

1.1.3 English Paper 3 (101/3)

Answer three questions only.

1 Imaginative Composition (Compulsory) (20 marks)

Either

- (a) “Both boys and girls have equal rights to their parents’ inheritance.”
Write a composition, supporting or opposing this statement.

Or

- (b) Imagine that a friend has invited you to an occasion. Initially you were reluctant to attend but a sibling persuaded you to go and you really enjoyed yourself. Describe what the occasion was and why you felt so fulfilled.

2 The compulsory Set Text (20 marks)

Ngugi wa Thiongo, *The River Between*

Write an essay on cultural conflict, citing examples from Ngugi Wa Thiongo’s novel: *The River Between*.

3 The Optional Set Texts (20 marks)

Answer any one of the following three questions.

Either

(a) The Short Story

Macmillan (Ed.), *Half a Day and Other Stories*

Write an essay supporting or refuting the statement, “School is the factory that makes men and women out of boys and girls, respectively.”
Illustrate your answer with references from the short story, ‘Half a Day’ by Naguib Mahfouz.

Or

(b) Drama

John Ruganda, *Shreds of Tenderness*

Using illustrations from John Ruganda’s play, *Shreds of Tenderness*, write an essay entitled: “The Truth Shall Set You Free”

Or

(c) The Novel

Velma Pollard, *Homestretch*

“Difficulties in life strengthen one’s character.”
Using Brenda’s experiences in the United States, in England and in Jamaica, write an essay supporting this statement.

THE YEAR 2011 KCSE EXAMINATION MARKING SCHEMES

6.0 ENGLISH (101)

6.1 English Paper 1 (101/1)

POINTS OF INTERPRETATION

1. (a) NOTICE

- must be a **notice** if **not** deduct 2 marks;
- advertisement must be catchy.

Sample Notice

NOTICE

ST KUVITO HIGH SCHOOL, KERICHO

DRAMA! DRAMA! DRAMA!

WHAT: Presentation of Henrik Ibsen's play *An Enemy of the People*

WHERE: ST KUVITO HIGH SCHOOL HALL

WHEN: SATURDAY AND SUNDAY 22nd - 23rd

TIME: 3.00 pm - 5.00 pm both days

CHARGES: ABSOLUTELY FREE!!!

**COME AND EXPERIENCE GREAT ACTING, GREAT ENTERTAINMENT
GREAT TEACHING AND RIB CRACKING!**

A must watch for KCSE candidates.

Members of the public are welcome.

YOU DO NOT WANT TO MISS! SEE YOU THERE!

**For a sneak preview, see the attached synopsis of the play.*

Secretary, St. Kuvito High School Drama Club

Contact Person

Mr. G. Kabiru (patron)
Cellphone: 0922 - 404040

- (b) Must be a synopsis. Must be in continuous prose. If not, deduct 2 marks A.D. Must be faithful to the text, otherwise treat as irrelevant and penalize accordingly.

SAMPLE SYNOPSIS

Dr. Stockmann, the Medical Officer of Health, having noticed an increase in the incidence of waterborne diseases among visitors coming to the medicinal spas in the city, institutes a scientific investigation and discovers the water is contaminated by effluent from the tannery nearby. He recommends to the Municipal authorities he serves closure of the Baths and the relaying of the entire piping system. This sets him on a collision course with the Municipal authorities who wish to downplay the issue on account that publication of the issue would scare away the tourists and kill the economy of the city that was dependent on the Baths. Besides, they argued, closure and the works would take too long and would be too expensive for the shareholders.

This sets the stage for the confrontation between Dr. Stockmann who believes the safety of the populace and of the tourists is paramount and the Mayor who leads the political and business fraternity. The ensuing battles form the conflict in the play *An Enemy of the People*. The Mayor uses intimidation, sacks Dr. Stockmann, distorts the information and blackmails the public into supporting him by claiming the taxpayers would have to foot the bill should Dr. Stockmann succeed. This makes the public to denounce Dr. Stockmann as the enemy of the people.(204 words)

(12 marks)

2. Cloze test

1. into
2. consider
3. ones
4. along
5. bridge, thread
6. While
7. all
8. always
9. best, most
10. especially/ extremely

(10 marks)

