARN WHILE CLASSES LAST STAND CHILDREN PUPILS MANY LOC
TEACHER ENCOURAGING THINGS HELP SCHOOL GO TO TWO CLASS ROOM//

THIS SCHOOL COMPOUND CLASSROOM DIRTY THROW PAPER
FIELD GRASS BRUSH SCHOOL ALL CLEAN WASH HAVE CHILDREN AT
GIRL TWO CARRY WATER HELP TOILET SWEEP WATER CLEAN UNDER
CHILD CHILD BUCKET PICTURE FOUR SCHOOL GO TO WEAR UNIFORM
TOILET ONE HAVE DIRTY NOTHING THROW CLASS ROOM ARRIVE TIME
TEACHER SEE PROBLEM DIRTY HELP AND FLOWER WIFE SHE
COME OUT WALK//

WHEN SCHOOL CLEAN COMPOUND BEAUTIFUL VERY FEEL

SAW TEACHER CHILD CHILD ALL SCHOOL GO TO HEAR BEHIND
 SURPRISE STAND TALK NOTHING LAST GIRL WAIT UNDER ENTER 'SHOCK
 PUPILS CLASS 5 // SHE COME OUT WALK SHE START LEARN HAVE/
 PREPARENT DIFFERENT PARENT CHILD CHILD HEAR OPEN THE DOOR
 AND OUTSIDE SHE START WELCOME ENTER VISITOR CLASS ROOM/TIM
 TEACHER PUPILS OTHER HELP ABOUT CHILDREN KNOWS PARENT SCHOOL
 OPRESS EDUCATION SCHOOL NOTHING WORK LABOUR //

WHERE CHILDREN SNAW CLOTHES UNIFORM ALL GIVE HELP
 HIS BUILD HOW MANSION ALST THERE/TIME CHILDREN DAY FEW AT
 TRAVEL AND DAO PUPILS LIVE BUS ABOVE TIME TRAVEL SCHOOL ALL
 DANCE TEACHER CARL CHILDREN COME OUT SICK LONG TOILET DIRTY
 SHE TREE FARMER DIGG LAND GRASS SOW WATER COME RAIN DAY
 DAY GRASS // WE ABOUT BODY HEATH SPECIAL DROUGHT DIFFERENT
 TABLE CHAIR FOOD MOTHER COOK FIRE WOOD MANSION OUT HAVE BREAK/
 I CHILD THAT CHILDREN TOILET WASH CAREN SHOULD CHANGE AT
 TALK VISITOR //

This candidate has the necessary vocabulary related to the picture, can use few correct sentence structures in KSL, can paragraph their work and use punctuation marks correctly but fails to develop the plot of the story. There is a lot of repetition of phrases in the story that makes it hard to move to the next level. Some spelling mistakes are made in the work and the connection to the sentence given is good. The interference from the English structures can be seen from the use of plural markers (-s) the use of (-ing).

Mark awarded

15

Composition F

40 MINUTE USE PICTURE THESE WRITE STORY//

STORY YOUR SENTENCE START//

DAY THIS ALL SCHOOL ARRIVE TIME SEVEN HALF MORNING// SCHOOL DAY CLEAN ALL PUPIL//

DAY ONE SCHOOL WORK ALOT ALL PUPIL PUPIL HAVE GOOD SEE CLEAN
LEVEN COOL WHO GIRL TWO GOOD// ALL RESCT DIFFERENT
DIFFERENT/SCHOOL ALL HAD BEST PUPIL PUPIL CLEAN NEW SEE
HOUSE NEXT WHO TWO HELP HAPPY HAPPY SAME NEWLY ELECT
KING//

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SCHOOL ALL ARRIVE TIME SEVEN HALF MORNING SEE CLEAN
GOOD TEACHER TEACHER WALK COME TO HAPPY HAPPY WHO BOY
NAME O-N-D-1// ALL DAY WORK WHO PUPIL PUPIL HOW
DIFFERENT DIFFERENT// ALL SEE YOU BAST CLEAN TIME
OLD SAME HILL//

MOTHER SEE GRET TWO WHO GIRL HALF CLEAN MUST SOME
GOODS PUPIL PUPIL SCHOOL GO CLASS IN FIVE ALL SIT SEE
WHO TEACHER TEACHER GIRL COME TO HOW// MUST ALL
CLASS IN FIVE PUPIL PUPIL SEE COME TEACHER BOY ASK
QUIET SAME MOUSE//

