

### 3.0 PART ONE: ANALYSIS OF DIFFICULT QUESTIONS

#### 3.1 ENGLISH (101)

##### 3.1.1 GENERAL CANDIDATES PERFORMANCE

The table below shows the performance of candidates in the three papers offered in 2012 in KCSE English Examination. Data for the years 2009, 2010 and 2011 is also given for comparison.

**Table 8: Candidates' Overall Performance in English (101) in the last four years**

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
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>
2010	1	354,935	60	28.12(46.86%)	9.17
	2		80	31.07(38.83%)	11.61
	3		60	18.64(31.06%)	8.42
	<b>Overall</b>		<b>200</b>	<b>77.36(38.68%)</b>	<b>26.82</b>
2011	1	410,949	60	25.73(42.88%)	8.41
	2		80	28.53(35.66%)	12.46
	3		60	18.60(31.0%)	7.04
	<b>overall</b>		<b>200</b>	<b>72.84(36.42%)</b>	<b>25.14</b>
2012	1	434127	60	28.88(48.13%)	9.20
	2		80	28.77(35.96%)	12.91
	3		60	18.11(30.1%)	7.61
	<b>overall</b>		<b>200</b>	<b>75.76(37.88%)</b>	<b>27.34</b>

A glance at the means column indicates the following:

1. Performance of candidates in Paper 1 improved by 3.15 points from 25.73 in 2011 to 28.88 in 2012.
2. Performance in Paper 2 improved minimally by 0.24 points from 28.53 in 2011 to 28.77 in 2012.
3. Performance in Paper 3 dropped, by 0.49 points from 18.60 in 2011 to 18.11 in 2012.
4. The standard deviations for all the papers went up denoting a better spread of abilities.
5. Overall performance was impacted by the double improvement in papers 1 and 2. The subject recorded an improvement of 2.92 points from 72.84 in 2011 to 75.76 in 2012. However, this is not impressive as the improved mean represents 37.88 % which is far below the 50% mark that is ideal.

The section that follows looks at the performance in individual papers and highlights the difficulties encountered by candidates in the questions that were poorly performed.

### **3.1.2 English Paper 1 (101/1)**

#### **Question 1**

This question had two parts. Part (a) required the candidates to write an application letter in response to a given advertisement while part (b) required them to write a CV to accompany the application letter. Both questions tested the candidate's ability to write accurately using the right format and style.

#### **Weaknesses Observed**

According to the Chief Examiner's Report, some candidates failed to use the correct format. The letter format was well understood but in writing the CV many candidates left out required details.

#### **Advice to teachers**

Teachers are advised to teach all the aspects of functional writing, present examples of what the syllabus requires and provide adequate practice.

#### **Question 2**

This question required a variety of integrated reading and grammatical skills. It tested the learner's ability to read with understanding, predicting the missing words using the contextual, syntactic and discourse clues provided.

Many candidates scored below average marks. Weaknesses included candidate's inability to grasp the context, grammatical ineptitude and limitations of vocabulary.

#### **Advice to teachers**

To be an accomplished reader one has to have the grammar and ability to predict the structure and vocabulary in accordance with the collocation of words. Together with the guidance provided by punctuation, a candidate is enabled to make intelligent guesses and to confirm them once the passage has been covered. The key to better performance is providing the candidates with plenty of practice using a variety of passages. Teachers should impress upon the students the necessity of reading a given passage several times before completing the task.

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

#### **Question 3 poetry**

Question 3 was based on the reading, understanding and appreciation of a given poem. Part (a) of the question required the candidates to infer the message of the poem. Part (b) called them to give evidence of one of the concerns raised in the poem. In part (c) and (d) candidates were required to explain the use of a simile drawn from the poem and to identify and explain two aspects of irony in the poem respectively. Part (e) of the question required them to explain the meaning of words as used in the poem. In (f) the candidates were required to identify instances of alliteration in the poem. Finally, part (g) required them to explain the significance of the last two lines of the poem.

### **Weaknesses observed**

According to the Chief Examiner's Report, the poem was accessible to the candidates yet many of them scored poorly. Many candidates had problems with the interpretation of the poem and a majority of them were unable to identify and explain the use of the given stylistic devices.

### **Advice to teachers**

Poetry continues to elicit poor performance.

Teachers should take interest in poetry and subsequently interest their students in it. Only then will there be a meaningful and sustainable improvement in performance in the area.

### **3.1.3 English Paper 3 (101/3)**

This paper continues to be poorly done. Performance remained more or less constant but there is a perturbing declining trend that should not be ignored. There was a negligible decline of **0.04** points from **18.64** in 2010 to **18.60** in 2011. Again, performance in the paper dropped, by **0.49** points from **18.60** in 2011 to **18.11** in 2012.

Every effort needs to be made to improve performance in this paper by teaching composition writing and developing better approaches to teaching the set books. Candidates' mastery of the set texts is wanting and must be addressed if any improvement in this paper is to be realized.

### **Question 1 Imaginative Composition**

Candidates were expected to write a story illustrating the saying: 'People who live in glass houses should not throw stones.'

### **Weaknesses observed**

The art of creative writing is lacking in most of the candidates' work. Some candidates can hardly begin and develop a story.

Organizational skills in writing are also lacking; hence, the problem of poor paragraphing and lack of cohesion in the candidates' work.

Also, candidates demonstrated a Low level of language mastery leading to failure to adequately interpret the tasks and compose credible and interesting compositions. For instance, Instead of writing a story illustrating the saying: 'People who live in glass houses should not throw stones.' some candidates wrote on the literal sense of the saying and went on to show that glass houses are delicate and those who live in them should not throw stones!

### **Advice to teachers**

Teachers are advised to teach composition writing skills and put candidates through practice in writing the various types of compositions. They should teach composition writing in its entirety including brainstorming appropriate vocabulary, composing and combining sentences, building paragraphs, plot or argument development, mechanics of writing e.tc.

