



### 3.0 ENGLISH (101)

The 2009 English Language examination tests the candidates' knowledge of the language, their ability to not only comprehend the input, mostly of the written word, but also their mastery of grammar and the communicative skills elicited in their own written work.

The tests in addition check their ability to respond to literary cues and to express such response in writing. Besides, the tests address their sensitivity to the listening and speaking skills in the written forms – such skills as, *pronunciation, stress and intonation, conversation and performance aspects of language* as required by the new syllabus.

Three papers were offered in the 2009 KCSE English Language examination, as follows:

Paper 1 (101/1): Functional Skills;

Paper 2 (101/2): Comprehension, Literary Appreciation and Grammar;

Paper 3 (101/3): Creative Composition and Essays based on Set Texts.

### 3.1 CANDIDATES' GENERAL PERFORMANCE

Table 5 below shows the performance of candidates in the three papers offered in 2009 in KCSE English Examination. Data for the years 2006, 2007 and 2008 is also given for comparison.

**Table 5: Candidates' Overall Performance in English in the last Three Years**

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2006	1	241,983	60	30.71 (51.18%)	7.83
	2		80	29.88(37.35%)	12.66
	3		60	18.93(31.55%)	7.95
	<b>Overall</b>		<b>200</b>	<b>79.53(39.76%)</b>	<b>25.00</b>
2007	1	273,066	60	26.11(43.51%)	6.86
	2		80	34.95(43.69%)	12.76
	3		60	18.34(30.57%)	7.34
	<b>Overall</b>		<b>200</b>	<b>79.40(39.70%)</b>	<b>24.00</b>
2008	1	300,794	60	24.59(40.98%)	8.68
	2		80	22.71.(28.38%)	11.54
	3		60	20.25(33.75%)	8.62
	<b>Overall</b>		<b>200</b>	<b>67.57(33.78%)</b>	<b>26.24</b>
2009	1	335,415	60	30.75(51.30%)	8.05
	2		80	26.99(36.66%)	12.21
	3		60	20.81(34.75%)	7.97
	<b>Overall</b>		<b>200</b>	<b>78.42(39.21%)</b>	<b>25.64</b>

From the table above we can make the following observations:

- 3.1.1 The overall percentage mean rose from 33.78 in the year 2008 to 39.21 in the year 2009. The standard deviation also improved by one point from 24.00 in 2008 to 25.00 in 2009. In fact there was a general improvement in all the three papers.
- 3.1.2 The English papers 101/1 examination registered a percentage mean of 51.80 up from 40.98, an improvement of more than 10.82 percentage points.

3.1.3 The English paper 101/2 examination recorded a percentage mean of **36.66** up from **28.38**, an improvement of more than **8** percentage points.

3.1.4 The English paper 101/3 examination elicited a slightly improved percentage mean of **34.75**, up from **33.75**.

3.1.5 Except for paper 101/2 whose standard deviation improved from **11.54** in 2008 to **12.21** in 2009, the other papers elicited a declined standard deviation.

Below is the discussion of the performance in the individual questions including the specific requirements of the items on the tests and those expected responses elicited.

## 3.2 PAPER 1 (101/1)

The percentage mean for the paper improved **10.27** points from **40.98** in 2008 to **51.25** in 2009. The standard deviation dropped slightly from **8.68** in 2008 to **8.05** in 2009. The reasons for the marked improvement might come through as we discuss the performance in individual questions.

### Question 1

You are waiting to join college after your KCSE examination. While reading a newspaper, you see an advertisement for a volunteer worker at a children's home. Write a letter of inquiry to the manager. Express your interest and inquire if they will pay any allowances and whether they can provide accommodation. Remember to quote the reference number of the advertisement.

This question required candidates to write an official letter of inquiry soliciting information regarding a volunteer post tenable at a children's home.

Majority of the candidates were able to write the letter in the right format and the scores were good.