3. (a) (i) rising
(ii) falling
(iii) falling
(iv) rising
(v) falling

(5 marks)

- (b) (i) The lines should be said with a slow, sarcastic tone. This is because lazybones is just giving excuses that can convince no one. The voice could also show mockery as the performer imitates lazybones. (3 marks)
- (ii) I would say the last line with eagerness and excitement. I would quicken the pace of my voice. (2 marks)

- (iii) farm - firm
right - rite, write
come - cum

(3 marks)

(c) I would capture the audiences' attention by:

- having a captivating introduction/ using a quotation, a story, a rhetorical question, an anecdote, etc. related to the topic.
- supporting my points with appropriate illustrations.
- using appropriate body language, eg. gestures, facial expressions.
- establishing closeness/ contact with the audiences by involving them or moving among them.
- maintaining eye contact with the audience
- responding to audience feedback.
- concluding by tying everything together/ summarising/ reviewing the key points.

(Any three for 2 marks each = 6 marks)

- (d)
- Both characters are impolite. Attack on the person - "you" "somebody from...".
 - They interrupt each other. The dots at the end of lines indicate this.
 - They do not respect each other's opinions. Use of sarcasm.
 - They resort to name-calling instead of addressing the issues. Superiority complex.

(Any **three** appropriately illustrated points for 2 marks each = 6 marks)

- (e)
- (i) descent;
 - (ii) contest;
 - (iii) discuss;
 - (iv) friendly;
 - (v) present.

(5 marks)

6.2 English Paper 2 (101/2)

1. (a)
 - That his mother 'worships' Obama in her living room/Obama is a saint/super human individual who she worships.
 - That her collections were sacred items.
 - She treated her living room with reverence/awe.
 - "...all in pristine condition and to be handled with utmost care"(Any two points = 2 marks)
- (b)
 - Obama has awakened a dormant optimism in her.
 - His message of unity and transcendence.
 - His message of hope (of going beyond).
 - His stubborn rejection of cynics - i.e. people with a low view of values/who discourage him.
 - That his election would mean America has gone beyond race./ "this is our moment."
 - That Obama is, therefore, running a positive campaign.(Any two points one mark each, 2 marks)
- (c) Being black (African American) and having suffered under the hands of white Americans she was thrilled by the fact a fellow blackman was on the verge of clinching the presidency of America. The unimaginable was imminent! supremacy; a new dawn, a new era. (2 marks)
- (d)
 - At age 77, this woman had probably never dreamt that this would come to pass in her lifetime/ unexpected that a black man would ascend to the throne in a white dominated continent.
 - She has witnessed so much racism that this victory appears a life-changing revolution.
 - That a person who stands for such positive values has won is almost unbelievable.(Any one point = 2 marks)
- (e)
 - To give the Obama story a historical dimension (e.g. reference to the mother as a child of the Depression).
 - First hand experience of suffering the author does not have.
 - To personalize the issue of the Obama campaign and victory (seeing the issue in relation to his mother - the closest person).
 - To present the issue in terms of generations (grandparents) - mother - son - (perhaps grandchildren).
 - To underscore the gender dimension - an ordinary black woman who grew up during the Depression enthusiastically supporting Obama.
 - To hook the reader with an anecdote about his mother.(Any one point, 2 marks)
- (f) She married young for she was a child of the Depression/ For she was a child of the depression, she married young. (1 mark)
- (g)
 - frank and sincere - "telling it exactly like it is".
 - Supportive; understanding where the mother is coming from
 - Empathetic; sees things from his mother's point of view.

- Loving/warm/caring/close (e.g my mother is special to me) the son is the one telling the story, but behind it we can feel a mother's love for her son.
- inspirational = "deeply informs my own life".

(Any two points 2 marks illustrations 2 marks = 4 marks)

- (h) Must have been negative memory. It is associated with "chilling tales" and "open and violent hostility towards African Americans"

(Identification 1 mark illustration 1 mark = 2 marks)

- (i) (i) staple of my mother's conversation - main or major topic of discussion
- (ii) surge - emergence/overflows/ bubbling/sudden strong feelings.
- (iii) digested - adopted, processed, internalized, imbibed/understood.