## **Question 2**

The compulsory question was said to have been challenging to the candidates. In this question, the candidate was required to bring out the truth and show how the truth was resisted by the characters whose self interests were threatened. This proved a hard task as it involved not only analysis of the characters, but also their interests and the repercussions of the truth. Additionally, many candidates were unprepared for the task as they displayed little knowledge of the text by giving scanty illustrations. Most of them merely narrated the story and made no attempt at giving evidence of the truth and showing how the truth was resisted. Poor writing skills also contributed to low scores as many candidates failed to develop their points and could not come up with an appropriate introduction and conclusion as required.

### **Advice to teachers**

It is evident that many candidates simply rely on synopses of the set books given in study guides instead of reading and interpreting the texts as required. In teaching the literary texts, all aspects of the texts should be taught. Of great importance is the candidates' mastery of plot, themes, characterization and stylistic devices. Teaching should aim at enabling the candidates to make their own reader response to the text with the teacher guiding, clarifying and explaining the difficult points.

In addition, candidates should be advised to read questions carefully, underlining the key operational words so as to ensure that all the aspects of a question are carefully addressed.

## 4.0 PART TWO: THE YEAR 2012 KCSE EXAMINATION QUESTION PAPERS

### 4.1 ENGLISH (101)

#### 4.1.1 English Paper 1 (101/1)



1. Read the advertisement below and answer the questions that follow.

The Electoral Commission is currently seeking to recruit 800 clerical officers, who will work closely with the commission for two months to register voters in preparation for elections. The clerks will be expected to prepare a voters register.

Applicants must be:

- citizens of Kenya
- 18 years and above
- in possession of a national identification card
- fluent in English and Kiswahili
- in possession of a KCSE grade C- and above
- computer literate
- able to work with little or no supervision

Interested candidates are required to send their application to the following to reach the commission by 30th November 2015. The Chief Executive Officer, Electoral Commission  
P.O. Box 679439 - 010 NAIROBI.

- (a) Write an application letter in response to the advertisement. (10 marks)
- (b) Write an accompanying Curriculum Vitae. (10 marks)

2. Read the passage below and fill in each blank space with an appropriate word. (10 marks)

It is an indisputable fact that agriculture 1..... the backbone of the economy. It is therefore 2..... that we stop over-relying on the rain-fed agriculture. Israel is a classic 3..... of a country that has reclaimed its deserts and put them 4..... use. Land which was 5..... 'useless' has been turned around and 6 ..... useful. Egypt which solely depends on 7 ..... River Nile is a leading exporter of fruits and cereals. For our country to 8 ..... self-sufficiency in food production and to get a 9 ..... for export, land should be utilised to the 10 ..... This is only possible with irrigation.

3. (a) Read the poem below and then answer the questions that follow.

#### **If We Must Die - Claude McKay**

If we must die — let it not be like hogs  
Haunted and penned in an inglorious spot,  
While round us bark the mad and hungry dogs,  
Making their mock at our accursed lot,  
If we must die — oh let us nobly die  
So that our precious blood may not be shed  
In vain; then even the monsters we defy  
Shall be constrained to honour us though dead!  
Oh kinsmen! We must meet the common foe;  
Though far outnumbered, let us show us brave  
And for their thousand blows deal one deathblow  
What though before us lies the open grave?  
Like men we'll face the murderous, cowardly pack  
Pressed to the wall, dying, but fighting back!

- (i) Describe the rhyme scheme of this poem. (2 marks)
- (ii) Which words would you stress in the last line of this poem and why? (3 marks)
- (iii) Apart from rhyme, how else has the poet achieved rhythm? (4 marks)
- (b) Your former school has invited you as a guest speaker to give a talk on discipline. At the end of the speech, the students comment that the talk was well delivered. Suggest reasons why they commented so. (4 marks)
- (c) Which expressions would you use in each of the following situations. (4 marks)
- (i) You are revising for the end of year examinations at home. Your neighbours are playing very loud music. You decide to go over to their house to request them to reduce the volume of their radio.
- (ii) A friend of yours comes to your house to invite you to accompany him or her to watch a film video show. You are unable to accompany him/her because you have not finished your chores in the house. You decide to turn down the invitation.
- (d) Write down another word with a similar pronunciation as the ones given below: (4 marks)
- maid .....
- plum .....
- hire .....
- guest .....
- (e) (i) You have been invited to a very important interview. Explain briefly what you would need to do **before** the occasion to ensure that you look presentable. (3 marks)
- (ii) What else would you need to do **before** and **during** the interview to ensure success. (6 marks)

#### 4.1.2 English Paper 2 (101/2)

1. *Read the passage below and answer the questions that follow.*

Some fifteen thousand years ago an artist drew on the walls of a cave in Spain a picture of his Stone-Age neighbour robbing a bees' nest of its golden store. In the centuries that have since gone by, no one has ever discovered or invented a purer and sweeter food than honey.

Because of its **chief** ingredient, Levulose, or "fruit sugar", honey is almost twice as sweet as cane sugar. Table sugar, like salt, has but one taste. Every honey has its own. It would take an epicure's lifetime to discover, sample and enjoy all the possible vintages that bees distil from the thousands of species of nectar-bearing plants.

Honey is the purest of all foods. When properly ripened, its concentration of sugar is so high that bacteria cannot live in it for more than an hour or two. It is said that in one of the royal Egyptian tombs was found honey that was thirty three hundred years old - darkened and thickened by time, but pure honey still. No **knavery** can corrupt honey without detection. If diluted with water, it ferments. Nor can the wax of the honey comb, product of the bees' own glands, be successfully imitated.

This ancient and mysterious food is one of the wonders of the world, the product of an intricate relation between bees; the high peak of insect evolution, and flowers, the loveliest part of the green world. Nature has adapted the forms of flowers to entice bees, and the bodies of bees to fit and pollinate the flowers and to use their pollen and nectar. Some ten thousand species of flowers would be extinct but for the bees, and bees could not live without the flowers.

The honey bee is the most faithful and provident of the flowers' lovers. While a butterfly or a bird would move from flower to flower, a honey-bee is loyal to one sort of flower at a time. So she brings to each bloom none but its specific pollen, and she makes but one kind of honey at a time.

