

24.0 THE YEAR 2007 KCSE EXAMINATION SAMPLE MARKING SCHEMES

24.1 ENGLISH (101)



MANYAM FRANCHISE
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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. 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.

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- 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 formal letter. The format of the letter must include the following:

- Sender's address;
- Addressee Address;
- Forwarding Address (through Headteacher);
- Date;
- Salutation;
- Reference/Topic/Subject;
- Body;
- Closure;
- Signature/Name of writer;
- Designation of writer;

(10 marks)

The body of the letter must have the following;

- Mention of Title and Name of author. *(2 marks)*
- Synopsis of winning entry (book) *(4 marks)*
- Appeal for publication and formal request to publisher *(4 marks)*

Question 2

- 1) acquire/develop/perfect
- 2) over
- 3) easier
- 4) ranging
- 5) But
- 6) indifferent
- 7) too
- 8) steps/initiative/measures
- 9) little
- 10) by *(10 marks)*

Question 3

- (a) (i) In a low, conspiratorial tone; and use a pointing gesture with the right hand. *(1 mark)*
- (ii) Considering the excitement in the girl, he should have given more landmarks, including types of trees, to assist her, just in case she forgot to turn right. *(1 mark)*
- (iii) In a deep, guttural, evil-sounding tone. The first question in a falling intonation (question starts in a wh-word). The second question in a rising intonation with finger-pointing, threatening gestures. *(2 marks)*
- (iv) The first four lines in a soothing tone to lull the ogre into waiting and the last line a higher pitch so that the warrior's lover can hear. *(2 marks)*
- (v) The first part before the comma said in a lower, more subdued tone; the second part said more quickly, more forcefully and at a higher pitch - to show that the rescue has come. *(2 marks)*
- (vi) With a sigh of relief; clapping; celebration; jubilation; applause. *(1 mark)*
- (b) plain bury you father see bread
plane berry ewe farther sea bred *(Any 5 x 1 = 5 marks)*
- (c) (i) suc. cess
(ii) chal. lence
(iii) ad. vice
(iv) ap. proach *(4 marks)*
- (d) In order to capture the audience's attention, I would do the following:
- Maintain eye-contact.
 - Adopt a posture that is authoritative because this might elicit a positive response.
 - Do something unexpected like referring to a specific person by name without embarrassing them.
 - Begin with a surprising question.
 - Clap or ring a bell.

- Start by telling a joke or relating an anecdote
- Begin with a famous quotation or a proverb.

(Any 4 x 1 = 4 marks)

(e)

- Does not prepare to listen; does not adopt a listening posture.
- Interrupts several times; does not adhere to the rules of turn-taking in the conversation.
- Does not empathize or put himself in the shoes of his daughter in order to appreciate where she is coming from.
- Full of his own self-importance; this prevents him from reaching out to his daughter.
- Absent-mindedness; changes the topic abruptly, thereby interrupting the flow of the conversation.
- Preconceived ideas about chemistry; doesn't give daughter chance to explain.
- Unwilling to see his own shortcomings as far as listening skills are concerned; when he says "I heard you", he believes he was listening.
- Insensitive; does not realize he has hurt his daughter by not listening to her.

(8 marks)

24.1.2 English Paper 2 (101/2)

Question 1

- (a) You can improve your life by eating the right food at the right time. (1 mark)
- (b) Since they are quickly digested and absorbed, carbohydrates make one hungrier sooner. They greatly raise blood sugar and subsequently one's appetite, leading to loss of energy. (27 words) (4 marks)
- (c) Free radicals, if not neutralised, damage arteries and body cells. It is these damaged arteries and body cells that cause high blood pressure and cancer. (2 marks)
- (d) Antioxidants can be consumed in the form of pills and food. (2 marks)
- (e) Don't nutritionists, in fact, recommend that we eat five portions of fruit and vegetables a day? (1 mark)
- (f) The attitude of the author is one of admiration, marvel/fascination/wonderment. He is highly impressed by the effectiveness of calcium as a weight-cutting measure for he refers to it as a 'star' and says it has some magic. (3 marks)
- (g) One can use up excess energy by taking a high-calcium diet or going to a gymnasium. (2 marks)
- (h) The irony is that you can actually eat more in order to lose weight. Usually, eating more leads to weight gain. (2 marks)
- (i) **daunting**: difficult, challenging
baggage: excess weight
down a mountain: eat a huge amount of food. (3 marks)

Question 2

- (a) Antonio is referring to Shylock's accusation that he calls him a dog/a cur. (2 marks)
- (b)
- Because Shylock is a Jew.
 - Because he lends money at an interest; he practices usury.