### Question 2

2 Read the passage below and fill in each blank space with an appropriate word.

If our skins were to be complainants in a court of law, they would **1** ..... us of committing all manner of dermatological crimes **2** ..... them. And they would have legitimate grounds to do so.

They would, for instance, argue that some of us assault them with bleaching creams, all in an **3** ..... to make our complexions look much **4** ..... They would produce exhibits of ugly **5** ..... left behind by the hazardous substances.

In addition, some would recount how we usually **6** ..... them to layers of irritating anti-aging creams without consulting them. They would insist that we allow them to age **7** ..... and gracefully. Moreover, there would be **8** ..... that would object to continually being plastered with choking substances meant to eliminate non-existent pimples.

In closing, our skins would submit that they have suffered gross skin abuse in our hands **9** ..... hope that the judge would find us **10** ..... as charged.

Cloze test continues to take toll of the candidates. Many continue to score below average marks. Even better performing candidates hardly achieved the mark of 6 out of 10 on this test.

**Expected Responses**

- |                    |              |
|--------------------|--------------|
| 1. accuse          | 6. subject   |
| 2. against         | 7. naturally |
| 3. effort          | 8. those     |
| 4. lighter         | 9. and       |
| 5. marks/blemishes | 10. guilty   |

**Advice to Teachers**

The key to improved performance in the cloze test is knowledge and understanding of the syntactical relations and the semantic sense of the passage. Together with the guidance provided by the punctuation, a candidate is enabled to make intelligent guesses and to confirm them once the entire passage has been covered. These skills require time and practice to develop which puts the teacher on the spot. Teach and provide adequate chances for candidates to practise.

**Question 3**

This question tested listening skills and oral performance skills.

3(a) was based on the oral poem.

(a) Read the following oral chant and then answer the questions that follow:

**Rain Making Litany**

*(Receiver)*

We overcome this wind  
 We desire the rain to fall, that it may be poured in showers quickly  
 Ah! True rain, I adjure thee fall, if thou finest, it is well  
 A drizzling confusion  
 If it rains and our food ripens, it is well  
 If the children rejoice, it is well  
 If the young men sing, it is well  
 A drizzling confusion  
 If our grain ripens, it is well  
 If our women rejoice,  
 If the children rejoice,  
 If the young men sing  
 If the aged rejoice  
 An overflowing in the granary  
 May our grain fill the granaries  
 A torrent in flow  
 If the wind veers to the south, it is well  
 If the rain veers to the south, it is well

*(Responders)*

We overcome  
 Be poured  
 It is well  
 Confusion  
 It is well  
 It is well  
 It is well  
 Confusion  
 It is well  
 It is well  
 It is well  
 It is well  
 It is well  
 It is well  
 Overflowing  
 May it fill  
 A torrent  
 It is well  
 It is well

**Question 3(a)(i)**

Identify **three** aspects of oral performance that make this chant easy to remember.

Question 3(a)(i) was well done. Majority of the candidates were able to identify 'repetition', 'refrain' and 'audience participation' as the major aspects.

**Question 3(a)(ii)**

In what ways would this chant be made interesting to listen to.

Question 3(a)(ii) required candidates to state ways of making the performance of the chant interesting. Majority of candidates were able to get it correctly.

**Question 3(a)(iii)**

What preparations do you think a narrator would make to ensure that the audience listens to and participates in the performance of the chant.

Required candidates to state the preparations they would make to ensure the audience listen and participate.

**Advice to Teachers**

Advise candidates to align their answers to the requirements of the piece of writing rather than giving memorized stock answers.

**Question 3(b)**

You are going to take part in a debate. Explain how you would deal with the fear and anxiety associated with public speaking of this kind.

This question required candidates to explain how they would deal with the fear and anxiety associated with public speaking as they prepare to take part in a debate.

Majority of the candidates scored highly on this item.

