

24.0 THE YEAR 2006 KCSE EXAMINATION SAMPLE MARKING SCHEMES

24.1 ENGLISH (101)



MANYAM FRANCHISE
Discover, Learn, Apply

24.1.1 English Paper 1 (101/1)

Paper 101/ 1 is intended to test the candidates' ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks. In a factual essay, attention must also be given to the format, tone and ability to follow instructions.

Examiners should not hesitate to use the full range of marks for each essay. In a two-essay paper, it is the final, total mark that counts. It is important to determine FIRST how each essay communicates and in which category A, B, C or D it fits

D CLASS The candidate does not communicate at all. 01 -05 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 English words he /she knows into meaningful sentences. The subject is glanced at or distorted. Practically no punctuation. All kinds of errors. "**Broken English**" is evident.

D- 01 -02 Chaotic. Little meaning whatsoever. Question paper or some words from it simply copied

D 03 Flow of thought almost impossible to follow. The errors are continuous.

D+ 04-05 Although the English is often broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.

.....

C CLASS The candidate communicates understandably but only more or less clearly He/ she is not confident with his language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language. Mother tongue influence is felt.

C- 06-07 The candidate obviously finds it difficult to communicate his ideas. He/ she is seriously hampered by his/ her very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.

C 08 The candidate communicates but not with consistent clarity. His/ her linguistic abilities being very limited, he/ she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English. Links are weak, incorrect and repeated at times

C + 09- 10 The candidate communicates clearly but in a flat and uncertain manner. Simple concepts, sentence forms are often strained There may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses, spelling.

.....

B CLASS This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he /she can use English as a normal way of expressing himself/ herself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over-ambitious. There may be items of merit of the one word or one expression type.

Many essays in this category may be just clean and unassuming, but they still show that the candidate is at ease with the language.

- B- 11 -12 The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally.
- B 13 The sentences are varied but rather simple. Straightforward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless. Some items of merit. Economy of language.
- B+ 14 -15 The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of items of merit of the "whole sentence" or the "whole expression" type.

A CLASS The candidate communicates not only fluently, but attractively, with originality and efficiency. He /she has the ability to make us share his/her deep feelings, emotions, enthusiasms. He/she expresses himself/herself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement, felicity of expression.

A- 16 -17 The candidate shows competence and fluency in using the language. He/ she may lack imagination or originality which usually provides the "spark" in such essays. Vocabulary, idiom, sentence structure, links, variety are impressive. Gross errors are very rare.

A 18 Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin ticks.

A+ 19-20 The candidate communicates not only information and meaning, but also and especially the candidate's whole self: his /her feelings, tastes, points of view, youth, culture. This ability to communicate his/ her deep self may express itself in many ways: wide range of effective vocabulary, original approach, vivid and sustained account in the case of a narrative, well-developed and ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he /she deserves. A very definite spark.

Question 1

Points of Interpretation

Must be a report. Report layout (*2 marks*), report tone of language: formal, passive voice (*2 marks*). Grammar(tenses, punctuation, agreement), sentence construction (structures), spelling (*6 marks*).

The report must address the following:

- **Introduction:** purpose and preparation for visit.
- **Body:** places visited and what was learnt, achievements of the trip and application to team's country, problems encountered and precautions to put in place.
- **Conclusion :** recommendations.

Question 2

- 1) in
- 2) exception
- 3) lacked

- 4) most
 - 5) changed/ reversed/ altered
 - 6) potential/ ability/ capacity
 - 7) suited/ friendly/ appropriate
 - 8) but
 - 9) are
 - 10) fast/ quickly/ rapidly
- (10 marks)**

