

5.0 THE YEAR 2012 KCSE EXAMINATION MARKING SCHEMES

5.1 ENGLISH (101)



5.1.1 English Paper 1 (101/1)

1. POINTS OF INTERPRETATION

Letter format - 3 marks

- Sender's address - ½ mark
- Date - ½ mark
- Recipients address - ½ mark
- Salutation - ½ mark
- Reference (referee) must be appropriate - ½ mark
- Signing off - yours faithfully - ½ mark
- sincerely
- Signature alone - deny mark
- Yours ----- plus name accept
- No name - deny mark

- NB/
- a) When sending e-mail, signature is not applicable.
 - b) Order of format must be observed - underline name if it appears as part of the address.
 - if salutation is within letter deny Marks.
 - Content 3 marks
 - Any six items ½ mark each

MARKING SYMBOLS

Use asterisks where item appears.

C	-	Citizen
A	-	Age
ID	-	Identification card
F	-	Fluency
E	-	Education
IT	-	Computer Literacy
S	-	Supervision

LANGUAGE

A	-	4
B	-	3
C	-	2
D	-	1

C.V. FORMAT

Biodata - 2 marks

Name ½ mark

Age/date ½ mark

Gender/sex ½ mark

Marital status ½ mark

Nationality

Address/contact

Religion

ID No

Name and age must be there and any other 2

Academic History and Qualification - 2 marks

- Must show what was attained at different levels.
- Primary school marks/grade
- KCSE grade
- College/University

If grade is not indicated deny the mark.

Experience - 2 marks

- Must be present
- Should not necessarily be relevant to the job applied for. Must indicate where he/she worked. If not award 1 mark

Interests - 2 marks

- At least 2 marks for any 2 interests or hobbies.

Referees/contacts - 2 marks

Must be two referees and their contacts.

NOTE:

- If CV is in the application but with right format deduct 1 mark AD
- If CV is in the application but with right format deduct 1 mark AD
- If CV is wholly in prose, deduct 2 marks
- If CV is within the application letter and in continuous prose deduct up to 3 marks
- If partially continuous prose - deduct 1 mark

CLOZE TEST

- 2.
- (1) forms / constitutes / is
 - (2) necessary / essential/vital
 - (3) example / case
 - (4) into / to / into (productive) / to (productive)

- (5) apparently / seemingly / previously
- (6) rendered / made
- (7) the
- (8) achieve / attain/ realize
- (9) surplus
- (10) maximum / optimum

3. (a)

- (i) ab ab cd cd ef ef gg - if the candidate identifies the rhyme scheme award 1 mark. If he/she gives rhyming words award 1 mark - total 2 marks

Accept rhyming pairs

hogs	die	brave	spot
dogs	defy	grave	lot
shed	pack		
dead	back		

(2 marks)

- (ii) Pressed, wall, dying, fighting back
Candidates to score 1 mark for any two words.
Don't accept a sentence

Explanation:

- These are the content words. They bring out the person's determination to fight on without giving up.
- The line summarises the argument of the poem.

(identification 1 mark explanation 2 marks = 3 marks)

- (iii) By use of repetition. The poet repeats the line: 'If we must die' to show how much they (poet and his people) do not want to be killed by the enemy yet they have to.
- Consonance - vain, they
 - By use of assonance - dying but fighting back.
 - By use of alliteration - making mock / must meet / deal death blow.

(any two features, 1 mark for identification 1 mark for illustration = 4 marks)

(b) Must have used

- effective voice projection.
- a captivating introduction and conclusion.
- effective tonal variation.
- appropriate choice of words.
- effective non-verbal cues.
- had good mastery of his/her content.
- been neat and composed.
- involved students, for example by asking questions at the end.
- correct pronunciation.
- correct pace of delivery.