- Antonio apparently thinks usury is bad business, that is, those who practice it get easy money. **(4 marks)**
- (c) Why are you so nasty? I really desire to be your friend and to win your love. I am willing to forgive and forget your insults and even give you the loan you want without interest. All I ask for in return is respect and understanding from you. **(4 marks)**
- (d)
 - The part nearest to his heart.
 - So that he dies soonest. **(2 marks)**
- (e)
 - The friendship is genuine, apparently selfless.
 - Bassanio does not want Antonio to sign the bond just in case Antonio loses his life in the process. He would rather do without the money.
 - As for Antonio, he is ready to sacrifice for his friend and is optimistic that he will get his money in time. **(4 marks)**
- (f)
 - **Manipulative:** manipulates their emotions by making it appear he is being friendly, and arguing that the pound of human flesh is of no use to him.
 - **Evil:** he wants to kill a fellow human.
 - **Vengeful:** he wants to take revenge.
 - **Callous:** calls his workers an unthrifty knave. **(4 marks)**
- (g)
 - Antonio agreed that he would seal unto that bond.
 - Antonio told Shylock that he would seal unto that bond.
 - Antonio accepted to seal unto Shylock's bond. **(2 marks)**
- (h) The last speech is ironic because in spite of the optimism expressed, rumour arrives that there was a shipwreck and his merchandise is lost. This then creates a problem for him and precipitates the conflict in the play. **(3 marks)**

Question 3

- (a) The poem is about a bird that is caged. It is confined and denied freedom. It cannot enjoy the ordinary pleasures of nature – the sunshine, the breeze or the perfume from flowers. The bird struggles to liberate itself and hurts itself in the process. At another level, the poem is depicting the misery of those who are denied freedom. They suffer physical and psychological torture. The persona sympathizes with the victims and condemns those who conspire to subject others to a life of slavery/detention/imprisonment/confinement. **(3 marks)**
- (b)
 - (i) In the first stanza, the poet focuses on the feelings of the prisoner, feelings of alienation from all that is natural and desirable; feelings of nostalgia for days when he or she enjoyed freedom. **(2 marks)**
 - (ii) The second stanza describes the attempts by the bird (or prisoner) to escape. The struggle is bloody. It seems that efforts to escape are met with brutality. Words like “*blood*”, “*pain*” and “*scars*” reflect the torment undergone by the victim. **(2 marks)**
 - (iii) The third stanza focuses on prayer. Other means have not yielded results, so the bird (or prisoner) appeals for intervention from other sources. Perhaps a superior force will step in and liberate the bird. **(2 marks)**
- (c) The persona sympathizes with the caged bird. A word like “*alas*” expresses pity. The persona also graphically describes the feelings and sufferings of the bird. This elicits pity from the reader.

The persona also seems to empathize with the bird. He/she keeps saying, “*I know what the caged bird feels...*” He/she has put himself/herself in the shoes of the bird. The persona speaks as if he/she shares the pain experienced by the bird. The persona says, “... *a pain still throbs...*” as if he/she can feel the pain. The persona also has feelings of hope; hope that the caged bird will one day experience freedom. **(4 marks)**

- (d) From the poem, it is possible to infer that the persona has had a very tough life. He/she has probably suffered at the hands of cruel oppressors, been denied freedom and tortured. This is why the persona says, “*I know...*” The persona probably fought and prayed for freedom. He/she may have suffered physical and psychological injury. **(3 marks)**
- (e) The simile in the first stanza is: “...*the river flows like a stream of glass*”. The simile is used to show what the bird yearns for but cannot have. The river represents a life of freedom, flowing without obstruction. It stands for natural beauty that the caged bird is denied. **(2 marks)**
- (f) (i) *And the faint perfume from its petals steals*: This means that the flowers produce a sweet smell that gives much joy. However, in its cage, the bird cannot have such luxury while other birds out there enjoy the perfume. **(1 mark)**
- (ii) *And they pulse again with a keener sting*: This line refers to the excruciating pain suffered by the bird as it tries to free itself. Every time it beats its wings, the old wounds become sore and cause much pain. **(1 mark)**