Question 3

- (a) (i)
- Drumming.
 - One could begin by posing/ asking a question *“Do you know why chameleon is shunned?” “Do you know why people die?”*
 - Clapping of hands.
 - One could begin with an illustrative/summarizing riddle or proverb.
 - One could begin with a puzzle or challenge to set the minds of the audience focused.
 - One could begin with a song **(2 marks)**
- (ii)
- Use of emphasis by lowering voice when narrating how Ng’ongruok soiled the offering. This should be said in a slow and deliberate way.
 - Vary the tone of voice when uttering Nyasaye’s words. These should be said in an authoritative, awe-inspiring and thunderous voice
 - Use gestures when referring to the insult (‘...this insult’) by Nyasaye
 - Use pause between the first and the second sentence to create suspense. **(4 marks)**
- (iii)
- Pay attention to how or whether they respond to the narrator’s use of facial expressions and gestures. The audience’s look of interest and keenness.
 - Pay attention to how/or whether they respond to the narrators tonal variation and use of pauses. Audience nodding in agreement.
 - Observe their response or otherwise to any question formed by the narrator.
 - Observe if they maintain eye contact.
 - Observe their sitting posture and level of concentration to the narrative e.g. leaning towards narrator, using gestures. **(4 marks)**
- (b) air
whether/ wether
bass
morning **(4 marks)**
- (c) (i) died, pride
Knew, few, dew
Spread, said
Do, too **(2marks)**
- (ii) only five
They emphasize her tender age. **(2marks)**
- (iii) One would say the last two lines as a question, hence use a falling intonation. Should be said with a sad tone showing disappointment or regret. **(2 marks)**
- (d) Sample Conversation

(e)

You: Excuse me officer. I would like to report the loss of my luggage in which there was.... *(2 marks)*

Police Officer:

You: My name is Ruth Kerubo Magara. I am from Kituto Secondary School P.O Box 2222X Kituto *(2 marks)*

Police Officer:

You: I boarded/ got into /took a bus, KTT 526X at Baringo Shopping Centre at about 11.00 a.m My blue metal box was put in the boot/luggage compartment among several others belonging to students from other schools. Some of these students alighted on the way. On arrival at Kituto town at 1 p.m., I realized that my box was missing. However, there was a similar one that was unclaimed. Here is a list of all the items in my box. (Handing over a list) *(3marks)*

Police Officer:

You: I quite agree with you, officer. Some of the students are from Makobo Secondary. *(2 marks)*

Police Officer:

You: Thank you very much, officer. I appreciate your help. *(1 mark)*

24.1.2 English Paper 2 (101/2)

1. (a) The evidence is that consumption per capita is higher by 'nearly 70 percent'. Also, life expectancy, child mortality and educational attainment have improved significantly. **(2 marks)**
- (b) Although the author lauds the progress made, he is not overly impressed by it because more than one billion people in the developing world are living in poverty. There is therefore no room for complacency. **(2 marks)**
- (c) The author mentions Japan in order to show how far behind sub-saharan Africa is lagging in terms of life-expectancy. **(1 mark)**
- (d) What is odd is that the region accounts for less than a third of the world's population and yet nearly half of the world's poor people live there. **(2 marks)**
- (e) The relationship between poverty and a high population is that the poor are more likely to have large families.
- Large families will exact too much pressure on the environment, leading to its degradation.
 - Such an environment cannot support the population and this leads to spiralling poverty. **(3 marks)**
- (f) She (he) is less educated, and has less access to a remunerative activity. **(1 mark)**
- (g) A girl is twice as much disadvantaged because as a woman, she has to do more work. Also, she gets less education and fewer opportunities for gainful employment. As a child, she lacks adequate nutrition, health care and education. **(3 marks)**
- (h) The author argues that although the developing world has significantly improved economically it has a long way to go, since many of its people live under absolute poverty. This poverty is unevenly distributed geographically and mostly affects women and children. To combat it, governments need specific information about the poor. (51 words) **(4 marks)**
- (i) Staggering – shocking.
Compromised - adversely affected. **(2 marks)**
2. (a) It refers to the bomb that exploded and blew up a bus at the East African Trading Company (formerly OTC). **(1 mark)**
- (b) The repetition of the word "whisper" creates emphasis, and captures the mood of fear, secrecy and the persistence with which the rumours spread. **(3 marks)**
- (c) This refers to the time when Paulina's son, Martin Okeya was shot dead during riots in Kisumu. These riots erupted when the residents stoned the presidential motorcade to protest the assassination of Tom Mboya. **(4 marks)**
- (d)
- Tribal groupings (KEM).
 - Land alienation.
 - Poverty and growth of slums.
 - Existence of detention camps.
 - Violence.
 - Propaganda: rumours, lies.
 - Corruption.
 - Oppression / suppression.
 - Resistance. **(4 marks)**
- (e) Mr. Mwangale remarked bluntly in parliament that, that time they could not be told that Njenga had done it. **(1 mark)**