At the height of the nectar flow in late spring and early summer, bees literally kill themselves with work. It is the destiny of every good worker to die flying, struggling to bring back one last load to the hive. It takes about three hundred pounds of honey just to keep one colony alive; thus to gather a surplus, so that you and I may have some, the hive's workers must fly many million miles more.

Each drop of nectar is an ocean holding minerals, enzymes and foods. It contains traces of iron, copper, manganese, potassium, sodium, phosphorous, proteins and vitamins. This explains why many diabetics can tolerate honey but not table sugar, and why it helps babies to retain calcium and so grow stronger limbs and better teeth.

Only certain plants with truly exquisite nectars produce a honey you would want to eat. Many others yield nectar from which are made dark-coloured, strong flavoured honeys that bakers and confectioners use in immense quantities. Tobacco companies buy millions of pounds of low-grade honey a year for preserving, flavouring, moistening and mellowing tobacco.



Such honeys also go into lotions and cough medicines. For thousands of years connoisseurs have been buying their honey with discrimination. The ancient Athenians got their most delicate honey from Mt. Hymettis. It was famous because it came from a little wild flower called thyme.

Perfect as it is as a food, honey is more; it is a slow-formed, perfect drop upon a growing tip of evolution. To take that drop upon the tongue is to partake of a sacrament with nature.

*Adapted from 'New Horizons in English'. A course for secondary schools Book 4 by Alice Kiai et al, E.A.E. Publishers.*

- (a) What amazing fact about honey do we learn from the first paragraph? (2 marks)
- (b) Why is the bees' nest described as 'golden store'? (2 marks)
- (c) Using information in the third paragraph summarize the unique qualities of honey in **not more than fifty words**. (4 marks)
- (d) In what ways are bees and flowers interdependent? (3 marks)
- (e) This ancient and mysterious food is one of the wonders of the world.  
(Re-write adding a **question tag**) (1 mark)
- (f) What is the writer's attitude towards the bee?  
Give reasons from the passage to support your answer. (3 marks)
- (g) Identify and explain the **metaphor** in the seventh paragraph. (3 marks)
- (h) Explain the meaning of the following words as used in the passage  
chief .....(1 mark)  
knavery.....(1 mark)

2. *Read the extract below and then answer the questions that follow.*

A few people applauded. And then there was silence. (Kabonyi too had stirred something in their hearts). Soon they began to talk. Some saw a lot of truth in what Kabonyi had said. They knew they were not cowards. And surely it was easier to drive away the white man and return to the old ways! But others, especially the young people, were on Waiyaki's side. Waiyaki himself was hurt. Kabonyi had touched on a sore spot, the question of youth. When Waiyaki stood up again the old defiance came back. The courage that had made him famous among the boys of his *riika* was now with him. At first he just looked at the people and held them with his eyes. Then he opened his mouth and began to speak. And his voice was like the voice of his father. No - it was like the voice of the great Gikuyus of old. Here again was the saviour, the one whose words touched the souls of the people. People listened and their hearts moved with the vibration of his voice. And he, like a shepherd speaking to his flock, avoided any words that might be insulting. In any case, how could he repudiate Kabonyi's argument? Waiyaki told them that he was their son. They all were his parents. He did not want to lead. The elders were there to guide and lead the youth. And youth had to listen. He, Waiyaki, would listen. All he wanted was to serve the ridges, to serve the hills. They could not stand aloof. They could never now remain isolated. Unless the people heeded his words and plans, the ridges would lose their former dignity and would be left a distance behind by the country beyond...



So he spoke on, pointing out the importance of learning, of acquiring all the wisdom that one could get. People wanted him to go on, on, on telling them the sweet words of wisdom. When he sat down the people stood and, as if of one voice, shouted. "The Teacher! The Teacher! We want the Teacher!". And some shouted: "Our children must learn. Show us the way. We will follow."

What more could Waiyaki want? He felt elated with gratitude and happiness.

Thereafter every elder and teacher who spoke added nothing but praise for the Teacher. An inter-ridge committee was elected to look after the education of all and see to the building of new schools in the country. Kabonyi was not on it.

- (a) Explain what happens just before this extract. (3 marks)
- (b) "The courage that had made him famous among the boys of his *riika* was now with him." Give an incident earlier in the novel where Waiyaki demonstrates this courage. (2 marks)
- (c) "And his voice ... was like the voice of the great Gikuyus of old."  
What was it in Waiyaki's background that explains Kabonyi's antagonism? (5 marks)
- (d) Identify and illustrate **three** character traits of Waiyaki brought out in this extract. (6 marks)
- (e) Briefly state **two** serious accusations that Kabonyi raised against Waiyaki in a similar setting later in the novel. (4 marks)
- (f) Identify and explain any **two** figures of speech used in this extract. (4 marks)
- (g) Rewrite the following sentence in **direct speech**:  
  
Waiyaki told them, unless the people heeded his words and plans, the ridges would lose their former dignity and would be left a distance behind by the country beyond... (1 mark)

3. Read the poem below and answer the questions that follow.

He is a jolly good boss  
Sits behind a shiny mahogany desk,  
Dreamy and contented like an over-fed python  
That has just swallowed a bearded goat.

He is a good-natured fellow  
Always patting the rumps of secretaries in tight skirts  
Which say: marry me if you dare  
Laughs absent-mindedly and sinks back into dear oblivion

He is an industrious head  
 Gets dog-tired early in the morning from signing a few papers  
 Whose contents he is mildly aware of  
 And leaves for lunch and for the day at 11.30 a.m.

He is a humorous chap  
 Jokes about how he is underpaid and over-worked to his juniors.  
 Who laugh subserviently to conceal their indignation  
 And grudging envy.

He is a mighty generous comrade  
 Brags about his christ-heart.  
 Being a proud donor of a few bastards  
 To guileless girls under him,  
 And believes his is a God-sanctioned mission  
 That dates back to Abraham.

He is a jolly good boss,  
 A perfect paragon of leadership.