**Question 3(c)**

Classify the words below according to the sound of the underlines 'ch' letters. An example of each of the sounds represented has been given.

bench	chore	chandelier
charisma	parachute	trachoma
chauvinism	choral	church
champagne	charm	chrysalis
<u>ch</u>	<u>ch</u>	<u>ch</u>
church	champagne	trachoma

This question tested variable pronunciation of the sounds represented by the letters *ch* in the words given. If the marking was not relaxed to allow for candidates to score for each correct matching, most of the candidates would have scored zero.

**Expected Responses**

/tʃ/	/ʃ/	/k/
<i>charm</i>	<i>chandler</i>	<i>chrysalis</i>
<i>bench</i>	<i>chauvinism</i>	<i>charisma</i>
<i>chore</i>	<i>parachute</i>	<i>choral</i>

### Advice to Teachers

In a matching exercise as the one that had been envisaged in the question, the candidate had either to get all the words correctly matched with the pronunciation to score, or get nothing! This means that the teaching of pronunciation needs to be intensified.

### Question 3(d)

The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence means.

- (i) I wrote the love poem for you.
- (ii) I wrote the love poem for you.
- (iii) I wrote the love poem for you.

This question required candidates to explain the changes in meaning of the given sentence depending on the stressed word in intonation.

Majority of the candidates were able to get this one correctly.

### Question 3(e)

Shouting and screaming from your class disrupted the other students during study time. As the class monitor, you have been called by the teacher on duty to her office to give an explanation. Complete the conversation below by filling in the blank spaces.

Teacher: You are the class monitor of Form Two East, aren't you?

You:

Teacher: Why was your class shouting and screaming?

You: I am not sure, madam. The noise started at **the back of the classroom**.

Teacher:

You: You see madam, I sit at the **front of the classroom** and by the time I turned to look, the boys at the back were already on top of the desks and some were trying to jump out of the window.

Teacher:

You: I ran out, madam!

You: I am sorry madam, but it seemed like there was great danger in the middle of the class. I had to run for my life.

Teacher: When the noise subsided, what did you find out?

You:

Teacher: A snake?

You:

Teacher: Whose toy snake was it?

You:

Teacher: You can go now, but I will need to know whose **toy snake** it was.

You:

This question tested interlocution or turn taking in conversation.

Most candidates got the correct responses and so scored highly.

### 3.3 PAPER 2 (101/2)

The percentage paper mean improved but still fell short of the 2007 level.

#### Question 1

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

In the eighteenth century, the field of science was virtually closed to women. In France, the countess wrote a highly regarded book about Newtonian physics, but its very excellence spoke against her. The manuscript was so good that it was widely assumed that it had been written by the countess's tutor rather than by the countess herself. Sadly enough, the tutor Samuel Koenig, did nothing to discourage the rumours about the book's authorship. Instead, he took full credit for the countess's efforts. In England, the leading nation in science, the situation was worse. Women were strictly prohibited from admission to scientific societies. Indeed, the English denied women access to all forms of scientific study.

Italy, however, was something of an exception to the general European rule, and a number of provincial scientific societies did admit women. It is perhaps not surprising, then, that the one woman who crashed the barriers erected against her gender was an Italian, Laura Bassi (1711-1778). Bassi actually became a respected scientific figure at a time when women were generally thought to be too intellectually limited for the rigors of scientific study. By all accounts, she thoroughly disproved the sexist notion that women and the sciences were opposed to one another.

Bassi was one of the lucky women of her era. Her father was an enlightened lawyer in Bologna, Italy, who believed that women should be educated. Thus, young Laura was schooled by the family physician, Gaetano Tacconi. By the age of twenty she was familiar with the scientific concepts of the times, particularly Newtonian physics. Because her father encouraged her to display her erudition at social gatherings, Bassi's reputation as a learned woman grew. Tested by a group of professors and scholars anxious to prove that a woman could not possibly be so clever, Bassi astonished the sceptics with her intelligence, learning, and eloquence. Local scholars were so impressed that in 1731 they invited her to join the Bologna Institute of Sciences and to study for a degree at the University of Bologna. On May 12, 1732, Bassi became only the second woman ever to gain an academic degree. A few months later, she became the world's first female professor.