Question 4

- (a) (i) denial
(ii) heroic
(iii) activate **(3 marks)**
- (b) (i) The spread of HIV-Aids can be controlled by educating the public.
(ii) The man whose cattle destroyed the maize in the school farm was arrested.
(iii) Mount Kilimanjaro is higher than any other mountain in Africa/no other mountain in Africa is higher than Mount Kilimanjaro. **(3 marks)**
- (c) (i) is
(ii) waits
(iii) begun **(3 marks)**
- (d) (i) would
(ii) had been
(iii) when **(3 marks)**
- (e) (i) what
(ii) which
(iii) while **(3 marks)**

24.1.3 English Paper 3 (101/3)

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- 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.
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Question 1(a)

Points of Interpretation

- Must be a story.
- Must begin with the given sentence.
- The candidate must present a credible scenario emanating from the sentence given.
- The candidate should clearly narrate the events consequent upon his/her departure from home and which must impact his/ her life in such a manner as to alter it completely.
- The narration might look back on the previous dreams the candidate had and how this has been rendered untenable given the changed circumstance. **(20 marks)**

Question 1(b)

Points of Interpretation

- Must be a story.
- The story must illustrate how the candidate or the persona has had to learn through the hard school of experience. **(20 marks)**

Question 2

Introduction

Healthy relationships are built through trust, tolerance and compromise. We ought to accept the fact that none of us is perfect and learn to make allowances for one another. If we do not exercise patience towards each other, we keep hurting the very people who are closest to us. Paulina and Martin cause each other much pain.

Illustrations

Paulina and Martin lead miserable lives because they are intolerant with and suspicious of each other.

- When Paulina gets lost for two days after being discharged from hospital, Martin falsely accuses her of being a prostitute. He refuses to listen to her explanation and beats her badly. (Pages 21 - 23).
- Martin beats up Paulina again when he finds her sobbing for fear that she has lost another pregnancy. He did not trust her word. This brutality no doubt puts a strain on their relationship. In fact, he sends her packing home to Nyanza. (Page 32).
- When Paulina returns from upcountry, she senses that things are not quite right. First, there is a strange scent (Page 33) and then Fatima appears and taunts her (page 34). "**But Paulina's heart sank and she did not rest well.**" (Page 34) With such goings on, they begin to drift apart.
- Martin's intolerance is evident when Paulina suggests that they shift to a better house. We are told that "**Martin would grow angry.**" He begins coming home late and drunk. (Pages 34, 35).
- Paulina is suspicious of Martin's and Fatima's relationship. When Fatima comes and invites Martin for a stroll, he "**freezes**". The discomfort and unease that Martin exhibits confirms his infidelity. Paulina remembered that Martin never took her for walks any more. He has even ceased escorting her when she travels to Nyanza.
- Martin has to use threats to force Paulina to remain faithful. But "**she did not ask him for any pledge of faithfulness in return. What would be the use?**" (Page 45).
- Martin suspects that Paulina is bewitched. This, to him, explains her childlessness and he thinks it justifies his cheating on her. (Page 49)
- Owing to the mistrust between them, Pauline relocates to Kisumu. She hears that "**Martin was living with a coast woman and he did not write at all any longer.**" We are told that "**something had died in her**" (Page 52).
- Their relationship all but dies. They both seek comfort and companionship in adulterous relationships. Martin begins relating with Fauzia and Paulina with Simon. (Pages 51 - 53).

Conclusion

Although Paulina and Martin eventually reunite, the spark is gone. True, they try to revive their fondness for each other and rediscover comfort in each other's embrace, but they have had miserable days. Their intolerance of each other and suspicion have given a bountiful harvest of misery, betrayal and loneliness.

(20 marks)

Question 3

- (a) Candidates must state what they understand by the term "**all that glitters is not gold**". "All that glitters is not gold": there is a contradiction between the surface and the level deeper (reality). The surface implies positive, even glamorous aspects, while the reality is gloomy.
- The church seems like a haven for the villagers, particularly for the women but it is not - The preacher is a pathetic "beggar".
 - Compare the preacher's external show of piety and his pastoral responsibilities with his preaching about "**hell and brimstone whenever the collection needed boosting**". (Page 94) and his love of other people's food - "**pastoral visits coincided with meal times**". (Page 93).
 - Yet the poor people have to pretend to be hungry for the word but grateful for the distraction Mme Lady provides with her late entry (page 92) At the end of service "**they rushed outside with sheer relief that their duty was now done and they could get back home to their usual chores**". (Page 95).
 - The church does not offer practical solutions to problems, as one would expect "what the church needed was a condom distribution centre as well as HIV/AIDS counselling sessions".
 - Mme Lady's plight shows that all that glitters is not gold.
 - She enters the church with feigned apology and respect for the preacher, yet she does not respect him and feels his work as a pastor is useless.