*Kitche O. Magak.*

- (a) What is the message of this poem? (4 marks)
- (b) Give evidence from the poem which indicates that the juniors are suffering quietly. (2 marks)
- (c) Explain the image in the line  
 "Dreamy and contented like an overfed python". (3 marks)
- (d) Identify and comment on **two** aspects of irony in the poem. (4 marks)
- (e) Explain the meaning of the following as used in the poem: (3 marks)
  - (i) oblivion .....
  - (ii) guileless .....
  - (iii) God-sanctioned mission .....
- (f) Identify **two** instances of alliteration in the poem (2 marks)
- (g) Why are the last **two** lines in the poem significant? (2 marks)

4. (a) Rewrite the following sentences according to the instructions given after each. (3 marks)
  - (i) Esther said Patricia had stolen her dress.  
 (Begin: Esther accused ...)
  - (ii) This kind of dance fascinates the youth more than it does adults.  
 (Begin: The youth...)

- (iii) There are very few students in the classroom.  
(Use ... any ...)

(b) *Fill in the blank spaces using the correct form of the word in brackets.* (3 marks)

- (i) We \_\_\_\_\_ (regular) visit our grandparents in the village.  
(ii) The company has been in \_\_\_\_\_ for twenty years. (exist)  
(iii) The man agreed to accompany her to the market after a lot of \_\_\_\_\_.  
(persuade)

(c) *Appropriately punctuate the following sentences to indicate **parenthesis**.* (2 marks)

- (i) When we meet next and I am not sure when a lot of things will have changed.  
(ii) Any information that you have including minor details should be submitted to the office.

(d) *Complete each of the following sentences using the correct **phrasal verb** formed from the word given in brackets.* (3 marks)

- (i) The bomb \_\_\_\_\_ at around midnight. (go)  
(ii) You have to \_\_\_\_\_ to her what to do. (spell)  
(iii) Mwangi has \_\_\_\_\_ the lights because he wants to sleep. (turn)

(e) *Fill in each of the blank spaces with an appropriate word.* (4 marks)

- (i) A short story revolves \_\_\_\_\_ a main character.  
(ii) The teacher was grateful \_\_\_\_\_ the students' input.  
(iii) He has been \_\_\_\_\_ leave since last week.  
(iv) Her life was riddled \_\_\_\_\_ contradictions.

### 4.1.3 English Paper 3 (101/3)

Answer *three* questions only.

#### 1 Imaginative Composition (Compulsory) (20 marks)

Either

- (a) Write a story to illustrate the saying:  
“People who live in glass houses should not throw stones”.

Or

- (b) Write a story ending with:  
If I had a second chance, I would be wiser.

#### 2 The compulsory Set Text (20 marks)

Henrik Ibsen, *An Enemy of the People*.

“Being truthful is a virtue, yet many people would easily ignore the truth if it threatens their self-interest.”

Write an essay in support of this statement drawing illustrations from the play *An enemy of the People* by Henrik Ibsen.

#### 3 The Optional Set Texts

Answer any *one* of the following three questions.

Either

##### (a) The Short Story (20 marks)

Macmillian (Ed.), *Half a Day and other stories*.

“When people of different races decide to have a relationship, they must be prepared to encounter difficulties”.

Write an essay in support of this statement using illustrations from Vassanji’s short story ‘Breaking Loose’.

Or

##### (b) Drama (20 marks)

John Ruganda, *Shreds of Tenderness*

“Even when it seems impossible we should not give up trying to reconcile people”.

Write an essay in support of this statement drawing your illustrations from Ruganda’s play *Shreds of Tenderness*.

Or

##### (c) The Novel (20 marks)

Velma Pollard, *Homestretch*

“Racism breeds racism: victims of racism also become racists”

Write an essay illustrating the truth of this statement drawing examples from Velma Pollard’s novel *Homestretch*.

## 5.0 THE YEAR 2012 KCSE EXAMINATION MARKING SCHEMES

### 5.1 ENGLISH (101)



#### 5.1.1 English Paper 1 (101/1)

##### 1. POINTS OF INTERPRETATION

Letter format - 3 marks

- Sender's address - ½ mark
- Date - ½ mark
- Recipients address - ½ mark
- Salutation - ½ mark
- Reference (referee) must be appropriate - ½ mark
- Signing off - yours faithfully - ½ mark
- sincerely
- Signature alone - deny mark
- Yours ----- plus name accept
- No name - deny mark

- NB/ a) When sending e-mail, signature is not applicable.
- b) Order of format must be observed - underline name if it appears as part of the address.
- if salutation is within letter deny Marks.
  - Content 3 marks
  - Any six items ½ mark each

### MARKING SYMBOLS

Use asterisks where item appears.

C	-	Citizen
A	-	Age
ID	-	Identification card
F	-	Fluency
E	-	Education
IT	-	Computer Literacy
S	-	Supervision

### LANGUAGE

A	-	4
B	-	3
C	-	2
D	-	1

## C.V. FORMAT

### **Biodata - 2 marks**

Name ½ mark

Age/date ½ mark

Gender/sex ½ mark

Marital status ½ mark

Nationality

Address/contact

Religion

ID No

Name and age must be there and any other 2

### **Academic History and Qualification - 2 marks**

- Must show what was attained at different levels.
- Primary school marks/grade
- KCSE grade
- College/University

If grade is not indicated deny the mark.

### **Experience - 2 marks**

- Must be present
- Should not necessarily be relevant to the job applied for. Must indicate where he/she worked. If not award 1 mark

### **Interests - 2 marks**

- At least 2 marks for any 2 interests or hobbies.

### **Referees/contacts - 2 marks**

Must be two referees and their contacts.