But despite her breakthrough, those in charge of the University of Bologna had very rigid ideas about what Bassi could or could not do as a professor. For example, she had no say over her schedule. To the University's leaders, she was an intriguing oddity. They might trot her out for display to curious visiting scholars, but they would not let her lecture on a regular basis. Nor, for that matter, could she pursue her own studies or research. Still, Bassi was not an easy woman to control, and to a degree, she managed to go her own way.

In 1749, to escape university restrictions, Bassi began offering private lessons in experimental physics. She also began championing Newtonian physics at a time when it was relatively unknown in Italy, and she promoted Newton's findings about gravity even in the face of widespread intellectual resistance. In addition, Bassi corresponded with the leading physicists of the day. Thus, she kept her country abreast of new scientific theories.

In 1776, when Bassi was sixty-five, the university acknowledged her contributions to scientific thought by bestowing upon her an unheard of honour for a woman: She was appointed chair of experimental physics, and her husband, the father of her eight children, was appointed her assistant.

Contrary to expectation, Bassi's achievements did not pave the way for other women. This is because many of her male colleagues had been disturbed by her extraordinary progress and were reluctant to let any other female follow in her footsteps. After Bassi's death in 1778, it took more than a century, and the arrival of Marie Curie, for another woman to find herself at home in the male-dominated world of science.

Adapted from *Reading for Results* by Laraine Fleming (2008) New York: Houghton Mifflin

#### Question 1(a)

Why was it widely assumed that the countess's tutor had written the book on Newtonian physics?

- (a) This question required candidates to show understanding of the opening three sentences of the passage. In particular they were to pay attention to the phrase; "its very excellence spoke against her".

Many candidates failed to pay attention to the phrase and gave answers to the effect that the tutor did not dispel the rumours or that the tutor "took full credit..."

#### Question 1(b)

In what way was France better than England in the treatment of women interested in the sciences?

This was a recall question requiring candidates to find information in the passage showing how France was better in the treatment of aspiring women scientists.

Majority of the candidates were able to get the correct answer just by lifting the last sentence of the paragraph.

**Question 1(c)**

*Rewrite the following sentence using the word "surprisingly".*

It's perhaps not surprising, then, that the one woman who crashed the barriers erected against her gender was an Italian, Laura Bassi.

This question tested patterns and structures – paraphrase.

Candidates were able to do the paraphrase but many lost the mark because of punctuation which they did not get right.

**Question 1(d)**

According to the passage, what was a professor expected to do?

This question tested recall of facts presented in the passage.

Candidates were expected to find the pieces of information scattered over the fourth paragraph.

**Question 1(e)**

For what selfish purpose did the university of Bologna use Bassi?

This question tested evaluation of the information presented – to specifically show how the university used Bassi for selfish reasons.

Most candidates simply lifted the sentence without saying how it was selfish.

**Question 1(f)**

What evidence is given to show that Bassi was difficult to control?

This question required candidates to adduce evidence from the passage indicating Bassi was difficult to control. Most candidates fumbled – they were not definite about the evidence.

**Question 1(g)**

Why do you think the author mentions the fact that Bassi had eight children?

This was an analysis question testing implicature. Candidates were to reason beyond what is presented in the passage to explain the author's inclusion of the facts. Most candidates could not get the implicature. They simply said it was to show she had a family.

**Question 1(h)**

Explain the meaning of the following expressions as used in the passage

erudition .....

to a degree .....

find herself at home .....

Tested vocabulary/phrases in usage.

The phrases/vocabulary items proved difficult to most candidates.

## Question 2

This was based on an extract from a compulsory literary set text – *An Enemy of the People*

*Read the excerpt below and then answer the questions that follow.*

DR. STOCKMANN: No, no; but I am impatient, as you can understand. I shall not know a moment's peace of mind until I see it in print.

HOVSTAD: Hm! – It will take a good while yet. Won't it, Aslaksen?

ASLAKSEN: Yes, I am afraid it will.

