

### 30.0 THE YEAR 2008 KCSE EXAMINATION SAMPLE MARKING SCHEMES

#### 30.1 ENGLISH (101)

##### 30.1.1 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.

Examiners should not hesitate to use the full range of marks for each essay. 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 question one.)

D CLASS (01 – 05)	The candidate either does not communicate at all 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 the English words he knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors. " <b>Broken English</b> " 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.

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C CLASS (06 – 10)	The candidate communicates understandably but only more or less clearly. He/she is not confident with his/her 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/her 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, 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 cliches, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling.

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B CLASS (11 – 15)	This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he 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. There may be a tendency to under mark such essays. Give credit for tone.
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- 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, but this must not be overpunished by the examiner.
- B 13 The sentences are varied but rather simple and straight forward. The candidate does not strain himself/herself 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/her 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 (16 – 20) 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 provide the "spark" in such essay. 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 is deep and 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

1. (a) **Notice**
  - Must appear below the logo or within it
  - Must be a notice.
  - Must bear the label **NOTICE**.
  - The name of the club issuing the notice must appear at the Head/Top.
  - Must state that it is meant for the members of the named club.
  - Must state the date (and day) and time of the meeting.
  - Must state the venue of the meeting.
  - Must be written in formal, precise language.
  - Must bear indication of who issued the notice, that is, the secretary. (need not be signed).
  - Borders/Inset to give it enhanced/attractive appearance

### SAMPLE

## NOTICE

### UPSTART DRAMA CLUB

Notice is hereby given/issued of the second meeting of the Upstart Drama Club members to be held on (Friday) the 26<sup>th</sup> of October, 2008 in the School auditorium at 4 30 pm to consider the matters on the agenda

*marks)*

*(10*

(b) **Agenda**

- Must be an **agenda**.
- Must have the heading of the club.
- Must have an indication that it is an **agenda**.
- Must list all the items to be covered, those given and those implied (for example:- matters arising, AOB).

**SAMPLE**

**UPSTART DRAMA CLUB**

**Note/Agenda**

1. Preliminaries
2. Confirmation of previous minutes
3. Matters arising
4. Appointment of director of the play.
5. Date of selection of cast/auditioning.
6. Budget for the production of play.
7. Dates for rehearsals.
8. Date of final performance.
9. Any other business (AOB).

**SECRETARY  
(UDC)**

*(10 marks)*

**Question 2**

**Cloze test**

1. greatest
2. involve
3. and/but
4. a
5. towards/toward
6. away
7. continually, usually, frequently, often
8. others
9. terms
10. However

*marks)*

*(10*

**Question 3**

- (a)
- (i) mail
  - (ii) cue
  - (iii) higher
  - (iv) blew
  - (v) eight

*marks)*

*(5*

- (b) (i)
- pay, day
  - grief, relief
  - end, friend
  - release, peace
  - bought, thought
  - best, interest
- (3 marks)**
- (ii) This is a poem in which the persona expresses regret and despair for something foolish he or she has done in a moment of reckless excitement. Whatever it was has resulted in a lifetime of suffering and gloom. The tone should bring out the sorrow, desperation as well as resignation. The tone is likely to be solemn or sombre or poignant.
- (3 marks)**
- (iii) The punctuation in the second stanza indicates three types of pause. The **dash (-)** represents a significant pause, which creates suspense because it is not easy to anticipate what the persona will say next. The **comma (,)** is a short pause which gives the speaker time to catch his or her breath. The **full stop (.)** is a final punctuation mark and in this stanza, it seems to tell us that the speaker's fate is sealed, final. There seems to be no possibility for appeal. Ironically, only death will bring some relief.
- (3 marks)**
- (iv) The last line of the poem would be said in a voice that expresses surprise or even shock at the realisation of the price the persona has to pay. Perhaps the voice would be raised, the eyes wide open and the words "**God**" and "**interest**" articulated with a lot of emphasis. The exclamation marks show that this line would reveal the fact that the persona still cannot believe what has happened.
- (2 marks)**
- (c) (i) The audience's behaviour would indicate that the speech has been going on for too long, or that the people think they will be late for something else, or that they are tired, bored or uncomfortable. The behaviour would be a signal to the speaker to end the speech. The speaker could be inaudible, inconsiderate or boring.
- (3 marks)**
- (ii) In order to continue listening attentively, I would try to mentally summarize the speaker's key points, remind myself of the importance of the talk and how the information can help me, take notes and try to paraphrase what the speaker says. I could also try to anticipate what the speaker would say next. Maintain eye contact with the speaker. Avoid daydreams and distractions.
- (3 marks)**
- (d) (i) To establish rapport, to set the stage for negotiations, to break the ice given that both the seller and