- Mme Lady wears a mask of strength. (Pages 92 - 93) and aggressiveness, yet she is brittle and vulnerable.
- Her very name Mme Lady is a contradiction of her situation.
- "Madame" and "Lady" do not always have to be used simultaneously, but here they are used satirically. Both terms imply that the addressee is well-respected. A lady is put on a pedestal of respectability.
- On the surface Mme Lady is such a woman on a pedestal; she is beautiful, she is wealthy. Still on the surface she is loved by her husband and is never denied anything - she is driven to and picked from church.
- On the deeper level Madame lady is an ordinary female victim of domestic violence and hatred.
- Her husband hates her so much that he cannot restrain himself from beating and humiliating her in public.
- This habit of bringing her to and from church is not out of tender loving care as would be expected. It is a denial of Mme Lady's need for freedom.
- Consider glitter of appearances and reputation versus the reality of domestic violence. Mme Lady cannot leave her husband because *"What about my reputation and his? Everyone looks up to me"*, (Page 99)
- Consider the symbolism of dark glasses as a mask of the vulnerability that is Mme Lady's lot.
- Consider the symbolism of her physical barrenness as representing the barrenness of her life on a deeper level.
- On fathers' day - glitter of words for the men *"we in the country are blessed with wonderful men who care about their families."* (Page 100)
- When Kimanja hits Mme Lady in public, the above glitter is seen as sheer pretence. Notice that at the end, the man even loses the trendy name "Kim" and becomes simply "Kimanja", his real self.

Conclusion

At the end of the story, the preacher is forced to see the reality and real issues affecting his flock. He sees Mme Lady as *"an ordinary broken woman who wore a facade out of fear,"* (Page 102)

(20 marks)

(b) The effects of coups d'etat

- There is loss of lives in the play, we learn of the death of Odie's father.
- There is reign of terror, confusion, mayhem and people live in constant fear. This is dramatised by Odie and Wak towards the end of the play from page 107.
- Political instability.
- Shortage of basic commodities like salt, sugar, etc as Odie laments on page 79.
- Many people are forced to flee and seek refugee status where they live in degrading and frustrating circumstances as in the case of Wak who had to flee.
- Loss of property.
- Family breakdown, for example: on page 84 Odie describes their situation - the father had died, the mother was in hospital, Wak had to flee to the bush and Stella was in school.
- Breakdown of infrastructure (page 77): it is described how buildings had been bombed, roads were damaged and so on.

(20 marks)

(c)

Introduction

- People generally experience problems in relationships, and especially when they are in love. But if the lovers are lucky, these problems are solved and there is a happy ending to their romance. You feel good when you come to this happy ending; and you eventually forget the difficulties you experienced.
- In homestretch, Brenda Smith falls in love with a law student from Nigeria called Milton. Brenda is from Jamaica and is studying English.

- Contrary to the myths about African men, that is, they come on strong; Milton takes time to nurture the friendship and the love.
- The two lovers get to know each other well.
- The two meet when Brenda is suffering from low esteem: *"Up comes this man who makes her feel she is the best thing since sliced bread"*. (Page 102).
- Both are postgraduates studying in England - Brenda doing her MA in English and Milton an LLM.
- Milton is tall, dark and handsome - the ideal man; and unselfconsciously so.
- He is interesting and funny and well-read.
- Then a cable comes from Nigeria to the effect that Milton's ailing mother would like to see him.
- Milton flies back to his country leaving Brenda devastated.
- Much later, he writes saying there are family reasons why he can't return.
- Brenda manages to retain her sanity but through struggle - with tears and tranquillizers.
- At the end of the novel, however, Milton writes to say his "mother died last week of a heart attack" and that he is coming to London and would like to see Brenda again to explain what happened.
- Brenda is excited /ecstatic and is looking forward to the meeting.

Conclusion

In love, all is well that ends well.

(20 marks)