(Any five, 1 mark each = 5 marks)

- (c) (i) *Excuse me please - could you lower the volume of your radio. I am revising for my end of year examination.*
(ii) *Thank you very much for the invitation, but I am sorry I cannot accompany you because I have to prepare lunch for my siblings.*

(4 marks)

- (d) maid - made
plum - plumb
hire - higher
guest - guessed

(4 marks)

- (e) (i) • *Grooming* - good skin care / modest make up
- neat combed / styled hair
- good oral hygiene / brushed teeth
• *Be smartly dressed* - well fitting, ironed clothes / be decently dressed.
• *Be formal* - clothes that fit the occasion.
• *Having the documents arranged and in order, shows one is organized.*

(3 marks)

(ii) *Before*

- Arrive in time.
- Psyche oneself about the interview.
- Revise the areas likely to be covered by / in the interview.
- Read widely on current affairs / professional line.
- Learn about the organisation and what they do, especially in one's area of interest.
- Visit the place in advance/pre-visit the venue

During

- Wait to be told to sit
- Greet the panel / interviewer
- Present one's best personality
- Be courteous
- Be attentive / listen well
- Think before answering questions
- Be concise and precise
- Remain calm
- Smile
- Appreciate
- Maintain eye contact with the interviewer to demonstrate good listening skills.
- Sit upright/maintain right posture
- Say Good Bye

(Any six points. Must have at least two points *before* and *during* = 6 marks)

5.1.2 English Paper 2 (101/2)

1. (a) It has been in existence for thousands of years and yet no one has invented a purer and sweeter food/Honey is the purest and sweetest food. Any of the points = 2 marks
- (b) It is described as a golden store to emphasise how precious and valuable honey is/It is the sweetest/purest food. (Accept only superlative forms of pure and sweet)
Score 2 x 1 marks.
- (c) Honey is unique because it is purer than any other food. Bacteria cannot survive in it longer than two hours. It can also last for thousands of years before going bad and it's impossible to corrupt or imitate/If diluted with water, it ferments.
- Accept a maximum of 50 words. Penalize a glimmer for faulty expression once in a sentence. Answer in continuous prose. Penalize 50% at each point if answered in note form affix N to the penalized point. (4 marks)
- (d) Bees and flowers cannot do without each other because flowers depend on bees for pollination without which they would die off. On the other hand, bees need nectar from the flowers to survive. (The interdependence must be brought out in order to score) (3 marks)
- (e) The ancient and mysterious food is one of the wonders of the world, isn't it? (Wrong punctuation = 0)
(1 mark)
- (f) The writer has great admiration/respect/awe/wonder/amazement for the bee. He describes the bee as faithful, hardworking, self-sacrificing and persistent. A bee is willing to die so that we can enjoy honey. It is one of gratitude/appreciation. The bee is self-sacrificing as it gathers a surplus so that you and I can have some. Identification = 2 marks Illustration = 1 mark Total = 3 marks
- (g) The metaphor is: Each drop of nectar is an ocean holding minerals, enzymes and foods. This emphasizes the richness of honey. A single drop has astonishing quantities of useful nutrients. (Identification - 2 marks Illustration = 3 marks)
- (h) - chief - main, /principal/Key, the most important/major/most significant -
- knavery - dishonesty/trickery/deception/deceitful/devious. 2 x 1 = 2 marks (2 marks)
2. (a) - It was during the gathering for the parents' meeting. (1)
- Waiyaki had just addressed the meeting and been applauded. (1)
- Kabonyi has just responded. (1) (3 x 1 all three points)

- (b) - Kamau and Kinuthia were fighting and
 - Waiyaki ordered them to stop fighting and they obeyed even though he was younger than them. /He runs after a wild goat and stops it from attacking a boy.

(2 x 1 all two points)

- (c) - Waiyaki was the only son of Chege, a revered man in the ridges who was thought to be linked to Mugo wa Kibiro, the seer.
 - Chege knew Mugo wa Kibiro's prophecy about the future leadership of the community and had passed it on to Waiyaki.
 - Kabonyi was the only other man who knew about the prophecy.
 - Kabonyi feared that Waiyaki could be that leader.
 - Waiyaki had been sent to Siriana to learn the ways of the whiteman.
 - There was an ancient rivalry between Kamenno (Waiyaki) and Makuyu (Kabonyi)

Expect five points (5 x 1 = 5 marks)

- (d) Waiyaki is:

- Discerning/observant/keen - Able to know what the people wanted
- Captivating/charming - His speech made people listen/he held them with his eyes.
- Sensitive - Waiyaki was hurt when Kabonyi spoke.
- Respectful (does not insult)
- Courageous
- Focused - all he wanted was to serve the region in education
- Dedicated (wanted to serve the people)
- Tactful - avoided insulting words
- Appreciative - Felt elated when the people supported him.
- Charismatic - touched the hearts of his people.