the buyer are strangers.

*(1 mark)*

- (ii) Feigns a lack of interest in the commodity and even says he can go to another seller. This is intended to encourage the seller to negotiate more seriously and not take advantage of what might be the seller's desperation. The buyer is being tactful by adjusting his price gradually to meet the buyer.
- He listens to the seller and he is willing to meet her halfway.
  - He apparently empathizes with/understands where the seller is coming from and her need for money i.e her need to pay fees and maintain her business.
  - Creates goodwill, becomes friendly towards the seller/creates a good atmosphere for business negotiations and even for longer lasting relationships.

*(3 marks)*

- (iii) That business negotiations in particular and negotiations in general require give and take; and this happens in this transaction.

This particular transaction generates goodwill between the buyer and the seller.

- Negotiations should result in a win-win situation: The seller gets a reasonable price for her chickens and the buyer gets the chickens he is looking for, also at a reasonable price.
- The two are ready and willing to meet half way. As a result of the goodwill, the two people have become friends, they get to know each other's names and apparently look forward to another interaction.

*(4 marks)*

### **30.1.2 English Paper 2 (101/2)**

1. (a) Little/very little/hardly any since by the time one's grandchildren are old, one is likely to be dead.  
*(2 mark)*
- (b) Bosnia and Serbia are mentioned to show that civil wars in Europe are treated as isolated cases while whereas/but in Africa they are treated as continental war.  
*(3 marks)*
- (c) The word is put within quotation to indicate that the writer does not really believe that the people are experts. If they were, their predictions would already have come true.  
*(2 marks)*
- (d) Had all the predictions made about the impact of Aids been correct, most African countries would have been entirely depopulated by now  
*(1 mark)*

- (e) No, Africa is not more corrupt. It is just that the Western media generalizes the few cases of corruption while in America, blame is apportioned appropriately.

**(3 marks)**

- (f) This is because African stories are considered to be of little importance. Also, such journalists are impressionable and so readily buy the stereotyped image of Africa. They/such journalists are already prejudiced. **(4**

**marks)**

- (g) The author says, “while we feel irritated ... (This suggests that he is an African. More importantly) he says, “.. will see Africa as we do ..”

**(2 marks)**

- (h)
- silver lining – a blessing, only good/positive thing.
  - sorry – miserable/pitiable/without hope/pathetic/unfortunate.
  - irredeemably – completely/incorrigibly/absolutely/hopelessly.

**(3 marks)**

### **Question 2**

- (a) Just before this extract, Paulina and Ahoya arrive at Martin’s house, Martin had beaten Paulina insulted/abused her and locked her up in the house after she had been away for two nights when she lost her way from the hospital.

**(2 marks)**

- (b) The Police Inspector finds Paulina locked in a cell without a charge, takes pity on her and decides to take her to Ahoya’s residence for safety as it was nightfall. Ahoya, an elderly white lady, took her in, fed her and gave her a place to sleep. Very early in the morning they set out in search of Martin/Matini’s house and soon enough they found him leaving the house for work.