TIME SEE PUPIL PUPIL REJECT NOTHING//NOTHING SADE ALL TO
HOW TOILETS 'GIRL TWO WORK WATER SMOILING CLEAN TO SEE
SCHOOL HAVE GOOD ALL GIRL GIRL WORK HAVE GOOD TOILETS
SAME GO TO HOW IN 'CLASS' FINISH//WORK SPORT GOOD SEE YOU
HARD SAME IRON//

HOUSE IN CAN CLASS FIVE ALL TEACH YOU BOT/GIRL GOOD
SCHOOL SEE TEACHER DIFFERENT DIFFERENT SPORT ARRIVE TIME
TWO CLASS IN GIRL ONLY SEE ALL HAVE MATH YOU SCHOOL
CLEAN BITTER SAME MOUSE//

98

The candidate has a story to tell and one can guess what they intend to say amidst spelling errors such as SCHOO (school), FVIE (five), etc. The mood of the story is set and the excitement can be read in the narration as the candidate writes. The story however lacks plot development and one is left feeling the candidate would have done more and better. While the context and the pictures were helpful, the candidate uses comparisons common in KSL usage such as YOU HARD SAME IRON which are appreciated in creative writing for comparison purposes.

Mark awarded

17

40 MINUTE USE PICTURE PICTURE THESE WRITE STORY//

STORY YOUR SENTENCE START//

DAY THIS ALL SCHOOL ARRIVE TIME SEVEN HALF MORNING// THERE DIRTY IN SCHOOL COMPOUND//
 SOME PUPILS WORK CLEAN SCHOOL COMPOUND EXAMPLE WHAT/
 SWEEP/ PICK PAPER/ BURN DIRTY// OTHER WERE REVISION
 IN CLASS FIVE// TEACHER CALL TWO PUPILS/ ASK THEM GO TOILET
 CLEAN// ONE PUPIL GO CLASS LEARN// OTHER GO TOILET WORK
 ONE PUPIL SWEEP OTHER POUR WATER OTHER TWO PUPILS CARRY
 BROOM AND BUCKET// ALL SCHOOL COMPOUND WAS/
 CLEAN BY ALL PUPILS/ GOOD ENVIRONMENT BREATHING// OTHER
 WERE STUDY IN CLASS BECAUSE K.C.P.E SOON EXAMINATION//
 ONLY CLASS SEVEN TO NINE WORK CLEAN SCHOOL COMPOUND//
 ALL SCHOOL HAVE BEAUTIFUL ENVIRONMENT AND COMPOUND//
 TWO PUPILS WALK TO CLASS FIVE AND KNOCK DOOR/
 BECAUSE WORK VERY SLOW LATE// OTHER WORK VERY
 FAST AND IN CLASS STUDY AGO// TEACHER HEAR KNOCK
 DOOR AND TELL WELCOME IN PLEASE/ TEACHER SHOCKED
 SEE WHY BECAUSE LATE LESSON// TEACHER ASK THEM
 WHY LATE// TWO PUPILS ASK TEACHER/ TOILET VERY VERY
 SMELL// HE WORK VERY VERY REPEAT CLEAN WATER/
 AND CLEAN SHINE// THERE IS NO SMELL//

TEACHER SURPRISE TWO PUPILS CLEAN TOILET AND PATIENT
BAD SMELL WHICH CAUSE DISEASE UNTIL CLEAN// ALL
PUPILS CLAP/ TEACHER ALSO CLAP// TWO PUPILS SMILE HEAVY
WHY TEACHER AND PUPILS CLAP AND LOUDLY WELCOME//
LATER SCHOOL CLOSE TEACHER AND SCHOOL CONTROL
COME AND MEETING FOR GO HOME PARENT AFTER OPEN
SCHOOL// SOME PUPILS WHO WORK HARD GIVE SOME GIFT//
TWO PUPILS WHO PATIENT CLEAN BAD SMELL GIVE BIG/
CHOOSE HEAD OF SCHOOL COMPOUND// ALL PEOPLE CLAP
AND GREET LIKE QUEEN BECAUSE WORK HARD//
NOW SCHOOL COMPOUND CLEAN AND BEAUTIFUL
ENVIRONMENT//

The candidate makes a good link to the starting sentence given. The use of punctuation in this composition is not similar to the use of the English Comma thus correct for KSL structures. Spelling mistakes are noted. These however do not affect the flow of the narration. The good use of vocabulary is noticed when the candidate uses words such as ENVIRONMENT, and the attempt at reported speech - TEACHER ASKED THEM WHY LATE// The emotions of the characters is well portrayed in the narration.