DR. STOCKMANN: All right, my dear fellows; I will come back. I do not mind coming back twice if necessary. A matter of such great importance – the welfare of the town at stake – it is no time to shirk trouble. (*About to go, but stops and comes back.*) Look here – there is one more thing I want to talk to you about.

HOVSTAD: Excuse me, but could it not wait till some other time?

DR. STOCKMANN: I can tell you in half a dozen words. It is only this. When people read my article tomorrow and realise that I have been quietly working the whole winter for the welfare of the town...

HOVSTAD: Yes, but Doctor...

DR. STOCKMANN: I know what you are going to say. You don't see how on earth it was any more than my duty – my simple duty as a citizen. Of course it wasn't; I know that as well as you do. But my fellow citizens, you know...! Good Lord, think of all the good souls who think so highly of me...!

ASLAKSEN: Yes, our townfolk have had a very high opinion of you up to now Doctor.

DR. STOCKMANN: Yes, and that is just why I am afraid they ... Well, this is the point; when this reaches them, especially the poorer classes, they take it like a summons to take the town's affairs into their own hands for the future...

HOVSTAD  
(*getting up*): Hm! Doctor, I won't conceal from you the fact...

DR. STOCKMANN: Ah I – I knew there was something in the wind! But I won't hear a word of it. If anything of that sort is being organized...

HOVSTAD: Of what sort?

DR. STOCKMANN: Well, whatever it is – whether it is a demonstration in my honour, or a banquet, or a subscription list for some presentation to me – whatever it is, you must promise me solemnly and faithfully to put a stop to it. You too, Mr. Aslaksen: do you understand?

HOVSTAD: Excuse me, Doctor, but sooner or later you've got to hear the plain truth.

## Question 2(a)

Where is this dialogue taking place?

This question required candidates to place the extract in context.

Most candidates failed to get this one correct. They gave generalized answers, such as in 'the press'; 'the printing press'.



**Question 2(b)**

What is it that Dr. Stockmann wants to see in print? And what are its contents?

This was a recall question testing candidates knowledge of the text beyond what is presented in the excerpt. Specifically they were to name what was to be printed and what it was all about.

This was well done. Most candidates were able to say what it was and what it was about.

**Question 2(c)**

How are Hovstad's and Aslaksen's jobs related to Dr. Stockmann's concerns?

Candidates had to demonstrate knowledge of the characters and their 'roles'.

Knowledge of the text was wanting as many candidates were not definite about such basic knowledge.

**Question 2(d)**

What new information do Hovstad and Aslaksen have that has changed their attitude towards Dr. Stockmann?

Candidates were required to account for the changed attitudes of Hovstad and Aslaksen towards Dr. Stockmann. Specifically they were to state the propaganda that had been waged by Peter Stockmann, the Mayor, against Dr Stockmann.

Most candidates who had read the text were able to answer this question correctly.

**Question 2(e)**

What does this dialogue reveal about the character of Dr. Stockmann?

This question required candidates to identify Dr. Stockmann's character traits that come through in the excerpt and how they point to his character.

This section was well done as there was ample evidence which candidates were able to pick and elaborate.

**Question 2(f)**

Dr. Stockmann's last speech in this excerpt proves ironic in the light of what happens later in the play. Explain the irony.

This question required candidates to explain the irony of the considering speech considering the events that happened later in the play.

Many candidates failed to see the irony. Most simply saw that betrayal when the editor and printer refused to print the article.

**Question 2(g)**

What "plain truth" is Hovstad referring to?

Candidates required to state what 'plain truth' Hovstad says Dr Stockmann needs to hear.

Most candidates were not certain about the truth that the article was not going to be printed.

**Question 2(h)**

Hovstad's last speech in this excerpt is interrupted. State who interrupts him and why.

Required of the candidate knowledge of the set text. To answer the question correctly candidates needed to be conversant with the text to know who comes in at this stage in the act.

A few candidates could not tell who comes in at this stage – an indication that their knowledge of text was shaky.