(One mark each = 3 marks)

2. (a) Hovstad and Billing had been talking about Dr. stockmann's article. The impact that the article will have on the aristocracy. They have been discussing how they can use the situation to get control of the Municipal affairs. (2 marks)

- (b) He had expected that the Mayor would bring the article before the baths Committee and get them to start rectifying the situation/correcting the problem./ He had hoped to convince the Mayor to accept the content of the article and act on it.(2 marks)

- (c) The article details the results of the analysis of samples of water taken from the medicinal spas that are a tourist attraction in the city. Dr. Stockmann has proved that the incidence of waterborne diseases among visitors and local citizens is as a result of contamination of the Baths water by effluent from a tannery nearby. He proposes a raft of changes including relaying of piping network. (4 marks)

- (d) Aslaksen is unenthusiastic / non-committal / cautious / disinterested about publishing the article. He does not want to displease the people in power. He wants to be assured that it is okay with both the "prudent" and the "imprudent".

(Identification 2 marks, illustration 1 mark = 3 marks)

- (e) (i) Dr. Stockmann is sacked from the Baths Committee; his house is vandalised; the landlord asks him to vacate the house; his clothes are torn/ he is branded EOTP/
- (ii) His daughter loses her teaching job and the boys are sent away from school/loss of inheritance .
- (iii) His friend loses his job as captain of the ship.

(Dr. Stockmann and family 5 marks, friends 1 mark = 6 marks)

- (f) 'They' refers to the aristocracy/local authorities/council leadership. (1 mark)
- (g) Aslaksen does not want the Baths pulled down because, they bring revenue to the town, and being taxpayer he fears footing the bill of repairs. (2 marks)
- (h) They are: unreliable / undependable: Stockmann had a lot of faith that they would publish his article but they betrayed him.

self-seeking / materialistic/opportunistic: At the end of the play they want to publish the article because they think it will give them money.

self-preserving: The main reason why they initially changed their minds is they didn't want to suffer the consequences.

corrupt / dishonest: They don't mind publishing the article towards the end of the play even when they believe it is a hoax, as long as they are part of the plot. unprincipled / inconsistent / indecisive: They don't stand by their word, they shift with the current (Any one well explained trait 2 marks)

- (i) It is ironical because of the three, Aslaksen is the least enthusiastic about publishing the article. It is therefore ironical that Dr. Stockman would ask him to supervise the printing. (2 marks)
- (j) They / the authorities have threatened me with all sorts of things. (1 marks)
3. (a) Nzoko was inspired by nature: the murmuring of the river, the rustle of the wind in the trees and the hum of the bumble-bee. (2 marks)
- (b) It is broken to indicate uncertainty / hesitation / stammering / fear / scare/ amazement / awe / fright caused by the presence of the little fairy man. Being in the forest, this must have been a scaring experience. (3 marks)
- (c) We are told that he did not need to be told twice to play the flute. (2 marks)
- (d) - To encourage Nzoko to develop his talent to the fullest.
- To bring good to the world by stopping fighting and healing the sick through Nzoko's talent.
- To teach Nzoko that precious things do not come easy. (Any two, 2 marks each = 4 marks)
- (e) The six are mentioned to show how exceptionally good Nzoko's music was if it managed to charm all manner of birds into silence. To demonstrate the superiority of Nzoko's music. (2 marks)
- (f) - Obedient/responsible/dutiful because he faithfully went to graze his father's goats after school.
- Determined/persistent because he did not give up even after he initially failed to outsing the black bird. He kept practising.

- Creative / Innovative because he fashioned a flute from the wood of a willow tree. He also composed many songs.
 - (Very) talented because his music said to be equal only to that of the fairy piper and he managed to fulfil all the three conditions.
 - Compassionate because tears filled his eyes when he saw the little sick girl.
 - Patient/self-controlled - able to wait till all the conditions are fulfilled before turning the ring.
 - Handworking - goes to school, takes cattle to graze; works on his instruments...
- (Any two, 2 marks each = 4 marks)

(g) They valued:
Tangible

- education - Nzoko went to school
- the environment - they preserved the forest with its river, birds and bees.
- herbal medicine - the mother of the sick child had gone to look for herbs.
- music - Nzoko's music was appreciated and he was rewarded for excelling in it.