- (f) It was first claimed that he had gone to Zambia and even registered in a hotel, and the clerk checking flights did not refute this. The body was mutilated to disguise it, and when it was taken to the mortuary the attendant did not dare talk about it. To keep the secret, some police officers were transferred and others sent on leave. Some people were bribed and those who still asked questions were eliminated. **(6 marks)**
- (g)
- The mortuary attendant got a body of the same size and weight and characteristics but pretended not to have recognised it.
 - The airline clerks checked flights to Zambia but pretended not to have realised that J.M. was not in the list.
 - Even the terribly sharp children, who knew many incidents of assassinations pretended not to know what had happened. **(3 marks)**
- (h)
- His photographs were put side by side with those of the Pope and that of the Sacred Heart.
 - The book about him was reprinted.
 - His parliamentary speeches were reprinted.
 - A gramophone record was banned **(3 marks)**
3. (a) The person is probably in prison/detention or some form of confinement. The persona is longing to get out. "When I get out." He or she has been held in inhuman conditions. **(3 marks)**
- (b) By "touch" he/she means being treated like a human being, loving and being loved. "Touch" means the freedom to express his or her emotions freely, spontaneously. **(3 marks)**
 'Touch' the literal, physical touch. **(gets only 1 mark)**
- (c) During the seven years of confinement, the persona has been treated like a pariah. He/she says, "I've learnt to know the meaning of 'untouchable'. The persona has also been brutalised. He/she was subjected to extreme violence - "fierce mad fists, beating..."
 Finally, the persona experienced utmost indignity. He/she was humiliated and denied any form of privacy..." Searching - arms up, shoes off, legs apart - ...probing away all privacy."
(Any two illustrated points 2 marks each = 4 marks)
- (d) The word "paws" vividly describes the beastly behaviour of the tormentors. Animals like hyenas and lions have paws which they use to tear their prey to pieces. The word reveals the cruelty visited on the persona and the attempts to disfigure and mutilate him/her physically and emotionally. **(2 marks)**
- (e) The poet uses repetition to emphasise his message. The word "touch", for example, is repeated more than ten times - both to explain the kind of touch that is desirable and that which is resented. Also emphasis through the enumeration and the pauses (one..two...). **(2 marks)**
- (f) Prodding - poking, jabbing. **(1 mark)**
 Indifferent - callous, inhuman, beastly. **(1 mark)**
- (g) The poem reveals that human beings abhor confinement, brutality and all forms of degrading treatment. On the other hand, people crave for human warmth, affection, privacy and freedom. When one is denied the latter, one in a way "dies". The persona says: "I want to feel alive again." **(4 marks)**
4. (a) (i) would have (ii) were (iii) has **(3 marks)**
- (b) (i) Professors should give their students opportunities to develop their skills./ A professor should give his or her students opportunities to develop their skills./ As a professor you should give your students opportunities to develop their skills.
 (ii) My sister was appointed the Chairperson/Chair of the Water Project Committee in our village.

- (iii) The fire fighters took long to arrive at the scene of the accident.
(3 marks)
- (c) (i) lit (ii) incidents (iii) its
(3 marks)
- (d) (i) The visitors were entertained by the choir.
(ii) The health officer will close our cafe unless we keep our environment clean./
Unless we keep the environment clean, the health officer will close our cafe.
(iii) The patient could neither stand without support nor sit straight.
(iv) Had it not been for the captain's quick action, the school team would not have
won the game./Had the captain not acted fast, the school team would have lost the
game.
(v) Jomo Kenyatta, the first president of Kenya, was a great orator.
(vi) The legend teaches us that Me Katilili was a powerful leader.
(6 marks)

24.1.3 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. In a factual essay, attention must also be given to the format, tone and ability to follow instructions.

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(The marks indicated below are for each essay in a 2-essay paper.)

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Question 1 (a)

Points of Interpretation

- Must be a story.
- Must end with the sentence given.
- Must present a credible scenario suggested by and leading to / culminating in the ending sentence given. The narrator should outline what had landed him / her in the situation they find themselves in and what has occasioned the realization and change of attitude.

Question 1 (b)

Points of Interpretation

- Must be an expository or discursive composition.