### Question 3 was based on an Oral narrative.

Read the story below and then answer the questions that follow:

Hare, the cleverest and funniest of animals, was once on good terms with Elephant and Hippo. He knew very well that he was weaker than his mighty friends, yet oddly enough he was always seeking ways of showing that he was, in fact, much stronger than they.

While drinking at the lakeshore one day, he met Hippo, "How are you, brother, you big-for-nothing brute?" he began. "I've been waiting a long time to prove how much stronger than you I am. It's time you recognised your betters and gave me the respect I deserve."

"What!" Hippo retorted, unable to believe his ears, "do you really dare to address me like that, you worthless little creature? Have you forgotten I'm the biggest and strongest of all the water creatures?"

Hare's reply was deliciously cool. "You may well be," he said, "but I'm the strongest of all animals, wherever they live; and from now on be sure you remember it. If you want to see how weak you are, let's meet here in three days' time and try a little tug-of-war. I promise you I'll haul you clean out of the lake into the forest". Such **imprudence** infuriated Hippo.

"Stop this idle prattle!" he retorted. "Go home and eat for a few years. You'll need to before you start dreaming of pulling me from the lake."

And so they parted. Now as it happened, Hare, as yet, had no idea how he could outwit Hippo. He spent the remainder of the day deep in thought. By late afternoon the rather obvious idea of tying one end of a rope to a tree-trunk was **taking root** in his mind when suddenly his friend Elephant appeared. His mind raced like the wind. "Hello, you long-eared oaf!" he shouted. "Why on earth do you keep swinging your snout like that?"

Elephant was not amused. He replied in rather hurt tones. "What's wrong with you today, Hare?" he asked. "Have you taken leave of your senses? You sound like someone who's never slept a night in his grandfather's house. Have you forgotten how to respect your elders?"

Hare pretended that he had. "Stump-footed fool!" he roared. "Don't talk such nonsense. It's you who should recognise your betters and one day I'll teach you how."

Elephant was growing weary. "Look, I'm busy today," he said, "run along and find a child to play with – someone like yourself."

Hare now pushed out his tiny chest, quite swollen with self-confidence. "All right," he shouted, "I'll offer you a challenge. Come here in three days and I'll prove I'm stronger than you by dragging that great carcass of yours out of the forest and into the lake." And without more ado, he turned on his heels and bounced off into the forest.

Three days later, Hare took the longest rope he could find and ran to the shore to find Hippo. He gave his friend one end, saying, "Here, catch this and hold tight. Do nothing until you hear a horn blowing: then pull as hard as you can." Taking the rope, Hippo sank back complacently into the water, his big eyes twinkling merrily on the surface of the lake. The rope's other end Hare carried to Elephant who, reliable and punctual as ever, was waiting in the forest. Raising his voice to his huge friend, Hare shouted, "Hold this and stay put. Don't pull until you hear a horn blowing. Now I'm off to drag you into the lake."

And away he sped, hiding himself in a clump of bushes where he enjoyed a clear view of both animals. In the forest, Elephant waited patiently; in the lake Hippo smiled to himself, convinced in his heart that it was all just a bad joke. Hare now blew his horn, and with a crashing of trees and a wild cascading of water, the colossal beasts began their tug-of-war. Hour upon hour the struggle went on, forest and shore echoing to the noise of their furious grunting and trumpeting. At last, seeing his friends reduced to complete exhaustion, Hare again blew the horn and told them to stop.

Then quickly rolling in the dust, he ran down to the shore and addressed himself to Hippo. "Brother," he began, "I hope you now realise your mistake. You see, I'm not only clever but remarkably strong as well. From now on perhaps you'll respect me." They shook hands and parted, Hare leaving his friend to go to Elephant. "Well, you wouldn't believe me," he said, speaking boldly to Elephant, "Now you've learnt your lesson. You may be as big as a mountain, but basically you're a weakling." Puzzled and dumbfounded, Elephant shook his head, and after reluctantly shaking hands, **lumbered** away into the forest.