**(4 marks)**

- (c) (i) **dazed:** - unable to think clearly/as tounded/confused/stunned/tupefled/bewildered.  
(ii) **courtesies:** pleasantries/greeting/small talk/friendly talk/casual exchange. **(2**

**marks)**

- (d) Paulina thinks that Martin does not love her/she says ‘The first time. He used to love.

**(2**

**marks)**

- (e)
- Paulina thanked Ahoya and told her she did not need anything.
  - Paulina politely told Ahoya that she did not need anything.
  - Paulina told Ahoya that she did not need anything.

**(1**

*mark)*

(f)

- Timid/nervous/fearful: It takes Ahoya quite a while to make Pauline open up.
- Naïve/innocent/unsophisticated/unworldly: Had thought that since Martin loved her he would never beat her.
- Cautious/prudent/careful: She finds out who is at the window before opening.
- Vigilant/wary Martin had sent a visitor to test her. (5 marks)

(g)

- She views wife beating as a natural thing/that most wives who join their husbands in Nairobi go through.
- Wife beating is justifiable when one is on the wrong.
- She views it as an inevitable tradition.
- She views it as something that should not make a woman regret being in marriage.
- She views wife beating as a sign of love. (4 marks)

(h) A staunch Christian mid-wife had been called in to examine Paulina when she was lost and had come from hospital. She had chosen to remain single by choice.

*(3 marks)*

(i) Emphasizes the fact that Paulina is too young to have been married. She has just been weaned off. Leads to the last part which emphasizes the sympathy Amina expresses for her.

***Explanation/comment:-***

- Portrays a community that practices early marriage.
- Marriage explains Paulina's naivety. (2 marks)

3. (a) The poem is about peace/harmony/tranquility/serenity:- There is a major disturbance for example:- political disturbance such as a coup d'état, political upheaval, ethnic clashes e.g traumatic experience /turbulence at personal level such as divorce, rape, death of a loved one.

*(3 marks)*

(b) The greenery implies peacefulness/peace whether at the individual or political level. The red and yellow spots imply possibility of danger or turbulence. Violet shows things are not as tranquil or peaceful as they seem. Red is eminent violence/turbulence/upheaval.

*(4 marks)*

(c) Any two of the following:

- ***Personification:-*** for example:- 'rests', "occupies' fleeing"
- ***Symbols:-*** for example:- 'pond', for country or one's life, 'stone' for the cause of the

- turbulence and leaves a permanent scar/reminder/aftermath
- **Repetition:-** for example:- “ripples”, the red”
  - **Onomatopoeia:-** for example:- splash, ripples, rushing ...
  - **Alliteration:-** for example:- “hand harmony”“reflections regain”, stirring surges”.

(4

marks)

(d) Sad/tragic/pessimistic/ironic/stoical/resigned:- Although life may seem calm and peaceful on the surface, there is a possibility of disturbance or turbulence. (3 marks)

(e) The cause of the turbulence/ripples is permanent. (3 marks)

- (f)
- **Surges:** move forward in a wave – like manner/move strongly/powerfully forward/ /upward/outward in a wave – like manner.
  - **Fade:** lose strength/vigour.
  - **Tranquil:** calm/quiet/motionless/peaceful. (3 marks)

4. (a) (i) sisters-in-law.  
(ii) pronunciation.  
(iii) run/been running.  
(iv) doubtless/doubtlessly/undoubtedly.  
(v) least. (5 marks)

(b) (i) Little did I know that there was trouble ahead.  
(ii) How tall she is!  
(iii) There was little likelihood that our national team would lose the match/The likelihood that our national team would lose the match was very small/  
There was little likelihood of our national team losing the match/There was  
Hardly any likelihood of our national team losing the match.  
(iv) Come with me, will you?  
(v) Wanjiku told Onyango that she would join/be with him after a short while. (5 marks)

(c) (i) however/moretheless.  
(ii) in fact.  
(iii) consequently.  
(iv) so.  
(v) if. (5 marks)

### 30.1.3 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.

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C CLASS      The candidate communicates understandably but only more or less clearly. He/she is (06 – 10) not confident with his/her 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/her 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, 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 cliches, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling.