(3 x 2 one mark for identification 1 mark for illustration = 6 marks)

- (e) Kabonyi accused Waiyaki of:

- Attending Joshua's Church
- Going to Siriana secretly to meet the white man/wanting to sell the tribe
- Wanting to marry an uncircumcised girl (Nyambura) thereby contravening the oath of purity.
- Touching the body of a dead woman (Muthoni was not cleansed)

(2 x 2)

(Any 2 for 2 marks each = 4 marks)

- (f) Figures of speech:

- personification - the one whose words touched the souls of the people
- symbolism - shepherds speaking to his flock
- metaphor - touched the souls of his people, held them with his eyes, sore spot
- simile - like a shepherd leading his flock (simile)

Any 2 x 2 = 4 marks

- (g) Waiyaki said, "Unless you heed my words and plans, the ridges will lose their former dignity and will be left a distance behind by the country beyond....."
or
"Unless you heed my words and plans, the ridges will lose their former dignity and will be left a distance behind by the country beyond.....," Waiyaki said.

3. (a)
- He is earning from not doing his work well.
 - He flirts with his secretaries in a disrespectful manner.
 - He has fathered several children with helpless innocent girls and boasts of it as being a God-given mission.
 - He exploits his workers by underpaying them while he pretends to be overworked and underpaid himself.
 - It is about poor leadership in places of work / immorality in places of work abuse/misuse of office/corrupt leadership

Theme 2 marks any two illustrations = 2 marks = 4 marks

- (b)
- Who laugh subserviently to conceal their indignation.
 - and grudging envy.

(2 marks)

- (c)
- It is a simile.
 - It brings out the evil nature of the boss.
 - It brings out his greedy nature.
 - He is a dangerous person.
 - He is inactive/immobile/lazy.
 - He is inefficient/lazy.
 - He is exploitative

(3 marks)

(1 mark for identification 2 marks for explanation)

- (d)
- He is referred to as a good-natured person who should be respectful to his juniors, yet he shamelessly flirts with his secretaries patting their hips.
 - He paints a picture of being industrious but he is hardly aware of his work, working for a short time in the office only to leave at 11.30 am.
 - He claims to be overworked and underpaid yet this is exactly the opposite; It is his juniors who are overworked.
 - He is generous, but generous not on positive virtues but on vices. He has fathered children with innocent girls claiming this to be a God-send mission to fill the earth.
 - He is said to be the perfect paragon of leadership yet his leadership is riddled with corruption/immorality/poor leadership

(Any two points = 2 x 2)

- (e)
- Oblivion - He day dreams/thinks about nothing just blankly staring into nothingness/state of being unconscious of what is happening around.
 - Guileless - naive/unsuspecting/gullible
 - God-sanctioned mission - He believes that he has God - given right to carry out the mission of siring children/Divine sacred duty/brought out the Biblical allusion of the story of Abraham.

(1 mark each = 3 marks)

- (f) • Guileless girls.
• Perfect paragon.
• Leaves for lunch

(Any two = 2 marks)

- (g) • Bring out the irony of such leadership
• It is a satire of society's leadership
• Repetition of the lines emphasise the hypocrisy of the leader.

Any one = 2 marks

4. (a) (i) Esther accused Patricia of having stolen her dress.
(ii) The Youth are more fascinated by this kind of dance than adults (are).
(iii) There is hardly any student in the classroom / There are hardly any students in the classroom.

(3 marks)

- (b) (i) We **regularly** visit our grandparents in the village.
(ii) The company has been in **existence** for twenty years.
(iii) The man agreed to accompany her to the market after a lot of **persuasion**.

(No score for wrong spelling)

(3 marks)

- (c) (i) When we meet next - and I am not sure when - a lot of things will have changed.
(ii) Any information that you have, including minor details, should be submitted to the office.

(2 marks)

Accept the use of dashes, commas or brackets to indicate parenthesis.

- (d) (i) The bomb **went off/Also goes off/will go off** at around midnight are possible.
(ii) You have to **spell out** to her what to do.
(iii) Mwangi has **turned off**/the light because he wants to sleep. Also **turned out** is possible.

- (e) (i) A short story revolves around a main character.
(ii) The teacher was grateful for the students' input.
(iii) He has been on leave since last week.
(iv) Her life was riddled with contradiction.