Intangible

- responsibility /care /concern /hard work / creativity/ harmony / assertiveness / patience.

(Any three values, 1 mark each 3 marks)

4. (a) (i) "Please return my key tomorrow," Aisha asked Tom.
"Tom, please return my key tomorrow", Aisha said.
- (ii) "Where were you last Friday?" the teacher asked them.
- (iii) What a pleasant surprise to meet you again after all these years! (3 marks)
- (b) (i) was / is / has been / had been
(ii) are / were (2 marks)
- (c) I. (i) All the money they needed, they collected; no more, no less.
(ii) Of the money they collected, they needed all of it. They could not spare any for anyone else. (2 marks)
- II. (i) There were a number of students. Only four of them were admitted to the University.
(ii) There were only four students and all the four were admitted to the University. (2 marks)
- (d) (i) breakthrough;
(ii) breakup;
(iii) breakeven. (3 marks)
- (e) (i) risen;
(ii) dwelt / been dwelling
(iii) unconditionally. (3 marks)

6.3 English Paper 3 (101/3)

POINTS OF INTERPRETATION

1. (a) Must be a discursive essay. If **not** deduct 4 marks. **AD** candidate must clearly indicate whether they are supporting or opposing the proposition and proceed to adduce the points for their position. Candidate's must take the broader definition of property, not only land. Those who are aware of the provisions of the new constitution to be awarded for merit. If candidate discusses both sides they must take a stand. Otherwise treat as minor irrelevancy and deduct 2 marks **AD**.
- (b) Must be a description of an occasion. If not deduct 4 marks **AD**. Candidate must document what it was that was so fulfilling. Must be a credible, personal account detailing the candidate's participation.

2 Introduction

Function of Introduction:-

Confirms what candidate is going to say in the essay; comments on the question; echoing, portions of the question; general / specific to interpretation of the question. Definition is not enough as an introduction.

Cultural conflict occurs when people of different backgrounds or communities disagree, argue or fight because of differences in their cultural beliefs or values. People may also disagree because of opposing ideas, opinions, feelings or wishes. Cultural conflict may also occur at individual level when a person is faced with a difficulty to make certain choices. There are many examples of cultural conflict depicted in Ngugi wa Thiongo's *The River Between*.

Any other relevant introduction. It must demonstrate that candidate understands the task.

2 marks

Body

Any of the examples below can be used to develop the essay.

Look for:

- (i) Identification;
- (ii) Textual evidence;
- (iii) Comment

Conflict can occur among a community.

Old Rivalry

Makuyu and Kameno, the two ridges were in constant conflict as shown throughout the novel. There was constant rivalry between the two and Waiyaki always hoped to unite them. The different belief systems caused misunderstanding and suspicion. pp.1,2,144,88,97,67.

Religious Conflict

- There was conflict between the Christians and the non-Christians. Kameno represented the traditional while Makuyu the Christian. The missionaries demanded that the converts should denounce all traditional beliefs and practices and this caused disharmony. For example, they condemned initiation rites which were a central part of the Gikuyu culture. Livingstone described circumcision as barbarious (p.54). When he witnessed the dances he said that he was “horrified beyond measure the songs he heard and the actions he saw convinced him beyond any doubt that these people were immoral through and through.” pp 22-26, 28-31, Joshua’s fear pp. 32-37,39-40, 42-57, 63-64, 65,67,69-70,73,137,144,96,97,126,129,132,137,144, 105-109
- There is conflict between Joshua and Kabonyi. Joshua remained a staunch adherent to Christianity while Kabonyi turned back to tradition and seriously opposed Joshua and the Christians or Christian culture.

Old Prophecy

Kabonyi is also in conflict with Waiyaki whom he regards as a threat to the leadership mantle that he is jealously eying. It is told that Kabonyi is probably the only other person who knows about the old prophecy that put Waiyaki in the line of leadership. He belittles Waiyaki in the committee meetings and the school meetings with parents in an attempt to discredit him as a youngster who knows nothing. pp.19 - 21,37,127,133,91 92-94, 98, 121 - 125, 139 - 140, 145 - 147.