#### **NOTE:**

- If CV is in the application but with right format deduct 1 mark AD
- If CV is in the application but with right format deduct 1 mark AD
- If CV is wholly in prose, deduct 2 marks
- If CV is within the application letter and in continuous prose deduct up to 3 marks
- If partially continuous prose - deduct 1 mark

## **CLOZE TEST**

- 2.
- (1) forms / constitutes / is
  - (2) necessary / essential/vital
  - (3) example / case
  - (4) into / to / into (productive) / to (productive)

- (5) apparently / seemingly / previously
- (6) rendered / made
- (7) the
- (8) achieve / attain/ realize
- (9) surplus
- (10) maximum / optimum

3. (a)

- (i) ab ab cd cd ef ef gg - if the candidate identifies the rhyme scheme award 1 mark.  
If he/she gives rhyming words award 1 mark - total 2 marks

Accept rhyming pairs

hogs	die	brave	spot
dogs	defy	grave	lot
shed	pack		
dead	back		

(2 marks)

- (ii) Pressed, wall, dying, fighting back  
Candidates to score 1 mark for any two words.  
Don't accept a sentence

Explanation:

- These are the content words. They bring out the person's determination to fight on without giving up.
- The line summarises the argument of the poem.

(identification 1 mark explanation 2 marks = 3 marks)

- (iii) By use of repetition. The poet repeats the line: 'If we must die' to show how much they (poet and his people) do not want to be killed by the enemy yet they have to.
- Consonance - vain, they
  - By use of assonance - dying but fighting back.
  - By use of alliteration - making mock / must meet / deal death blow.

(any two features, 1 mark for identification 1 mark for illustration = 4 marks)

(b) Must have used

- effective voice projection.
- a captivating introduction and conclusion.
- effective tonal variation.
- appropriate choice of words.
- effective non-verbal cues.
- had good mastery of his/her content.
- been neat and composed.
- involved students, for example by asking questions at the end.
- correct pronunciation.
- correct pace of delivery.



(Any five, 1 mark each = 5 marks)

- (c) (i) *Excuse me please - could you lower the volume of your radio. I am revising for my end of year examination.*  
(ii) *Thank you very much for the invitation, but I am sorry I cannot accompany you because I have to prepare lunch for my siblings.* (4 marks)
- (d) maid - made  
plum - plumb  
hire - higher  
guest - guessed (4 marks)
- (e) (i) • **Grooming** - good **skin** care / modest make up  
- neat **combed** / styled hair  
- good oral **hygiene** / brushed teeth  
• **Be smartly dressed** - well fitting, ironed clothes / be decently dressed.  
• **Be formal** - clothes that fit the occasion.  
• **Having the documents arranged and in order**, shows one is organized. (3 marks)
- (ii) **Before**  
• Arrive in time.  
• **Psyche oneself about the interview.**  
• **Revise the areas likely to be covered by / in the interview.**  
• **Read widely on current affairs / professional line.**  
• **Learn about the organisation and what they do, especially in one's area of interest.**  
• **Visit the place in advance/pre-visit the venue**
- During**  
• Wait to be told to sit  
• Greet the panel / interviewer  
• Present one's best personality  
• Be courteous  
• Be attentive / listen well  
• Think before answering questions  
• Be concise and precise  
• Remain calm  
• Smile  
• Appreciate  
• Maintain eye contact with the interviewer to demonstrate good listening skills.  
• Sit upright/maintain right posture  
• Say Good Bye

(Any six points. Must have at least two points *before* and *during* = 6 marks)

### 5.1.2 English Paper 2 (101/2)

1. (a) It has been in existence for thousands of years and yet no one has invented a purer and sweeter food/Honey is the purest and sweetest food.  
Any of the points = 2 marks
- (b) It is described as a golden store to emphasise how precious and valuable honey is/It is the sweetest/purest food.  
(Accept only superlative forms of pure and sweet)  
Score 2 x 1 marks.
- (c) Honey is unique because it is purer than any other food. Bacteria cannot survive in it longer than two hours. It can also last for thousands of years before going bad and it's impossible to corrupt or imitate/If diluted with water, it ferments.  
Accept a maximum of 50 words. Penalize a glimmer for faulty expression once in a sentence. Answer in continuous prose. Penalize 50% at each point if answered in note form affix N to the penalized point. (4 marks)
- (d) Bees and flowers cannot do without each other because flowers depend on bees for pollination without which they would die off. On the other hand, bees need nectar from the flowers to survive.  
(The interdependence must be brought out in order to score) (3 marks)
- (e) The ancient and mysterious food is one of the wonders of the world, isn't it?  
(Wrong punctuation = 0)  
(1 mark)
- (f) The writer has great admiration/respect/awe/wonder/amazement for the bee. He describes the bee as faithful, hardworking, self-sacrificing and persistent. A bee is willing to die so that we can enjoy honey. It is one of gratitude/appreciation. The bee is self-sacrificing as it gathers a surplus so that you and I can have some.  
Identification = 2 marks Illustration = 1 mark Total = 3 marks
- (g) The metaphor is: Each drop of nectar is an ocean holding minerals, enzymes and foods. This emphasizes the richness of honey. A single drop has astonishing quantities of useful nutrients.  
(Identification - 2 marks Illustration = 3 marks)
- (h) - chief - main, /principal/Key, the most important/major/most significant -  
- knavery - dishonesty/trickery/deception/deceitful/devious.  
2 x 1 = 2 marks (2 marks)
2. (a) - It was during the gathering for the parents' meeting. (1)  
- Waiyaki had just addressed the meeting and been applauded. (1)  
- Kabonyi has just responded. (1)  
(3 x 1 all three points)

- (b) - Kamau and Kinuthia were fighting and  
 - Waiyaki ordered them to stop fighting and they obeyed even though he was younger than them. /He runs after a wild goat and stops it from attacking a boy.

(2 x 1 all two points)

- (c) - Waiyaki was the only son of Chege, a revered man in the ridges who was thought to be linked to Mugo wa Kibiro, the seer.  
 - Chege knew Mugo wa Kibiro's prophecy about the future leadership of the community and had passed it on to Waiyaki.  
 - Kabonyi was the only other man who knew about the prophecy.  
 - Kabonyi feared that Waiyaki could be that leader.  
 - Waiyaki had been sent to Siriana to learn the ways of the whiteman.  
 - There was an ancient rivalry between Kameno (Waiyaki) and Makuyu (Kabonyi)

Expect five points (5 x 1 = 5 marks)

- (d) Waiyaki is:

- Discerning/observant/keen - Able to know what the people wanted
- Captivating/charming - His speech made people listen/he held them with his eyes.
- Sensitive - Waiyaki was hurt when Kabonyi spoke.
- Respectful (does not insult)
- Courageous
- Focused - all he wanted was to serve the region in education
- Dedicated (wanted to serve the people)
- Tactful - avoided insulting words
- Appreciative - Felt elated when the people supported him.
- Charismatic - touched the hearts of his people.