Mark awarded

22

Composition H

40 MINUTE USE PICTURE PICTURE THESE WHITE STORIES

STORY YOUR SENTENCE START

DAY THIS ALL SCHOOL ARRIVE TIME SEVEN HALF MORNING
ALWAY CLASSROOM CLEAN BUT BOY HOW MANY SIX BUT ONE BOY
STARK LAZY BUT BOY TREE WORK SWEEP DIRTY BUT FIRE FINISH BUT GIRL
PUT FINISH BOY ONE PAPER DIRTY BUT FIRE FINISH BUT GIRL
HOW MANY THREE BUT GIRL ONE PAPER PUT KEEP FINISH WALK
DIRTY OUT ~~THE~~ FINISH BUT GIRL TWO PLANT FINISH //

TEACHER HOW MANY TWO GIRL HOW MANY FOUR / TEACHER
TELL GIRL GO CLASS FIVE MAYBE BORROW FOR COOK / OTHER
GIRL TWO GO WALK DO WHAT MAYBE OUR SCHOOL HAVE
TOILET THERE / TEACHER LOOK GET GIRL TWO WALK DO WHAT
MAYBE / UNDERSTAND PROBLEM NOTHING BUT TEACHER TALK
GIRL TWO FINISH SELF THINK //

GIRL HOW MANY FOUR / GIRL DO WHAT / UNDERSTAND YOUR GIRL
TOILET MUST CLEAN / WATER SWEEP FINISH CLEAN / MUST OUR
SCHOOL CLEAN ALWAYS / BUT GIRL TWO WALK DO WHAT /
UNDERSTAND BUT GIRL ONE BUCKET IN WATER DO WHAT
BECAUSE WANT WITH FINISH / HAVE BECAUSE SCHOOL CLEAN //

GIRL HOW MANY TWO/ STAND GIRL NEAR CLASS FIVE DO
 WHAT MAYBE GIRL ONE FIRST KNOCK/ DOOR OPEN ASK
 TEACHER PLEASE BORROW BOOK CLASS FIVE REVISION/
 CHILDREN ALL LOOK THAT COME GIRL TWO TEACHER THEIR FINISH/
 GO OUT DOOR YOUR CLASS FIVE CLOSE FARSHTH

The candidate uses the picture to narrate a story and makes a good attempt to tell the story. The joining to the beginning sentence given is perfect and the plot of the story is well developed with good paragraphing and use of punctuation. There are spelling mistakes but these do not impede communication and are well used in context. The KSL structures are correctly used and a wide range of vocabulary used. However the brevity of the composition denies the candidate an opportunity to further express themselves.

Mark Awarded

28

GROUP IV (31-40 Marks)

Composition I

40 MINUTE USE PICTURE PICTURE THESE WRITE STORY//

STORY YOUR SENTENCE START//

DAY THIS ALL SCHOOL ARRIVE TIME SEVEN HALF MORNING SCHOOL PREFECT TELL ALL CHILD
CHILD CLEAN COMPOUND WORK REST ZERO BECAUSE COMPOUND DIRTY
DIRTY/CHILD CHILD KNOW RESPONSIBILITY THEIR ALL GO DIFFERENT
WORK SOME CLEAN SWEEP/OTHER COLLECT RUBBISH/OTHER BURN
RUBBISH//TWO BOY BOY PREFECT LOOK CHILD CHILD WORK BUT
OTHER TWO GIRL WORK ZERO ZERO SIT HAIR PLAIT RUDE
PREFECT BOY HAPPY NOT REPORT DUTY TEACHER/DUTY TEACHER
HAPPY NOTHING TELL PREFECT BOY CALL GIRL TWO COME
OFFICE THEN GIRL TWO COME OFFICE PREFECT WITH
DUTY TEACHER ASK GIRL TWO DUTY WORK NOTHING ALL
CHILD CHILD WORK/ GIRL TWO DUTY KEEP THEN DUTY
TEACHER HEAVY ANGRY GIRL TWO PUNISH CLEAN
TOILET GIRL TWO CLEAN CONTINUE OTHER CHILD
WORK FINISH GO CLASS BUT GIRL TWO CONTINUE
CLEAN TOILET SAME TIME TEACHER 5 CLASS COME
CLASS IN BUT GIRL TWO NOT THERE TEACHER ASK
PUPIL GIRL TWO WHERE ONE CHILD TELL TEACHER
CLASS GIRL TWO RUDE WORK ZERO ZERO DUTY
TEACHER PUNISH GIRL TWO CLEAN TOILET CONTINUE//

