

## 4.27 KENYAN SIGN LANGUAGE (504)

### 4.27.1 Kenyan Sign Language Paper 1 (504/1)

#### SECTION A: SIGNED STORY

AREA THIS NAME S-A-R-B-O / PEOPLE YOUNG MANY AREA THIS LOVE RUN RUN MORE / SOME BEFORE GO COMPETE INTERNATIONAL COUNTRY SAME SOUTH AFRICA / CANADA / BRITAIN SAME JAPAN / SOME RUN COMPETE KENYA HERE HERE //

TIME COMPETITION WIN INTERNATIONAL / BEST MORE / WHY / YOUTH CATCH MEDAL SAME GOLD / SILVER SAME B-R-O-N-Z-E / RECENTLY PEOPLE TWO WIN FINISH / CATCH MONEY BIG 10 MILLION EACH EACH / BOTH HAPPY HAPPY SAME PEOPLE ALL AREA THIS HAPPY //

PEOPLE AREA THIS / ALL HOPE PEOPLE TWO POSSIBLE USE MONEY THIS / HOW / HOUSE HOUSE BUILD / LAND BIG BUY / BUSINESS BIG START SAME SCHOOL HELP BUILD BUILD //

BEFORE PROBLEM BIG THERE FINISH / YOUTH SOME RUN WIN FINISH / MONEY BIG CATCH / BUT SELF USE MONEY AREA THIS DEVELOP NOTHING / SELF USE MONEY WASTE WASTE TOGETHER PROSTITUTE / SAME SOME FORGET RUN PRACTICE PRACTICE ZERO //

ME THINK GOVERNMENT POSSIBLE HELP AREA THIS / HOW / SPORTS TRAINING SCHOOL BUILD / TEACH PEOPLE MONEY USE WELL WELL / HOW / COUNSEL YOUTH / SAME APPOINT MZEE VILLAGE THERE THERE TALK TOGETHER YOUTH / MZEE THIS / ADVICE YOUTH LIVE HOW TIME SELF BECOME NAME BIG //

1. RUN RUN (or) ATHLETICS (Any one 1 mark)

2. SOUTH AFRICA  
CANADA  
BRITAIN  
JAPAN

any 3 (1 mark each = 3 marks)

3. GOLD  
SILVER  
BRONZE

any 2( $\frac{1}{2}$  m

4. 10 MILLION (1 mark)
5. HOUSE HOUSE BUILD// Any 3 (1 mark each x 3 = 3 marks)  
 LAND BIG BUY//  
 BUSINESS START//  
 HELP SCHOOL BUILD//
6. BEER DRINK DRINK // (1 mark each x 3 = 3 marks)  
 DRUG DRUG USE//  
 WASTE TOGETHER PROSTITUTE //
7. SPORTS TRAINING SCHOOL BUILD // (3 x 1 mark each= 3 marks)  
 TEACH TEACH PEOPLE HOW MONEY USE WELL COUNSEL YOUTH //  
 APPOINT ELDER VILLAGE TALK TOGETHER YOUTH //

### SECTION B : SIGNED SENTENCES

1. FAMILY MINE BIG/ CHILDREN ALL 18 / BOY 5 GIRL 13 //
2. IF YOU WANT UNIVERSITY ENTER / BETTER WORK HARD //
3. HAPPEN WHAT / YOU SCHOOL COME LATE HOW //
4. YESTERDAY RAIN RAIN HEAVY WATER FLOOD //
5. UNIFORM SCHOOL THIS BEAUTIFUL MORE / WHY / COLOUR PINK SAME GREY  
MATCH WELL //
6. KENYA GOLD - MEDAL MANY MANY CATCH / WHY / RUN RUN NUMBER ONE  
WORLD //
7. MONTH AUGUST YEAR 1978 / PRESIDENT KENYATTA DIE FINISH //
8. MOMBASA - KISUMU DISTANCE LONG HOW // (or) FAR HOW //
9. TODAY ME FEEL SAD MORE / WHY / ME SICK //
10. HEAD TEACHER KNOW SIGN LANGUAGE //