Question 2

Introduction

- Racial and religious prejudice leads to certain people being treated as second-class citizens.
- There is suffering and misery in countries such as the US, the UK and Israel in which racial and religious minorities are discriminated against.
- A prime example in Africa was South Africa during the time of apartheid. The black majority were subjected to all manner of racial injustice and oppression.
- The Sudanese in the south of the country have until recently fought a bitter war with their northern compatriots because of racial and religious prejudice. The southerners are black Africans who are Christians and the northerners happen to be Arab Muslims.
- The Jews have historically been subjected to discrimination in European countries, both as a racial and religious minority. During World War II, six million Jews were exterminated by Hitler's Germany. (*Any general reference to racial prejudice e.g. any of the above 2 marks*)

- I. In *The Merchant of Venice*, Shylock lends money at an interest. In other words, he practices usury, a profession that is frowned upon by Christians who are nevertheless compelled by circumstances to borrow from him.
- II. Antonio spits on Shylock because he is a Jew (presumably because Jews were said to have spat on Jesus). Even when he borrows 3,000 ducats from Shylock, he tells him to lend it to him as an enemy. He is unwilling to make peace with a Jew. Shylock, therefore, lends him the money on those "enemy" terms.
- III. From his own testimony, Shylock suffers intensely because of his nationality and religion. The Christians in Venice do not treat him as an equal human being.
- IV. During the trial, Shylock is stripped of all his wealth and compelled to convert to Christianity. Before the trial, he had already "lost" his daughter to a Christian. The daughter had robbed him and eloped with Lorenzo. Shylock is, therefore, left without his money, without his daughter and without his religion.
- V. For his part, Antonio experiences a lot of anxiety as he waits to have a pound of flesh cut off from him. He knows the Jew, who is prejudiced against Christians, will not show any mercy. He must prepare to die and the waiting is agonizing.
- VI. The country of Venice also discriminates against dark-skinned people. Portia would hate to be married to the Prince of Morocco, a Moor. She is extremely anxious when the Prince is making his choice among the caskets. The Prince of Morocco chooses the wrong casket, but the implication is that he would have had a miserable marriage if he had chosen the right casket.
(6 points x 2 marks = 12 marks)
- VII. From the foregoing, we can only conclude that the misery depicted in the play is a mirror of the potential racial and religious prejudice has to wreak havoc on a society.
(2 marks)

(Grammar and presentation. 4 marks)

Question 3 (a)

Introduction

- In the introduction, prison conditions should be talked about in general. An attempt should be made to define the term 'dehumanizing'.
(2 marks)
- In Nawal's story *solitude*, the inmates are deprived of privacy. For example, they are forced to relieve themselves in the full view of everybody. This is humiliating.
- They are also deprived of silence and solitude. For instance, the author is denied the solitude she craves by the constant quarrelling between Boduur and her colleagues or by the recitation of the Quran by the same Boduur. Fawqiyya's discussions do not help the situation either.
- The inmates are not allowed to develop their talents. The author has to write under very uncomfortable and secretive conditions. She sits on an upside down jerry can next to the toilet when everybody is asleep. For paper, she is forced to use a tape-like toilet roll which she places on an aluminium plate.
- They are also denied the opportunity to communicate with their loved ones, no matter how harmless the communication is. Against prison regulations, an inmate is subjected to a body search, and when an innocent letter to her family is found, the prison authorities become very angry. They claim that somebody illegally possesses a paper and pen in the cell.
- This leads to an attack on all the inmates during which their personal belongings and bedding are searched. Worse still, they are stripped off their hijabs and cloaks. This is an affront on their dignity and decency as Muslim women.
- Any form of protest, justified though it may be, is met with brutality. During the search, the hair of one of the munaqqabas is uncovered in front of male prison administrators. This is an abomination to a Muslim woman. When she protests, she is thrown into the disciplinary cell and beaten thoroughly. She is gravely injured on sensitive parts such as her head, neck and spine. Out of malice, her tormentors even crash her glasses, rendering her practically sightless. Indeed, Fawqiyya states that protesting in any way will only invite more repression.

(6 x 2 = 12 marks)

(Grammar and Presentation 4 marks)

The prison conditions outlined in this story are illustrative of conditions in prisons in most of the developing world. Whatever gains may have been made in some countries have not invalidated this presentation. In fact, in male prisons and remand homes, apart from the brutality visited on inmates by prison warders, fellow inmates molest and even sodomize others, especially newcomers.