(From *Keep My Words* by Onyango-Ogutu and A.A. Roscoe) EAEP Ltd.

**Question 3(a)**

From the first paragraph how can we tell that Hare was not contented with his state?

Candidates were required to use the information in the text to draw the conclusion that Hare was not contented with his state.

Few candidates saw the implication in Hare's constant attempt to prove what he is not – hence dissatisfaction with his state.

**Question 3(b)**

Why is it ironical that Hare is asking to be respected?

Candidates were required to state the situational irony that Hare would demand to be respected. To be able to answer this question correctly candidates needed to have recognized the fact that Hare himself does not seem to respect Hippo and Elephant. He is abusive....

Most candidates failed to see the irony. They only saw the obvious size differential and missed the point.

**Question 3(c)**

From the information in paragraph 5, explain what Hippo's attitude towards Hare is.

Candidates were required to select information showing Hippo's attitude towards Hare.

Majority of the candidates could not get the attitude right – they failed to get the adjectives to describe it with.

**Question 3(d)**

Rewrite the following sentence in your own words

“Now as it happened, Hare, as yet, had no idea how he could outwit Hippo”

This was a grammar question integrated in the comprehension passage. Candidates were asked to paraphrase the statement given. To do this, candidates had to have understood the input sentence fully. The larger majority failed to get the paraphrase correctly.

**Question 3(e)**

In about forty words, summarize Elephant's feelings about Hare.

Candidates were required to summarize information indicating Elephant's feelings about Hare. Candidates found it difficult to summarize the information from the standpoint of the elephant.

**Question 3(f)**

Both Hippo and Elephant do what Hare says. What does this prove?

This item required candidates to deduce from the conduct of Hippo and Elephant their being subservient to Hare. It proves their stupidity/gullibility. Only the very best candidates made the right deduction.

**Question 3(g)**

Explain the meaning of the following expressions as they are used in the story:

- (i) imprudence
- (ii) taking root
- (iii) lumbered

This was a vocabulary test requiring candidates to unravel meaning of the words or expression as used in the passage.

Few candidates get the vocabulary items right showing little understanding.

**Question 4(a).**

*Identify, underline and correct the four words that have been mis-spelt in the paragraph below.*

We didn't give him the privilege of representing us on the District Environmental Committee because he has a tendency of disagreeing with everyone. He embarrasses himself by pretending to be so knowledgeable.

Required candidates to identify words that were misspelt and to provide the correct version (spelling).

Most candidates could not identify and correct the misspelt words. Candidates were awarded a bonus mark for 'knowledgable' which dictionaries in current usage list as 'knowledgeable' but which US originated computers accept as 'knowledgable'.

**Question 4(b)**

*Rewrite the following sentences as instructed.*

(i) She realized that she had made such a serious blunder

*(Rewrite using "what")*

(ii) Just in case you change your mind, call this number.

*(Begin: Should)*

(iii) I don't know either of them. (End....to me)

Tested paraphrase patterns and construction. Candidates needed to be conversant with the rules of grammar governing the changes, besides the comprehension of the input sentence.

**Question 4(c)**

*Fill in the blank spaces with the correct preposition.*

(i) Nyawira, get ..... the wet wall immediately!

(ii) My sisters and I will share this piece of land .....ourselves.

(iii) We wondered if there was need .....such equipment.

(iv) Mwela dipped the bucket .....the well.

Tested use of prepositions in the contexts provided in sentences given.

Was well done.

**Question 4(d)**

*Use the correct form of the nouns given in brackets.*

(i) ' These .....(student) phones were confiscated.

(ii) There are many ..... (hero) who fought for our independence.

(iii) How many .....(editor-in-chief) were invited?

(iv) This must be your..... (father-in-law)car.

This item tested word building in addition to syntactical relations in the contexts.

Was fairly well done.

### 3.4 PAPER 3 (101/3)

The paper was reported to have adequately tested the syllabus and to have been the right level for the candidates. Although there was improvement in the mean for the paper, the performance still falls short of expectation of the percentage mean of about 50%.