(3 x 2 one mark for identification 1 mark for illustration = 6 marks)

- (e) Kabonyi accused Waiyaki of:

- Attending Joshua's Church
- Going to Siriana secretly to meet the white man/wanting to sell the tribe
- Wanting to marry an uncircumcised girl (Nyambura) thereby contravening the oath of purity.
- Touching the body of a dead woman (Muthoni was not cleansed)

(2 x 2)

(Any 2 for 2 marks each = 4 marks)

- (f) Figures of speech:

- personification - the one whose words touched the souls of the people
- symbolism - shepherds speaking to his flock
- metaphor - touched the souls of his people, held them with his eyes, sore spot
- simile - like a shepherd leading his flock (simile)

Any 2 x 2 = 4 marks

- (g) Waiyaki said, "Unless you heed my words and plans, the ridges will lose their former dignity and will be left a distance behind by the country beyond....."  
or  
"Unless you heed my words and plans, the ridges will lose their former dignity and will be left a distance behind by the country beyond.....," Waiyaki said.

3. (a)
- He is earning from not doing his work well.
  - He flirts with his secretaries in a disrespectful manner.
  - He has fathered several children with helpless innocent girls and boasts of it as being a God-given mission.
  - He exploits his workers by underpaying them while he pretends to be overworked and underpaid himself.
  - It is about poor leadership in places of work / immorality in places of work abuse/misuse of office/corrupt leadership

Theme 2 marks any two illustrations = 2 marks = 4 marks

- (b)
- Who laugh subserviently to conceal their indignation.
  - and grudging envy.

(2 marks)

- (c)
- It is a simile.
  - It brings out the evil nature of the boss.
  - It brings out his greedy nature.
  - He is a dangerous person.
  - He is inactive/immobile/lazy.
  - He is inefficient/lazy.
  - He is exploitative

(3 marks)

(1 mark for identification 2 marks for explanation)

- (d)
- He is referred to as a good-natured person who should be respectful to his juniors, yet he shamelessly flirts with his secretaries patting their hips.
  - He paints a picture of being industrious but he is hardly aware of his work, working for a short time in the office only to leave at 11.30 am.
  - He claims to be overworked and underpaid yet this is exactly the opposite; It is his juniors who are overworked.
  - He is generous, but generous not on positive virtues but on vices. He has fathered children with innocent girls claiming this to be a God-send mission to fill the earth.
  - He is said to be the perfect paragon of leadership yet his leadership is riddled with corruption/immorality/poor leadership

(Any two points = 2 x 2)

- (e)
- Oblivion - He day dreams/thinks about nothing just blankly staring into nothingness/state of being unconscious of what is happening around.
  - Guileless - naive/unsuspecting/gullible
  - God-sanctioned mission - He believes that he has God - given right to carry out the mission of siring children/Divine sacred duty/brought out the Biblical allusion of the story of Abraham.

(1 mark each = 3 marks)

- (f) • Guileless girls.  
• Perfect paragon.  
• Leaves for lunch

(Any two = 2 marks)

- (g) • Bring out the irony of such leadership  
• It is a satire of society's leadership  
• Repetition of the lines emphasise the hypocrisy of the leader.

Any one = 2 marks

4. (a) (i) Esther accused Patricia of having stolen her dress.  
(ii) The Youth are more fascinated by this kind of dance than adults (are).  
(iii) There is hardly any student in the classroom / There are hardly any students in the classroom.

(3 marks)

- (b) (i) We **regularly** visit our grandparents in the village.  
(ii) The company has been in **existence** for twenty years.  
(iii) The man agreed to accompany her to the market after a lot of **persuasion**.

(No score for wrong spelling)

(3 marks)

- (c) (i) When we meet next - and I am not sure when - a lot of things will have changed.  
(ii) Any information that you have, including minor details, should be submitted to the office.

(2 marks)

Accept the use of dashes, commas or brackets to indicate parenthesis.

- (d) (i) The bomb **went off**/Also **goes off**/**will go off** at around midnight are possible.  
(ii) You have to **spell out** to her what to do.  
(iii) Mwangi has **turned off**/the light because he wants to sleep. Also **turned out** is possible.

- (e) (i) A short story revolves around a main character.  
(ii) The teacher was grateful for the students' input.  
(iii) He has been on leave since last week.  
(iv) Her life was riddled with contradiction.

### 5.1.3 English Paper 3 (101/3)

#### POINTS OF INTERPRETATION

1. (a) Must be a **story**. If **not** deduct 4 marks **AD**. Story must be illustrative of the saying. The saying is applied in the situation in which a person criticizes others when they also have faults that others can hit back at them. It warns us to be considerate and sympathetic and not quick to criticize or accuse others lest we also get confronted with our shortfalls. If we glory in killing the reputations of others, we should be prepared for ours also to be assaulted!
- (b) Must be a narrative or descriptive composition. If not deduct 4 marks **AD**. Must end with the sentence given. If not deduct 2 marks **AD**. Must be a personal account detailing some omission or commission, possibly out of ignorance, and hence the conclusion "If I had a second chance". /One did not take advantage of an opportunity and therefore regrets.

#### 2 Introduction

Honesty is the best policy, they say, but many people only practice it when it is convenient. If we feel that truth will jeopardize our interests, we quickly dispense with it. The behaviour of the characters in An Enemy of the People amply demonstrates this. Accept any other introduction.

In all the points, look for:

1. what is the truth
2. who ignores the truth
3. what self interest is being threatened

#### TI Compact Majority

compact  
majority

Dr. Stockmann has scientific proof that the baths are contaminated. He has taken trouble to carry out thorough investigations and has established the truth. But the whole town rises against him, even those who know he is right. Pgs 70 - 71, 76 - 84 - 19 They want the status quo to stay.