(2 marks)

Question 3 (b)

Introduction

Jealousy occurs when:

- Parents show open favouritism towards some of their children, and when those who are not favoured know it.
- There is conflict between step-children caused by the realisation that they belong to different mothers/fathers.
- One child does better than another in school, and especially if the clever child is younger.
- The issue of inheritance is not sorted out fairly, and especially when the parents declare some of their children as heirs to the exclusion of others. (Any general reference 2 marks)
- Odie in John Ruganda's *Shreds of Tenderness* harps on the fact that Wak, whom he hates, is only a step-brother, and that they were born of different mothers.
- Odie dislikes Wak because, according to him, the latter was their father's favourite.
- Odie is jealous of Wak because the latter did better in school and was able to successfully complete his university course. What makes matters worse is that Wak is younger than Odie. Odie was expelled from the university after a riot, and he feels that his father could have helped him enrol in another university.
- Another source of conflict and jealousy between the two siblings revolves around the issue of inheritance. Wak was meant to inherit their father's property, but Odie grabs all of it when Wak is forced to go into exile. Odie, therefore, tries to jealously safeguard what he has grabbed.
- Odie feels that Wak is a coward and traitor just because he fled the country to save his life.
- Stella, their sister, is left out of all these arrangements, and although she is not portrayed as being jealous, under different circumstances she could have been.
- John Ruganda's play is silent on the issue of women's inheritance of their father's properties.
- Odie is jealous of Wak because of the relative comfort they lived in exile as refugees and what settlement they are entitled to in order to return home. (6 x 2 = 12marks)

(An appropriate conclusion 2 marks)

Question 3 (c)

Introduction

Overview on developing countries and the problem of migration as caused by:

- Poverty;
- Poor infrastructure e.g. bad roads and lack of electricity;
- Unemployment leading to the search for jobs in developed countries;
- Under-employment and poor remuneration in developing countries;
- Search for educational opportunities;
- Examples from Kenya - migration to the US, the UK and other European countries;
- Pollands novel, *Homestretch*, is about Jamaicans migrating to the UK and the US and coming back.

Causes

- (i) Poverty: Jamaica itself is depicted as a poor, developing country, with bad roads and generally a poor infrastructure. It exports bananas to the developed countries, but this industry is under threat because of the competition from Latin America. Besides, the banana industry is now monopolized by the rich; the small-scale farmer has been squeezed out. (Pg. 18; 21 - 22; 39; 150 - 151)
- (ii) Employment: Uncle David and his wife Edith migrated to the UK and lived and worked there for 3 years - David doing menial jobs and Edith working as a nurse. (Pg. 6; 28 - 29); 57; 72
- (iii) Education: For her part, Brenda goes to New York to live with her father and to get a supposedly better education. (Pg. 55; 66; 69; 73; 89; 177 - 178)
- (iv) Good Life: Many people wanted to go to the states as America promised a good life for migrants.

The author says, 'Everybody wanted to go to the states' - (Pg. 55 - 56) **(Any two Causes - 3 Marks Each)**

Effects

- (i) **Exploitation/ Overwork:** When the novel opens, the two have just returned to Jamaica. David is in a wheelchair, having suffered a stroke in the UK, others die because of being overworked to the point of death (Pg. 6 - 8; 28 - 29; 32)
- (ii) **Loneliness and Racial Discrimination:** The two are happy to be back after 30 years of loneliness and racial discrimination in the UK; (Pg. 31; 32 - 33)
- (iii) **Culturally Biased Curriculum:** Although the blacks go out for education, they are subjected to a culturally biased curriculum. In the US, Brenda is subjected to a culturally biased curriculum and although she is basically bright, she does not do so well in Junior High. (Pg. 58 - 62)
- (iv) **Discrimination in the UK:** Brenda follows her father to the UK and encounters another brand of racism. British racism is depicted as being more covert. As for fellow Jamaicans, they resent her because she speaks with an American accent. (Pg. 75 - 77; 88 - 89; 137)
- (v) **Discrimination at Home:** As a result of these experiences, Brenda has been radicalized to the extent of being bitter and hypercritical, even towards her homeland Jamaica. She suffers intensely from feelings of rejection. (Pg. 51 - 54; 88 - 89)
- (vi) **Sense of Solidarity:** Because of racism, migrants from the black world develop a sense of Pan Africanism. In the novel, Brenda falls in love with Milton, a Nigerian student in Britain. Their passionate and enduring love creates the African connection in the Black Diaspora. (Pg. 102 - 106; 114; 159)

(Any 2 effects, 3 marks each)
(Any appropriate conclusion 2 marks)
(Grammar and Presentation 4 marks)