#### Question 1

##### Imaginative Composition (Compulsory)

*Either*

- (a) Write a composition to illustrate the saying:  
“Truth will always set you free”.

*Or*

- (b) Write a story beginning:  
The birds had already started their morning songs, and here I was wondering whether ...

This question had two optional sections, testing imaginative composition skills.

Question 1(a) required candidates to compose a story illustrating the saying: “Truth will always set you free”.

This was the less popular option. Candidates who chose this failed to display full understanding of the saying, let alone creating a fitting illustration.

Question 1(b) required candidates to write a story based on the input sentence given as a starting point.

Majority of the candidates went for this option and generally had better scores. Nevertheless, there were many memorized pieces and those that were mainly irrelevant but making unsuccessful attempts to tag-on to the opening sentence given.

#### Advice to Teachers

Teachers are advised to teach composition writing skills and put candidates through practice in writing the various types of composition.

#### Question 2

##### The Compulsory Set Text

Ngugi Wa Thiong’o, *The River Between*

Drawing your illustrations from Ngugi Wa Thiong’o’s *The River Between*, write an essay on the challenges of reconciliation.

This was a two prolonged question based on the compulsory novel - **The River Between**. Candidates were required to write an essay on the challenges of reconciliation using illustrations from the novel. Candidates needed to demonstrate adequate understanding of the concept of reconciliation and the challenges it poses for the society in general and the main character in particular as portrayed in *The River Between*.

Most candidates related the efforts displayed by Waiyaki in trying to reconcile the ‘warring’ sides – Kamen and Makuyu and traditionalists and Christians – but failed to bring out the challenges.

#### Advice to Teachers

In teaching the literary works all aspects of the text should be taught. Of great importance is the candidates’ familiarity with the text. Themes, characterization and stylistic devices need to be thoroughly mastered. Candidates should be advised to read the questions carefully, underlining the key operational words so as to ensure the question is fully addressed.

**Question 3**  
**The Optional Set Texts**

Answer any **one** of the following three questions.

*Either*

**(a) The Short Story**

Macmillan (ed.), *Half a Day and other Stories*

With illustrations from Fatmata Conteth's short story "Letter to my Sisters", show traditions have been used to oppress women.

*Or*

**(b) Drama**

John Ruganda, *Shreds of Tenderness*

"During a civil war, those who flee their country suffer as much as those who remain behind." Drawing illustrations from Ruganda's *Shreds of Tenderness*, write an essay in support of this statement.

*Or*

**(c) The Novel**

Velma Pollard, *Homestretch*

Write an essay on ways of encouraging "domestic tourism" drawing your examples from Velma Pollard's *Homestretch*.

This question had three sections (a), (b) and (c), each dealing with one of the three optional set texts, viz the short story anthology, the play and the novel.

3(a) required candidates to show how traditions have been used to oppress women in the society depicted in the short story "Letter to my Sisters".

This question provided the better of the essays for those who chose it. Still the candidates did not fully use contextual evidence for the many claims they made. Few candidates mixed up the facts in this story and the story "Against Pleasure Principle" also in the same anthology – a clear sign that the candidates were not familiar with the stories.

3(b) required candidates to write an essay in support of the proposition that those individuals who flee their country during a civil war suffer as much as those who remain behind as is evident from the situation presented in the play *Shreds of Tenderness*.

Most candidates who attempted this question dwelt on the suffering of those who flee the country and glossed over those of the "Stayees".

3(c) required candidates to describe ways of encouraging 'domestic tourism' giving example from the novel **Homestretch**.

This was the most unpopular option. Those who chose it simply picked events in the novel but did not attempt to tie it to the question of "encouraging domestic tourism".

**Advice to Teachers**

Candidates to be advised to illustrate/support their points with evidence from the texts. Teachers to advise candidates to plan their work to avoid leaving out parts of the question and thereby losing valuable marks.