CLASS TEACHER HAPPY ZERO/TEACHER CLASS
 GREET CHILD CHILD GOOD MORNING SAME SAME
 CHILD CHILD ANSWER TEACHER GOOD MORNING/TEACHER
 CLASS TELL CHILD CHILD SIT SAME TIME START HE
 TEACH MATH TIME LONG/CHILD CHILD LOVE TEACHER
 THIS BECAUSE HE TEACH WELL WELL SAME MANY
 MANY CHILD CHILD CLEVER PARENT THEIR ALOT ALOT
 HAPPY SAME SOME PARENT HOME BRING GIFT EXAMPLE
 HEN/MAIRE/SWEET POTATO/GROUND/TEACHER CLASS
 HAPPY ALOT ALOT SAME WHY BECAUSE WORK HARD HIS//
 GIRL TWO WORK FINISH GO CLASS TIME GIRL TWO
 REACH DOOR KNOCK KNOCK TEACHER CLASS TELL GIRL
 WELCOME/ GIRL TWO OPEN DODD TEACHER CLASS
 HAPPY, NOT ASK GIRL PROBLEM WHAT COME CLASS
 LATE WHY GIRL TELL TEACHER SORRY COME LATE
 BECAUSE TEACHER DUTY PUNISH WE CRUDE TEACHER
 CLASS TELL NOTHING ANY LOOK GIRL/ GIRL TWO TELL
 TEACHER CLASS NEXT TIME CRUDE AGAIN NOT TEACHER
 CLASS GIRL TWO ADVISE RUDE BAD GOD HAPPY NOT
 TEN COMMANDMENT THERE WRITE IF GIRL TWO OBEY

TEACHER SAME TIME OBEY PARENT HOME BLESS GOD
 WILL SAME LONG LIFE PROMISE LAND WILL MANY
 MANY FRUIT HAVE WILL GIRL TWO BAD FEEL KNEE
 TELL TEACHER CLASS ME DO WHAT TEACHER CLASS
 TELL GIRL TWO FORGIVE GOD FINISH AGAIN NOT GIRL
 TWO TELL TEACHER SORRY THEN TEACHER CLASS TELL
 GIRL TWO GO CLASS SIT THAT FROM DAY GIRL TWO
 GODS BECOME OTHER TEACHER/DUTY TEACHER HAPPY
 ALOT ALOT//
 STORY END//

97

This candidate gives a step by narration of the school related events as deduced from the scenes depicted in the pictures. The excitement of the narrator can be felt as the candidate narrates the story, the attempt at telling the challenges faced and the humorous events of the trip is creatively done. The pictures given elicit a lot of emotions for the candidate and the candidate uses the KSL Structures at his/her disposal to tell a fairly good story albeit with mistakes. The plot development is evident with an amicable conclusion that has good use of KSL etiquette and structures.