Circumcision

There is conflict between Muthoni and her father. Muthoni chooses to be circumcised (traditional culture) and automatically becomes an outcast to her father who does not even mourn her death. (pp 24 - 26) `Nyambura pp. 22- 23, Muthoni pp.24-25, pp.46-47,Chege 36-37, Joshua pp.34-35, 51-52, 82. Livingstone see it as barbaric p. 53.The Kiama Waiyaki pp 40-41, 45, 138, Waiyaki’s mother 118 -119.

Waiyaki

Waiyaki faces conflict within himself as he agonizes over how to unite the people of the two ridges. He tries to appreciate the good in Christianity but this only earns him misunderstanding. He falls in love with Joshua’s daughter, Nyambura but the gulf between them is a source of great conflict. 38,41,67,84,97-98,137-138, 115-117, 137-138.

Any 4 well developed points 3:3:3:3 = (12 marks)

Conclusion

The examples considered above prove that cultural conflict can take different forms and can be caused by various reasons. Cultural conflict can occur between whole communities, individuals or at personal level. Whatever the case, conflict occurs because of opposing views or experiences. Cultural conflict if not resolved, can be destructive as Ngugi wa Thiong’o portays in *The River Between*.

Accept any other valid conclusion. (2 marks)

Language use and Grammar and Presentation

(4 marks)

3 (a)

Introduction

Candidates must show their understanding of the statement, "School is the factory that makes men/women out of boys/girls".

- At school, children undergo the process of making them/developing them into responsible people.
- It is part of children's socialization process.
- School ingrains values in children.

Candidates can support or refute the statement.

Accept any other relevant introduction.

(2 marks)

Main Body

A. *For*

Independence

- School helps children become independent. As he releases his hand from his son, the father says, "You go in yourself. Join them. Be a man ... today you truly begin life". (p.8) Compare this with the way the boy had tightly 'clung to his hand' (p.8).
- It widens a child's horizon about life - the boy learns that there are children whose fathers are dead, as he meets one p. 10 "... who brought you here? "My father is dead" (p.10).

Knowledge / Cognitive Skills

- School deepens one's knowledge not only about life, but also about religion (p.10) Language skills, Maths, Geography are taught.

Perseverance

- One learns to be patient and to persevere (p.10)
- A child is taught that the road to success is struggle.

Socialization

- School is another home. School is enjoyable. One learns to socialize and to live as an adult, co-existing with those outside one's home or family. The boy becomes friends with other boys and falls in love with girls (p.10)
- School offers rich variety (p.10)

Conclusion

School is the gateway to leaving the narrowness and simplicity of home and entering into the breadth and complexity of the world at large (p.11) Boys and girls enter school, timid and apprehensive and leave mature and sophisticated.

(2 marks)

B. *Against*

Few candidates may wish to refute the statement. They could use some of the points below.

- Children see it as a punishment (p.8). Boy challenges father “why school...?”

Separation /detachment

- School tears children away from the intimacy of home (p.8). “I’m not punishing you...”
- It is a strange/hostile environment; for instance, the symbol of the building “huge, high-walled fortress, exceedingly stern and grim” (p.8)

Hardship

- It is not the happy atmosphere it might appear on the surface - there are conflicts among students. “as our path ... punishment.

Expect 4 well developed points 3:3:3:3 = 12 marks

Language use and grammar.

(4 marks)

3 (b) **TITLE:** The truth shall set you free

(If not deduct 1 mark)

Introduction

There are experiences in our lives that we often want to hide from other people. This is usually either out of guilt, or out of the realization that we did something wrong for fear of being judged negatively by other people. Sometimes we want to appear better than we really are so we put on a mask. Trying to conceal the truth of who we really are puts us in bondage. In *Shreds of Tenderness*, we see this played out through the character of Odie. Odie has many things to hide but finally the truth comes out and he is only set free after he confesses and reconciles with his brother, Wak and sister, Stella.

Accept any other relevant introduction. (2 marks)

Body

Hostility

Odie is shocked and disgusted at the return of Wak. His strong resentment raises our suspicion that there is something more than just sibling rivalry. He tries very hard to get Stella to be on his side so that they can oppose Wak but he does not succeed. He knows that sooner or later Wak may get to know the truth and he will need the support of Stella. After a series of confrontations the truth is gradually revealed. pp 8 -9, 12 - 15, 21-24, 52 - 57, 58 - 70, 119 - 134.