## SECTION C

1. I - N - V - O - L - V - E //
2. Z - I - G - Z - A - G //
3. C - A - L - C - U - L - A - T - O - R //
4. O - X - Y - G - E - N //
5. E - A - R - T - H - Q - U - A - K - E //
6. M - A - R - C - H //
7. P - R - O - G - R - E - S - S //
8. F - E - E - D - B - A - C - K //
9. J - E - W - E - L - L - E - R - Y //
10. B - A - N - K - R - U - P - T //

## 4.27.2 Kenyan Sign Language Paper 2 (504/2)

### SECTION B

#### PART A

##### ACROSS

- (i) MONKEY//
- (ii) ELEPHANT//
- (iii) BANANA//
- (iv) BUILDING//
- (v) LAKE//
- (vi) AIRPORT//

[1 mark each]

##### DOWN

- (vii) GOVERNMENT//
- (viii) HOSPITAL//

[1 mark each]

#### PART B

##### PUNCTUATION

NOW ME NAME S-H-I-K-H-O-V-O-L-O  $\sqrt{1/2}$  APOLOGY HAVE /  $\sqrt{1/2}$  BEHAVE BAD  
BAD SCHOOL THERE FINISH  $\sqrt{1/2}$  / TRUE HAVE DISTURB HEADTEACHER /  $\sqrt{1/2}$   
STUDENT ALL / PARENT MINE /  $\sqrt{1/2}$  SAME MYSELF FINISH NOW DECIDE FINISH  
ME DO BAD TRUE /  $\sqrt{1/2}$  SAME NOW ME PROMISE FINISH REPEAT BEHAVE BAD  
NOTHING  $\sqrt{1/2}$  / NOW ME ASK FORGIVE PLEASE PLEASE  $\sqrt{1/2}$  / HEADTEACHER  
SAME PARENT MINE //  $\sqrt{1/2}$  IF ME STUDY HARD NOTHING ME GO WHERE EDUCA-  
TION NOTHING HARD JOB FIND //  $\sqrt{1/2}$

Look for the finger spelling, short pause and full stop  
[and award  $1/2$  mark as indicated = Total 5 marks]

- (i) HISTORY KENYA or  $1/2$  mark  
TEACHER MINE//
- (ii) MZUNGU WANT KENYA CONTROL //  $1/2$  mark
- (iii) KENYA PRESIDENT FIRST//  $1/2$  mark
- (iv) ONE NINE SIX THREE //  $1/2$  mark

[Total 2 marks]

#### 4.27.1 Kenyan Sign Language Paper 3: Expressive Signing Skills (504/3)

### INTRODUCTION

#### PRACTICAL SIGNING SKILLS, KCSE

The KSL 504/3 is a paper which aims at assessing the practical (expressive) signing skills of the candidate. It is a conversational approach to KSL assessment based on language proficiency Interview (LP1) procedures.

Like language proficiency interviews, the KCSE KSL practical signing skills (PSS) assessment aims at assessing how well candidates are able to use Kenyan sign language for their communication needs. The PSS assessment involves a maximum 15 minutes one-to-one signed conversation between the examiners and the candidate. The recommended number of examiners should be 3 with Native or Native-like proficiency in KSL usage. This paper assesses KSL as it is used in the deaf community in Kenya. This includes the use of:

- (a) Meaning - based Kenyan sign language vocabulary consistent with the KIE syllabus and dictionary.
- (b) A variety of grammatical features that are consistent in KSL to:
  - get information.
  - get people to do things through requests, orders or/and persuasion,
  - express opinions,
  - express emotions,
  - make commitments i.e (offer, promise, agree to do something).

The grammatical features in KSL that will be examined in this paper include:

- (i) Use of signing space, indexing, eye-gaze, sign movement directionality, body shifts to separate ideas and to identify and discuss persons, places & objects present and not present.
- (ii) KSL sign-word order which facilitates effective communication in this gestural-visual language.
- (iii) Facial expressions and non-manual markers that support or add to information communicated.

All the above aspects will be observed and examined. Clarity of sign production, fluency, comprehension and creativity are important as they determine the rating levels of each candidate.