5.1.3 English Paper 3 (101/3)

POINTS OF INTERPRETATION

1. (a) Must be a **story**. If **not** deduct 4 marks **AD**. Story must be illustrative of the saying. The saying is applied in the situation in which a person criticizes others when they also have faults that others can hit back at them. It warns us to be considerate and sympathetic and not quick to criticize or accuse others lest we also get confronted with our shortfalls. If we glory in killing the reputations of others, we should be prepared for ours also to be assaulted!
- (b) Must be a narrative or descriptive composition. If not deduct 4 marks **AD**. Must end with the sentence given. If not deduct 2 marks **AD**. Must be a personal account detailing some omission or commission, possibly out of ignorance, and hence the conclusion "If I had a second chance". /One did not take advantage of an opportunity and therefore regrets.

2 Introduction

Honesty is the best policy, they say, but many people only practice it when it is convenient. If we feel that truth will jeopardize our interests, we quickly dispense with it. The behaviour of the characters in An Enemy of the People amply demonstrates this. Accept any other introduction.

In all the points, look for:

1. what is the truth
2. who ignores the truth
3. what self interest is being threatened

TI Compact Majority

compact majority

Dr. Stockmann has scientific proof that the baths are contaminated. He has taken trouble to carry out thorough investigations and has established the truth. But the whole town rises against him, even those who know he is right. Pgs 70 - 71, 76 - 84 - 19 They want the status quo to stay.

TII - The press

TII

Hovstad and the other members of the fourth estate know that Dr. Stockmann is right and are willing to publish his findings, but when the Mayor visits them and tells them, albeit exaggerated implications of what they intend to do, they beat a hasty retreat. They are unwilling to take a stand based on principle. They compromise. Fear of going against the current wins over reason. Pg. 25 - 26, 28 - 29, 57 - 66, 69 - 70 72, 104 - 105. If they go against public opinion, their newspaper will not sell.

TIII Morten Kill

Morten kill tries to blackmail Dr. Stockmann. He owns the tannery and fears that he will lose business if the pipes have to be re-layed. He trashes the truth. Pg 22 - 24, 99 - 102 85 - 86 (self interest - To have his reputation cleared/guarded).

TIV Peter Stockmann

Peter Stockmann, the Mayor, is more concerned about the revenue generated by the baths than the health of the citizens and the tourists. He suppresses the truth and threatens those that advocate anything contrary to his warped thinking. Pg 3 -5, 8 - 9, 21, 33 - 41, 95 - 96 His ego (personal interest - moral authority)

TV Others

Mrs. Busk, Petra's employer, dismisses her because having her on the staff is unpopular. She wants to retain her job by sacking Petra whose father is crusading for the truth.

- Mr Vik dismisses Captain Horster because he is associated with Dr Stockmann. He does not want to offend the party.
- Mr. Rorlund, the school master tells Dr. Stockmann's sons to stay away from school because other pupils have turned against them. (self interest - school's safety).
- The landlord can't offend by going against public opinion.

Conclusion

The incidents in the play show that many people are uncomfortable with the truth when it threatens their safety. Respectable, highly intelligent people behave like fools and allow themselves to be manipulated by the authorities. Of course there are exceptions like captain Horster, but the majority will follow the current even when they know better. Accept other relevant conclusion.

3 (a) Introduction

More often than not relationships between people of different races, indeed, even those between people of different ethnicities within the same race, are beset with problems from the outset. And those problems persist even beyond marriage and through the entire lives of the couples. People who venture into those kinds of relationships must be prepared to meet these challenges and to counter and meet them head-on. Such problems arise out of, but not restricted to differences in traditions and practices; perceptions of what is acceptable or not, perceptions of exclusiveness often based on the fear of the unknown, perceptions of superiority or inferiority.

The cases of Yasmin Rajan and Daniel Akoto in the short story 'Breaking Loose' are no different.

- (i) Right from the beginning when we meet the characters at a dance on the campus, the differences emerge:

- Yasmin’s four girl friends scatter when the Blackman (Prof. Daniel Akoto) approaches and asks Yasmin for a dance. Whether out of fear of association with the Black or out of respect for the professor, it is odd.
 - Yasmin even as she dances with Daniel Akoto, exhibits discomfort and embarrassment. “of all the girls here, why me?” she asks.
- (ii) The clash of cultures / values and antagonism is clearly evident.
- Yasmin is judgemental and defensive and resentful of Daniel Akoto’s attitude and statements.
“Oh, why doesn’t he stop, for God’s sake”
p.122
 - Even when the relationship is building up, Yasmin keeps her guard up.
“Now he thinks we are all shopkeepers”
p.124
 - She exasperates Daniel with her attitudes until he complains:
“Aren’t you ever going to forgive me?”
p.125
 - Yasmin’s mother is infuriated when her daughter comes home with a man.
“How can you bring him here like this?” said her mother. “What will the neighbours think? And the servants? It’s shameful!”
p.126
- (iii) Open Racism/Tribalism exhibited.
- Yasmin’s mother detains her and rages at her.