#### TII - The press

TII

Hovstad and the other members of the fourth estate know that Dr. Stockmann is right and are willing to publish his findings, but when the Mayor visits them and tells them, albeit exaggerated implications of what they intend to do, they beat a hasty retreat. They are unwilling to take a stand based on principle. They compromise. Fear of going against the current wins over reason. Pg. 25 - 26, 28 - 29, 57 - 66, 69 - 70 72, 104 - 105. If they go against public opinion, their newspaper will not sell.

**TIII**

**Morten Kill**

Morten kill tries to blackmail Dr. Stockmann. He owns the tannery and fears that he will lose business if the pipes have to be re-layed. He trashes the truth. Pg 22 - 24, 99 - 102 85 - 86 (self interest - To have his reputation cleared/guarded).

**TIV**

**Peter Stockmann**

Peter Stockmann, the Mayor, is more concerned about the revenue generated by the baths than the health of the citizens and the tourists. He suppresses the truth and threatens those that advocate anything contrary to his warped thinking. Pg 3 -5, 8 - 9, 21, 33 - 41, 95 - 96 His ego (personal interest - moral authority)

**TV**

**Others**

Mrs. Busk, Petra's employer, dismisses her because having her on the staff is unpopular. She wants to retain her job by sacking Petra whose father is crusading for the truth.

- Mr Vik dismisses Captain Horster because he is associated with Dr Stockmann. He does not want to offend the party.
- Mr. Rorlund, the school master tells Dr. Stockmann's sons to stay away from school because other pupils have turned against them. (self interest - school's safety).
- The landlord can't offend by going against public opinion.

**Conclusion**

The incidents in the play show that many people are uncomfortable with the truth when it threatens their safety. Respectable, highly intelligent people behave like fools and allow themselves to be manipulated by the authorities. Of course there are exceptions like captain Horster, but the majority will follow the current even when they know better. Accept other relevant conclusion.

**3**

**(a) Introduction**

More often than not relationships between people of different races, indeed, even those between people of different ethnicities within the same race, are beset with problems from the outset. And those problems persist even beyond marriage and through the entire lives of the couples. People who venture into those kinds of relationships must be prepared to meet these challenges and to counter and meet them head-on. Such problems arise out of, but not restricted to differences in traditions and practices; perceptions of what is acceptable or not, perceptions of exclusiveness often based on the fear of the unknown, perceptions of superiority or inferiority.

The cases of Yasmin Rajan and Daniel Akoto in the short story 'Breaking Loose' are no different.

- (i) Right from the beginning when we meet the characters at a dance on the campus, the differences emerge:



- Yasmin's four girl friends scatter when the Blackman (Prof. Daniel Akoto) approaches and asks Yasmin for a dance. Whether out of fear of association with the Black or out of respect for the professor, it is odd.
  - Yasmin even as she dances with Daniel Akoto, exhibits discomfort and embarrassment. "of all the girls here, why me?" she asks.
- (ii) The clash of cultures / values and antagonism is clearly evident.
- Yasmin is judgemental and defensive and resentful of Daniel Akoto's attitude and statements.  
"Oh, why doesn't he stop, for God's sake"  
p.122
  - Even when the relationship is building up, Yasmin keeps her guard up.  
"Now he thinks we are all shopkeepers"  
p.124
  - She exasperates Daniel with her attitudes until he complains:  
"Aren't you ever going to forgive me?"  
p.125
  - Yasmin's mother is infuriated when her daughter comes home with a man.  
"How can you bring him here like this?" said her mother. "What will the neighbours think? And the servants? It's shameful!"  
p.126
- (iii) Open Racism/Tribalism exhibited.
- Yasmin's mother detains her and rages at her.  
"There are no friendships with men - not men we don't know ..."  
p.128  
  
Her father adds, "The world is not ready for it".  
(such cross cultural racial relationships)
  - The mother drives the point home with  
"What do you know of him?  
With an Asian man, even if he is evil, you know what to expect. But with him?"  
p.128
  - She drives Daniel Akoto out of her house during the funeral of her husband.  
She weeps and is agonized by his presence.  
  
"You!" she screamed, what are you doing here? what kind of man are you, who comes to take away my daughter even in my grief ... Go away!"  
p.128
  - Both Yasmin and Daniel acknowledge the enormity of the problem facing them.  
Yasmin knows that her love and relationship with professor  
"will kill her mother!"

Daniel Akoto knows, that even as they enter the contract they “have to do their best” in the circumstances.

p.128

### **Conclusion**

The changes in perception and human understanding that are brought about by the shrinking world due to education and interaction and technological innovations now tend to minimize the effect of problems. But they nevertheless remain and have to be confronted.

Those who enter such relationships as depicted in *Breaking Loose* must be prepared!

### **3 (b) Introduction**

Reconciliation involves getting two or more people or parties/sides at loggerheads to understand one another and possibly in that way to end hostilities and re-establish good relations. This is achieved by the involvement of a third party, mostly an independent person or body of persons who stand in between appealing to reason and advocating for cessation of hostilities or contention by establishing a middle ground where the parties end up with a win - win situation, but where each party has given up something for the common good. Often, the conciliator or arbitrator is viewed with suspicion by either party and accused of leaning on one side or the other. What ever it takes, it is a worthwhile preoccupation and one should get on with it at any cost.

### **Body**

In Ruganda's play *Shreds of Tenderness*, Stella finds herself playing a reconciling role in a contest pitting his brother, Odie, and half brother, Wak. Like other reconcilers, she is viewed with suspicion and accused of taking sides or leaning on one side as against the other.

Odie, unenchanted with his 'brother' Wak whom he perceives as favoured by their father and who is more prosperous, informs on him (Wak) to the powers that be and causes him to flee the country. He proceeds to hatch a scheme and publishes obituaries on Wak's supposed death and uses the evidence to dispossess him of family inheritance. After ten years of exile, Wak returns and Odie is overtly hostile and antagonistic towards him. Stella on the other hand welcomes Wak, their returnee brother, and is keen to make him feel at home. Caught between the two loyalties, one to her blood brother who is overbearing and blunt in his attacks on the brother, and the need for decency and decorum in dealing with a brother who has been long 'lost' - she is forced to play the go-between role attempting to appease, defuse tension and even rebuke.