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B CLASS      This class is characterized by greater fluency and ease of expression. The candidate (11 – 15) demonstrates that he 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. There may be a tendency to under mark such essays. Give credit for tone.

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A CLASS      The candidate communicates not only fluently, but attractively, with originality and (16 – 20) 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.

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### Points of Interpretation

1. (a)

- Must be a story.
- The story must illustrate the saying – either how honesty worked favourably for the protagonist or how dishonesty got the protagonist into trouble. Either way, the story must naturally lead to the conclusion “*Honesty is the best policy*”. (20 marks)

(b)

- Must be a story.
- Must begin with the given sentence.
- Candidates must present the situation they found themselves in credibly. It could be an embarrassing, humbling or difficult situation. It could be as a result of their own daredevilry or foolhardy behaviour or some unforeseen trouble or mishap. Perhaps some unscrupulous individual lured them into this ‘trap’----- . Whatever it was must come out clearly and be seen to be quite a noteworthy situation. The situation need not be resolved.

(20 marks)

2.

- **Introduction:** It is better to forgive those who wrong us than to take revenge on them. Forgiveness restores love, but revenge perpetrates the cycle of hatred.
- Shylock is abused and insulted by Antonio and other Christians in Venice, but instead of forgiving them, he wants to take revenge.  
He says: “If a Jew wrong a Christian, what is his humility? Revenge: If a Christian wrong a Jew, what should his sufferance be by Christian example? Why revenge? The villain you teach me I will execute, and it shall go hard but I will better the instruction.” (Act III, Sc.1)
- When it is reported that Antonio has lost his ships and will, therefore, be unable to pay back the 3,000 ducats, Shylock is excited at the opportunity of taking his revenge, the pound of flesh.
- During the trial scene, Portia (disguised as a judge) advises him to show mercy. She says: “The quality of mercy is not strained; It droppeth as the gentle rain from heaven; Upon the place beneath. It is twice blessed; It blesses him that gives and him that takes. (Act IV.Sc.1).
- Bassanio, with money from Portia, offers to pay twice the sum and even ten times over, but Shylock is bent on his revenge, his pound of flesh.
- However, when Shylock realizes he cannot get a pound of flesh from Antonio without shedding blood, he agrees to take the money. But this time, the tables are turned on him. He will have the “justice” he has been seeking.
- We can argue at this point that it is now Portia’s turn to forgive, and to show the mercy she so eloquently talked about. But she demonstrates no forgiveness for Shylock.
- Portia wants to apply the full force of the law such that Shylock forfeits half of his property to Antonio, and the other half to the state of Venice.
- The Venetian law is evidently unforgiving to foreigners who even “legally” conspire to shed the blood of the natives.
- In the final judgement, Shylock loses all his wealth, 1/2 goes to Lorenzo, who has eloped with his daughter, Jessica.  
Further, Shylock is forced to convert to Christian.
- The other examples are meant to provide comic relief, for example:- Bassanio gives his wife’s ring to the judge, Gratiano gives his wife’s ring to Nerissa. The two wives pretend they will never forgive their husbands, and Portia even says she will sleep with other men, as a way of

hitting back. But this comic incidents are intended to reveal the laughable underside of revenge and forgiveness.

- The merchant of Venice demonstrates the negative effects of revenge: It also shows that forgiveness could have reduced and even eliminated the tensions between the different parties.
- Forgiveness, in conclusion is an important ingredient in our relations and interactions.