“There are no friendships with men - not men we don’t know ...”
p.128

Her father adds, “The world is not ready for it”.
(such cross cultural racial relationships)
 - The mother drives the point home with
“What do you know of him?
With an Asian man, even if he is evil, you know what to expect. But with him?
p.128
 - She drives Daniel Akoto out of her house during the funeral of her husband.
She weeps and is agonized by his presence.

“You!” she screamed, what are you doing here? what kind of man are you, who comes to take away my daughter even in my grief ... Go away!”
p.128
 - Both Yasmin and Daniel acknowledge the enormity of the problem facing them.
Yasmin knows that her love and relationship with professor
“will kill her mother!”

Daniel Akoto knows, that even as they enter the contract they “have to do their best” in the circumstances.

p.128

Conclusion

The changes in perception and human understanding that are brought about by the shrinking world due to education and interaction and technological innovations now tend to minimize the effect of problems. But they nevertheless remain and have to be confronted.

Those who enter such relationships as depicted in *Breaking Loose* must be prepared!

3 (b) Introduction

Reconciliation involves getting two or more people or parties/sides at loggerheads to understand one another and possibly in that way to end hostilities and re-establish good relations. This is achieved by the involvement of a third party, mostly an independent person or body of persons who stand in between appealing to reason and advocating for cessation of hostilities or contention by establishing a middle ground where the parties end up with a win - win situation, but where each party has given up something for the common good. Often, the conciliator or arbitrator is viewed with suspicion by either party and accused of leaning on one side or the other. What ever it takes, it is a worthwhile preoccupation and one should get on with it at any cost.

Body

In Ruganda's play *Shreds of Tenderness*, Stella finds herself playing a reconciling role in a contest pitting his brother, Odie, and half brother, Wak. Like other reconcilers, she is viewed with suspicion and accused of taking sides or leaning on one side as against the other.

Odie, unenchanted with his 'brother' Wak whom he perceives as favoured by their father and who is more prosperous, informs on him (Wak) to the powers that be and causes him to flee the country. He proceeds to hatch a scheme and publishes obituaries on Wak's supposed death and uses the evidence to dispossess him of family inheritance. After ten years of exile, Wak returns and Odie is overtly hostile and antagonistic towards him. Stella on the other hand welcomes Wak, their returnee brother, and is keen to make him feel at home. Caught between the two loyalties, one to her blood brother who is overbearing and blunt in his attacks on the brother, and the need for decency and decorum in dealing with a brother who has been long 'lost' - she is forced to play the go-between role attempting to appease, defuse tension and even rebuke.

(a) Long before we meet Wak in person in part Two of the play we come across numerous attempts by Stella to persuade Odie from his hard-line and negative perception of the 'brother' and to persuade him to accept him back and to treat him with decency.

- When Stella reports she had received a call from Wak, Odie gets shocked prompting Stella to ask:

“I said Wak. Is that so surprising?”

This sets Odie ranting and he heaps a myriad of accusations on Wak.

Stella responds:

“nice thing to say of a brother you haven’t seen for years.” (p.8)

She persists in impressing upon Odie to accept the fact that Wak is their blood brother (pp 8, 13) and that their home is also his “by right” (p. 16)

She confronts Odie with evidence that since Wak returned, he started behaving strangely. (pp. 11 -12)

She expresses shock when Odie suggests that Wak should be shot. She wonders if he is in his mind.

When the appeal to brotherhood seems not to produce the desired effect, stella tries to confront Odie with her suspicion that Odie’s hostilities may have to do with inheritance (pp. 17 - 22). This gets Odie quite shaken and jittery and he resorts to threats and intimidation (pp. 25 - 26).

“.. stop prying. In fact you are prying right now - rather dangerously, I might add. Be careful.” (pp.25)

At some stage Odie tries to woo Stella out to his side against Wak.