(a) Long before we meet Wak in person in part Two of the play we come across numerous attempts by Stella to persuade Odie from his hard-line and negative perception of the 'brother' and to persuade him to accept him back and to treat him with decency.

- When Stella reports she had received a call from Wak, Odie gets shocked prompting Stella to ask:

“I said Wak. Is that so surprising?”

This sets Odie ranting and he heaps a myriad of accusations on Wak.

Stella responds:

“nice thing to say of a brother you haven’t seen for years.” (p.8)

She persists in impressing upon Odie to accept the fact that Wak is their blood brother (pp 8, 13) and that their home is also his “by right” (p. 16)

She confronts Odie with evidence that since Wak returned, he started behaving strangely. (pp. 11 -12)

She expresses shock when Odie suggests that Wak should be shot. She wonders if he is in his mind.

When the appeal to brotherhood seems not to produce the desired effect, stella tries to confront Odie with her suspicion that Odie’s hostilities may have to do with inheritance (pp. 17 - 22). This gets Odie quite shaken and jittery and he resorts to threats and intimidation (pp. 25 - 26).

“.. stop prying. In fact you are prying right now - rather dangerously, I might add. Be careful.” (pp.25)

At some stage Odie tries to woo Stella out to his side against Wak.

“You are a child of my mother’s womb ... whether in war or in peace, you are my mother’s only daughter. We must always stick together. Promise me that” (pp. 34 - 35)

When Wak finally appears on the scene, Odie’s hostility and taunts flare up openly and Stella has a hard time pacifying Wak and cautioning Odie. (pp 52 - 57)

She admonishes both of them for being kiddish when she realizes Wak too is beginning to respond in kind. (pp. 57 - 58)

She deliberately tries to steer the conversation away from emotive matters towards the neutral. She suggest they play games or even do the primer. This also comes with its problems, leading to the physical confrontation/fight (p.63) and later to the near fatal episode when Wak pulls out a gun and threatens to shoot Odie (p.84)

Stella again plays the reconciliation role, this time pleading with Wak not to kill Odie. (pp. 84 - 85)

## **Conclusion**

It is largely the efforts of Stella that lead to the reconciliation of the brothers. It is through her tact and outright intervention and empathy, at one time with the one and at other times with the other that we see the thawing of hardline stands. It is her willingness to listen, and to play along that encourages Wak to tell his side of the story. This makes Odie realize he had been acting from the position of ignorance and hence he apologise to Wak. It is also her spirited defence of Odie, even in the face of evidence that he betrayed Wak that softens Wak and Odie owns up and is redeemed.

### 3. (c) Introduction

When you're racially discriminated against, you're made to hate the oppressor race; and as a consequence you develop a distorted view of people who belong to that race. You generalize and stereotype; you don't see the individual who might be a good human being. It is always "us" versus "them". This is what happens in **Homestretch**. Accept any other relevant introduction.

#### **Specific Introduction**

Homestretch has only black characters; there is no white character. This means we never get to know white people as individuals, and yet the novel contains many generalizations about whites.

#### **Hi Edith and David**

Edith and David spend 30 years in Britain, working and sending money back to Jamaica. They are even enjoying pensions from Britain. And yet they don't have a single kind word for the country and its people. All they remember of England was the frustration and racism they faced (Pg 20 - 21, 29 - 32).

#### **Hii Pressures in England** - pressures in England were many.

David returns to Jamaica in a wheelchair, having suffered a stroke in Britain. But his condition is cured when he bathes in the Milk River Bath. This is too good to be true; and the story looks like a fabrication intended to paint Britain in an unfavourable light. (Pg 78, 10 - 11, 15 - 17, 30 - 31).

#### **Hiii Stereotype**

We are told "... David couldn't put a finger on what he had gained from all those years he had spent" (in Britain). But then we're immediately told: "True, they had property now," and they wouldn't want for anything. The couple, therefore, appears to be understating the benefits of their 30 years in Britain. (Pg 32, 42) To Brenda, the white teachers had a way of smiling at you in school where they bared their teeth and nothing happened to their eyes. This was an attempt to caricature a whole race.

#### **Hiv Lifestyle**

We are told that in Britain they only read newspapers, not books. In Jamaica they can read books, and even to each other. But then in Jamaica they're enjoying their retirement and they can afford househelp. This then appears like a cheap shot at British society. Pg 41 - 43.

In Birmingham, we're told, David and Edith "no longer laugh, no longer talk to each other as they used to in Jamaica." But they're there for 30 years voluntarily. If things were that bad, why couldn't they have gone back sooner?

**Hv Education/Brenda in America**

Brenda's mother allows her to join her father in America because "she will get free university education there and a much bigger choice of what to do with her life" (69). However, we don't get the feeling that the Jamaicans regard this as a big plus for American society; pg 58 - 59.

**Hvi Prejudice**

Although the bath tub in England reminds Brenda of the one in her grand mother's house in Jamaica, Brenda thinks the one in Britain is dirty. The author says of her: "Her prejudice was illogical" (Pg 51 - 54, 74 - 77, 88 -89). Brenda's grandmother had been to neither England nor America, but she told her "...the Englishman will shake your hand and go wash it afterwards while the American won't shake it at all" (77). These are gross generalizations about white people which border on racism.

**Hvii Brenda in England**

After her A levels, Brenda gets "... a sizeable grant to go to university" (76). In the university she joins a fringe group and starts wearing dreadlocks to melo dramatize her racial "otherness." (76 - 79, 114 - 115, 181 -182).

**Conclusion**

**Homestretch** demonstrates that white racism does produce its opposite: Black racism. All the characters in the novel are black, but they're preoccupied with white racism. They show the dangers of stereotypes and generalizations about other people.

Expect four well developed points. Mark 3:3:3:3

Introduction (2 marks),  
Conclusion (2 marks) and  
Language (4 marks).