Jealousy

We learn that Odie was jealous of Wak but he pretends to be a loyal and caring brother. He dislikes Wak because although Wak is younger, he was given the family inheritance. When cornered by Wak about SRB files Odie confesses the father never loved him. pp 20, 29 - 30, 37, 48, 58 - 59, 120, 128 -129.

Obituary

Odie placed a notice of obituary in the papers announcing Wak's "death" and went ahead and transferred the family property to his name. Stella leads Odie to admit that it was a hoax. pp 18 - 22.

Betrayal

Odie betrayed his brother Wak to the SRB and was the cause of his 10 year exile and yet has all along played ignorant and loyal until the truth comes out. He concealed this from Stella all along. Odie owns up by re-enacting the betrayal scene and also asks for forgiveness. pp118 - 119, 121 - 134.

Stella and Major Ali

Stella is in a relationship with Maj. Ali who is not only her father's murderer but also the one who ordered the platoon to raid her school and rape the girls and nuns. It is only after Odie brings it out that stella ashamedly owns up. pp 29 - 31.

Returnees

The returnees as represented by Wak are perceived by stayees (represented by Odie) with suspicion and hostility; that they went to enjoy themselves in exile and are cowards. It is often the re-enactment of the plight of refugees that Odie understands and appreciates Wak's predicament. 23, 73 - 75, 80 -114, 116 - 117.

Expect any 4 well developed points 3:3:3:3 = 12 marks

Conclusion

Living a life of deceit only puts us in bondage. Odie's admission of his misdeeds at the end of the play brings reconciliation and freedom. We need to be ourselves. We need to learn to tell the truth and then we will live a free life. (2 marks)

Language use and Grammar

(4 marks)

3. (c) Introduction

The difficulties we face in life do not have to destroy us. Sometimes, people learn important lessons from the hardships and become better and stronger. When we have positive attitudes, therefore, difficulties can shape us and make us more understanding. In *Homestretch*, Brenda undergoes tough experiences, but she rises above those difficulties, finishes her education and supports her mother and other Jamaican children in foreign countries.

Accept any other relevant/valid introduction. (2 marks)

Main Body

Financial Difficulties

Hardships in life lead her to a resolve to work hard. During her early life in Jamaica, Brenda faced many financial difficulties because her mother's salary as a cashier was not adequate for them. As a result Brenda chose to baby-sit on weekends.

In the United States she worked in Mrs Stewart's shop to meet her personal needs. The hardships she faced in Jamaica, in the United States and in England also motivated her to work hard in her studies. pp 51-54 56-57. 76, 8, 142, 181-182, 188.

School system

In the United States when Brenda found the discrimination in the school system blocking her vision to good education, she sought help from Mrs. Saul and later from Joan Stewart. These connections contributed to her academic success. pp 58 - 59, 65 - 67, 73, 75 - 77.

Mistreatment

The mistreatment by Johnnie and Lyn also motivated her to seek acceptance elsewhere and apart from developing friendship with the Stewards, she joined the netball team and excelled in sports. 56-58, 62, 65, 72, 88.

Discrimination

In England, it is the discrimination by both the British and the Jamaican student population that drove her to find connections with the African students. 75 - 78, 90-91.

She values her, friendship with Laura and it is this relationship that helps her to overcome the bitterness resulting from her past frustrations. 181 letter

Relationship with Milton

Milton breaks Brenda's heart when he leaves her. pp 105 - 106, 186.

Disillusionment about Jamaica

Brenda is very bitter about what Jamaica has done to her. She feels she has had difficulties in America and England because Jamaica rejected her. Her desire to know more about Jamaica sets her across many towns. pp 51-54, 88, 84-98, 116-123, 139, 147 - 149, 151-154, 164-169, 181-182, 188.

Expect any 4 well developed points 3:3:3:3 = 12 marks

Conclusion:

Brenda went through a lot of difficulties as she adjusted to the education, social and cultural systems in the three countries she lived, schooled and worked. She faced discrimination and mistreatment but all these contributed to her growth as a person. Like Brenda, we can also refuse to be crushed by difficulties. As they say, every cloud has a silver lining.

Accept any other valid conclusion and presentation (2 marks)

Language use and Grammar

(4 marks)