“You are a child of my mother’s womb ... whether in war or in peace, you are my mother’s only daughter. We must always stick together. Promise me that” (pp. 34 - 35)

When Wak finally appears on the scene, Odie’s hostility and taunts flare up openly and Stella has a hard time pacifying Wak and cautioning Odie. (pp 52 - 57)

She admonishes both of them for being kiddish when she realizes Wak too is beginning to respond in kind. (pp. 57 - 58)

She deliberately tries to steer the conversation away from emotive matters towards the neutral. She suggest they play games or even do the primer. This also comes with its problems, leading to the physical confrontation/fight (p.63) and later to the near fatal episode when Wak pulls out a gun and threatens to shoot Odie (p.84)

Stella again plays the reconciliation role, this time pleading with Wak not to kill Odie. (pp. 84 - 85)

Conclusion

It is largely the efforts of Stella that lead to the reconciliation of the brothers. It is through her tact and outright intervention and empathy, at one time with the one and at other times with the other that we see the thawing of hardline stands. It is her willingness to listen, and to play along that encourages Wak to tell his side of the story. This makes Odie realize he had been acting from the position of ignorance and hence he apologise to Wak. It is also her spirited defence of Odie, even in the face of evidence that he betrayed Wak that softens Wak and Odie owns up and is redeemed.

3. (c) **Introduction**

When you're racially discriminated against, you're made to hate the oppressor race; and as a consequence you develop a distorted view of people who belong to that race. You generalize and stereotype; you don't see the individual who might be a good human being. It is always "us" versus "them". This is what happens in **Homestretch**. Accept any other relevant introduction.

Specific Introduction

Homestretch has only black characters; there is no white character. This means we never get to know white people as individuals, and yet the novel contains many generalizations about whites.

Hi Edith and David

Edith and David spend 30 years in Britain, working and sending money back to Jamaica. They are even enjoying pensions from Britain. And yet they don't have a single kind word for the country and its people. All they remember of England was the frustration and racism they faced (Pg 20 - 21, 29 - 32).

Hii Pressures in England - pressures in England were many.

David returns to Jamaica in a wheelchair, having suffered a stroke in Britain. But his condition is cured when he bathes in the Milk River Bath. This is too good to be true; and the story looks like a fabrication intended to paint Britain in an unfavourable light. (Pg 78, 10 - 11, 15 - 17, 30 - 31).

Hiii Stereotype

We are told "... David couldn't put a finger on what he had gained from all those years he had spent" (in Britain). But then we're immediately told: "True, they had property now," and they wouldn't want for anything. The couple, therefore, appears to be understating the benefits of their 30 years in Britain. (Pg 32, 42) To Brenda, the white teachers had a way of smiling at you in school where they bared their teeth and nothing happened to their eyes. This was an attempt to caricature a whole race.

Hiv Lifestyle

We are told that in Britain they only read newspapers, not books. In Jamaica they can read books, and even to each other. But then in Jamaica they're enjoying their retirement and they can afford househelp. This then appears like a cheap shot at British society. Pg 41 - 43.

In Birmingham, we're told, David and Edith "no longer laugh, no longer talk to each other as they used to in Jamaica." But they're there for 30 years voluntarily. If things were that bad, why couldn't they have gone back sooner?

Hv Education/Brenda in America

Brenda's mother allows her to join her father in America because "she will get free university education there and a much bigger choice of what to do with her life" (69). However, we don't get the feeling that the Jamaicans regard this as a big plus for American society; pg 58 - 59.

Hvi Prejudice

Although the bath tub in England reminds Brenda of the one in her grand mother's house in Jamaica, Brenda thinks the one in Britain is dirty. The author says of her: "Her prejudice was illogical" (Pg 51 - 54, 74 - 77, 88 -89). Brenda's grandmother had been to neither England nor America, but she told her "...the Englishman will shake your hand and go wash it afterwards while the American won't shake it at all" (77). These are gross generalizations about white people which border on racism.

Hvii Brenda in England

After her A levels, Brenda gets "... a sizeable grant to go to university" (76). In the university she joins a fringe group and starts wearing dreadlocks to melo dramatize her racial "otherness." (76 - 79, 114 - 115, 181 -182).

Conclusion

Homestretch demonstrates that white racism does produce its opposite: Black racism. All the characters in the novel are black, but they're preoccupied with white racism. They show the dangers of stereotypes and generalizations about other people.

Expect four well developed points. Mark 3:3:3:3

Introduction (2 marks),
Conclusion (2 marks) and
Language (4 marks).