(20 marks)

3. (a) The villager comes to town, finds it shocking. According to the village, the town people are:

- Lazy: (Page14) They are afraid of manual work unlike the villagers who can work in the farm for long.
- Dehumanized and have no sense of pride: (Page 14) tout barks all day like a crazy dog. (Page 15) “Do these men wake up in the morning to tell their wives they are going to work? “like monkeys”.
- Lack insight (Page 14):- they do not realize that their attitude towards manual work forces them to spend a lot of money buying their food from the farmers.
- Noisy:- unnecessarily noisy/rowdy (Page 15) “Not even at weddings and feasts – or even/drinking parties:- had he heard so much noise”.
- Unhealthy competition:- (Page 15) “They were so many of them. “How can they make money with such competition?”
- Hasty (Page 15). “Why are town people always in haste?..... Is it because they are living and working with the white people who always hurry as if they are afraid they won’t make it to the outhouse?.
- Love/lust of money and will go as far as using dishonest means to acquire in page 16 villager wonders if the medicine – seller’s mumbwa is genuine or “it is just another way for the town people to earn money” (Page 16).
- They lack the capacity to look critically at their lifestyle and see that it is suicidal.(Page 15) “That is how they will kill themselves.....”

**Conclusion:-** Student’s responsiveness. Candidates should give at least one reason for agreeing or disagreeing. (20 marks)

(b) **Definition :-** “ A play within a play” refers to a situation where the characters in a play create another “play” or a scene where they dramatize something. It is acting a sub-play within the main play. Ruganda uses this technique a lot in shreds of tenderness. There are several examples of a play within a play.

**Examples:**

- (i) Stella joints Odie in an act where he is addressing the termite in a jar as “your majesty”. They plot how to kill him and dispose him. This happens in the earlier part of the play, (Pages 4-5 and 37-47).
- (ii) On (Pages 50-51) Odie and Stella act as Shakespeare’s Otherllo and Desdemona.
- (iii) Stella, Odie and Wak carry out an Electoral process where they elect Wak as chairman. (Pages 59-61).
- (iv) Odie dramatizes Wak and his wife in exile, Wak planning to return home. (Pages 73-75).
- (v) Wak and Odie act as police constables harassing a woman refugee (Stalla) whom they regard as suspicious. (Pages 87-97).
- (vi) Wak and Odie play refugees with Stalla acting as an Immigration officer. (Page 99).
- (vii) They dramatize a coup d’etat that has just taken place. (Page 107). (20 marks)

**Conclusion:** The technique of a “play within a play” is very effective because the writer manages to write a play with only three characters. On the other hand, it is sometimes confusing when a character changes his or her identity.

(c) **Introduction:-** Relationship between children and their step-parents are often problematic and are sometimes characterized by tensions. This is especially true of stepmothers and their stepchildren; and our oral literature is full of stories of the cruel

stepmother. Examples of cruelty between stepfathers and their stepchildren are rare; but we come across cases of stepfathers sexually molesting/abusing their stepdaughters.

- In Homestretch, Brenda Smith, when she goes to New York, lives with a cruel stepmother, an African American woman called Johnnie. This stepmother has a daughter called Lyn, who is meant to Brenda.
- Brenda is treated like a maid in her own home; and her father Ivan Smith, does not appear to know what is going on.
- We are told: “True to everything the story books say, Johnnie regarded Brenda as competition, especially for the gentleman’s money” (Page 56).
- Further, we are told: “Brenda needed a buffet against day-to-day antagonism. But her father didn’t provide it. He didn’t seem to be aware of any but her physical needs” (Page 57).
- Brenda also feels there is conspiracy against her mother, who is in Jamaica. For example, the day she doesn’t iron her father’s shirt properly, her stepmother tells her. “You mother ain’t teach you to iron shirt?” (Page 57).
- The stepmother interprets Brenda’s silence as insolence, thus putting the poor girl in a no-win situation.
- The Jealousy of the stepmother rubs onto her daughter; Lyn hates her stepsister. The difference in their physical appearance makes matters worse. Though they are of the same height, Lyn is 50 pounds heavier than Brenda.
- Partly because of these incurable jealousies, Brenda’s performance in school deteriorates.
- The relationship between Brenda’s father and his stepdaughter seems free of tension; but when husband and wife eventually separate, Lyn goes with her mother. **(20 marks)**