## SECTION A

### QUESTION ONE

#### STEP I: INTRODUCTION

HALLO/  
GOOD MORNING/ GOOD AFTERNOON//  
YOU           ?  
HOME VILLAGE YOUR           ?  
WHERE

#### STEP II: SCHOOL EXPERIENCE:

EXPERIENCE YOUR SCHOOL SECONDARY DESCRIBE TIME YOU FREE/  
CLASS NOTHING YOU LIKE DO WHAT//[LEISURE]

#### STEP III: CRITICAL THINKING

YOU THINK TIME YOUTH DEAF SCHOOL//  
YEAR FOUR FINISH CHALLENGE WHAT           ?  
YOU THINK POSSIBLE CHALLENGE SOLVE HOW           ?

#### STEP IV: CONTEMPORARY ISSUE

YOURSELF THINK YOUTH POSSIBLE CONTRIBUTE HOW IMPROVE COUNTRY  
THIS//

#### STEP V: CONCLUSION

YOUTH MANY SCHOOL FINISH YOU POSSIBLE/ ADVISE           ?  
WHAT

QUESTION HAVE YOU/ ASK-US//

THANK-YOU//

## Q1 - Language Proficiency Interview (L.P.I.)

The candidate is expected to:

- use the correct KSL word order
- use the appropriate speed in signing
- make good use of signing space
- be fluent in communication
- use vocabulary related to leisure e.g. SPORT, PLAY, SIGNING, FOOTBALL, NETBALL, WALK, DANCE, TALK, FRIEND, SKIP, RUN, SCHOOL, READING, STORY BOOK, DRAMA, SIT, CHAT WITH FRIEND, SWIM, SLEEP, WATCHING T.V, PLAY MARBLES, RELAX.

The candidate is expected to discuss challenges of deaf after school, not limited to:

- improper use of leisure time
- engagement in drug use
- early pregnancies among girls
- HIV/AIDS transmission/ S.T.Is
- failure to choose careers well
- challenges in deciding which college to choose
- bad influence/ peer pressure
- the community and family members lack of KSL skills
- lack of fellow deaf friends in the area
- deaf are unaware of the daily activities/ happenings in the village and the country political environment
- lack of national identity cards

The candidate is expected to discuss possible solutions to solve challenges of deaf school leavers. The solutions should include but not limited to:

- join youth support groups
- learn how to manage their time before they finish school
- learn how to choose careers while in school
- be informed of consequences of early sex and early pregnancies
- learn how to be responsible members of the community
- family members and the community to learn how to sign
- identify role models and expose deaf children to them

The candidate is expected to discuss ways in which the deaf can improve the country. They should not be limited to:

- participate in environmental conservation like tree planting. Soil conservation activities.
- participate in general elections
- start businesses to be self reliant and create jobs for others
- be innovative in drama, art, book writing
- use their talents well
- participate in sport and invest in the country
- have social responsibility e.g. caring for others

The advice to the youth should include and not be limited to:

- being responsible
- avoiding bad influence
- learning how to manage their time well
- listening to wise advice for mentors, parents and teachers
- working hard in school
- aiming higher in life
- have career
- engaging in constructive activities

2. A The candidate is expected to have knowledge of vocabularies not limited to: PREGNANT, HIV/AIDS, SICK, VOMIT, COMPLICATE, SLEEP ALWAYS, BEAT, PARENT, FATHER, MOTHER, CHASE, ISOLATE, GOSSIP, KICK, SCHOOL DROP, SELF-ESTEEM, BABY, RESPONSIBLE, WORK, PROBLEM, SEX, FOOD, PAIN, SUFFER, CLOTHE, DIZZY, GIRL SUFFER, EARLY MARRIAGE, FEARS, STRESS, MONEY.

**B Picture Story**

The candidate is expected to:

- sign fluently in KSL following the KSL word order
- make proper use of signing space
- use appropriate speed while signing
- portray the mood and the atmosphere of the topic
- make/ sign vocabulary not limited to: BALL, FOOTBALL, VOLLEYBALL, NET, WHISTLE, TEAM, STUDENT, FIELD, WIN, TROPHY, T-SHIRT, SHORT, COLOUR YELLOW, RED, GREEN, DARK BLUE, BROWN GRASS, GREEN, TEACHER, COMPETE, SCHOOL, BUS, CHILDREN, PRACTICE, BOYS, GIRLS, CHEER, KICK, FLAG, GATE, DAY, REFEREE, ROAD, WRAPPERS, BLOUSE, SHIRT, PITCH, SPECTATORS, HAPPY.