Mark Awarded

31

Composition J

40 MINUTE USE PICTURE PICTURE THESE WRITE STORY//

STORY YOUR SENTENCE START//

DAY THIS ALL SCHOOL ARRIVE TIME SEVEN HALF MORNING//

TIME MORNING / pupils WORK THERE// PUPIL WORK EXAMPLE
DUSTBAIN BIN CLEAN// PUPIL PICK PAPER A LOT//
PUPIL THROW PAPER / PAPER SMOKE// SMOKE BLACK A LOT//
PUPIL SCHOOL THERE// SCHOOL MAYBE HOME FAR// PUPIL SCHOOL GO/
USE BUS THERE// PUPIL SCHOOL PRIMARY THERE// SECONDARY SCHOOL
HERE ZERO// SCHOOL / BUILD HAVE// SCHOOL/ CLASSROOM NEXT//
PICTURE PUPIL NINE HAVE/ BOY SIX/ GIRL THREE THERE//
PUPIL / WORK SWEET COMPOUND CLEAN//
SCHOOL/ HOUSE TREE NEXT// HOUSE/ GIRL NEXT/ GIRL DOWN KNEEL / HELP
HAIR COMB// GIRL PONYTAIL BEAUTIFUL// BOY/ SHORT/ T-SHIRT
HAVE// GIRL / BOY SOCK HAVE/ GIRL UNIFORM SCHOOL USE//
PICTURE PUPIL MAYBE TWO CLASS// PUPIL/ SCHOOL EDUCATE A LOT//
PUPIL / TEACHER TEACH A LOT// TEACHER WORK WHAT TEACH// TEACH
ABOUT LEARN LIFE GOOD FUTURE// PUPIL LEARN CONTINUE //

PICTURE COMPOUND THERE CLEAN // SCHOOL/ PUPIL CLASS GO//
PUPIL / SIT FIVE CLASS// MAN TEACHER / WALK PAVEMENT / FIVE CLASS//
MAN TEACHER TROUSER HAVE / TROUSER COLOUR WHITE // ALSO T-SHIRT

HAVE//WOMAN TEACHER BLOWSE HAVE//WOMAN TEACHER/WARN GIRL TWO
THERE//SHE WARN/WHY GIRL TWO HAIR BAD//GIRL TWO MAYBE MENTAL//
SHE TEACHER PONYTAIL THERE//PUPIL FIVE CLASS/MAYBE EXAM THERE//
GIRL TWO MAYBE COME LAST//GIRL TWO LAST CLASS WHY MAYBE
EXAM FEAR ALOT//SHE TEACHER MAYBE GIRL TWO PUNKSH GIVE//

PUPIL WORK TOILET/PUPIL TOILET CLEAN//TOILET BUILD HAVE//
TOILET DOOR TWO HAVE//

PUPIL WORK GIRL/BOY THERE NOTHING//PUPIL WORK GOOD ALOT//
PUPIL WORK USE/SWEET/BRUSH CLEAN//GIRL ONE CARRY WATER THERE//
TOILET MAYBE GIRL USE//SCHOOL ENVIRONMENT CLEAN//
SCHOOL COMPOUND BEAUTIFUL//PEOPLE POSSIBLE VISIT COME//
VISIT COME EVERY//TOILET/GRASS NEAR//

8

The vocabulary is well used in context as it would be signed. The spelling mistakes do not interrupt the flow of the story and the tense used is consistent to the end. Long pauses were far too many... maybe in actual signing the effect this would have had would have been good. Correct use of KSL structures and logical presentation of ideas in an imaginative manner. The plot is well developed.

Mark Awarded

37

Composition K

40 MINUTE USE PICTURE PICTURE THESE WRITE STORY//

STORY YOUR SENTENCE START//

DAY THIS ALI SCHOOL ARRIVE TIME SEVEN HALF MORNING// PUPIL / TEACHER WORK WORK//
COMPOUND CLEAN TIME / READY MORNING TEACHER DUTY ADVISE
PUPIL PULL// ENVIRONMENT CLEAN MUST/ SCHOOL BOY / BOY / GIRL
GIRL MIX TOGETHER// WORK WORK SAME EQUAL// COMPOUND
SCHOOL TREE TREE GROW BIG// OFFICE NEXT FLOWER FLOWER
GROW BEAUTIFUL// PUPIL PUPIL WORK WORK SHARE// BOY / BOY
SOME SWEEP / GIRL GIRL COLLECT COLLECT RABBISH TOGETHER//
BOY ONE SIT NEXT OFFICE / GIRL ONE HAIR SAVE FINISH//
GIRL / GIRL / BOY / BOY HAIR SALON// HOUSE HOUSE PICTURE ONE/
PUPIL PUPIL PAPER PAPER COLLECT DUST RABBISHA BOY ONE
RUN MATCH BOX BRING / BURN PAPER / PAPER RUN FLOW AIR//
FIRE START BURN PAPER / SMOKE SMOKE FLOW UP WIND
WIND A LOT// WINDOW / WINDOW DOOR CLOSE FINISH// HAND BOY
STAND SERIOUS / SHIRT WHITE WEAR SHOE SHOE BLACK / HAIR SALON/
SHORT WEAR FINISH// SOIL SAND / STONE STONE AROUND / KEEP
COMPOUND CLEAN FINISH// CHILD CHILD DESK / TABLE / FURNITURE HAVE//
TEACHER DUTY WORN CHILD CHILD HAIR SALON BAD//
CHILD CHILD LISTEN / OBEY / RESPECT TEACHER A LOT// CHILD CHILD
STAND IN FRONT TEACHER / HAND HAND BACK BACK PUT LISTEN//

TEACHER ADVISE ALL MUST CLEAN//BECAUSE COME LATE SCHOOL//
TEACHER ONE BOY BOOK CARRY CLASS FIVE CIO//TEACH TEACH
MUST//PUPIL PUPIL CLASS FIVE/ STAND UP GREET TEACHER HAPPY
MORNING//TEACHER GREET PUPIL PUPIL GOOD MORNING//PUPIL PUPIL
FINE THANK YOU//PUPIL PUPIL TALK TALK/ TOGATHER TEACHER
POLITE LANGUAGE //

PUPIL PUPIL SOME SCHOOL COME LATE//TEACHER DUTY PUNISH
GIVE PUPIL WORK WORK MUST//CLASS CONTINUE READ/READ/
REVISE TOGATHER CLASS TEACHER//CLASS TEACHER ASK PUPIL
SOME WHERE//HAPPY HAPPY NOTHING//BECAUSE WANT CHILD CHILD
MUST THERE LEARN TOGATHER//GIRL FOUR LATE SCHOOL MORNING
PUNISH GIVE//NAME ATHENO/AN-YAN-GUO/AN-MONDI/JOY/ FRIEND ALOI//
STORY TOGATHER//GIRL TWO TOILET SWEEP CLEAN/USE WATER
BROOM/TOILET TOILET TWO HAVE//GIRL TWO WORK CLASS ROOM
DESIDE USE RAKE/CONTAINER NEXT TOILET COLLECT RABBISH PIT//

PUPIL PUPIL NEXT TOILET DIRTY DIRTY EVERY WHERE CLEAN
NOTHING//BACK TOILET GRASS GRASS GROW GROW BIG SLASH
NOTHING//ANIMAL SOME LIVE OUTSIDE GRASS LIKE SNAKE/
SOME DANGEROUS HURT CAN CAREFUL NOTHING//MAKE DEAD/
CLASS ROOM MANY/ MANY CLASS CLASS START NUSERY/END//

SCHOOL HAVE TIME TEACHER TEACHER CONTINUE CLASS //
PUPIL PUPIL FOUR WORK WORK FINISH // TEACHER DUTY TELL PUPIL
CLASS GO // PUPIL PUPIL THANK THANK SAY FINISH // PUPIL PUPIL
CLASS FIVE REACH FIND DOOR CLOSE FINISH // KNOCK DOOR / CLASS
TEACHER HEAR HEAR RUN OPEN // SURPRISE PUPIL PUPIL SOME
LATE WHY //

PUPIL PUPIL FRIGHTEN ALOT / BECAUSE FIND CLASS TEACHER
SERIOUS // EYE EYE BIG OUT // CHILD CHILD ASK TEACHER
SORRY SORRY AGAIN NEVER // TEACHER TELL PUPIL PUPIL
OFFICE GO // ASK HEAD TEACHER PROBLEM PROBLEM HAVE
BACK COME // CHILD CHILD WALK WALK SLOW / SLOW // HURRY
HURRY NOTHING // BECAUSE HEART CHILD CHILD BEAT RUN
FEAR ALOT // HAPPY HAPPY NOTHING // SCHOOL MAKE RULE
RULE MUST OBEY // HEAD TEACHER SURPRISE / ASK CHILD CHILD
PROBLEM WHAT // CHILD CHILD START TALK TELL HEAD TEACHER
TIME HOME WORK // NIGHT DREAM DREAM // CHILD CHILD HOME
DIFFERENT DIFFERENT PLACE // HEAD TEACHER FORGIVE CHILD CHILD
FINISH // SAY THANK ALOT //

The candidate creatively narrates a story with good use of punctuation, paragraphing and KSL sentence structures. The candidate gives emotion to the story for many of the characters mentioned, few mistakes can be found in the composition. A wide variety of vocabulary has been correctly used. The descriptive writing gives colour to the pictures.

Mark Awarded

39