

## 5.0 KENYAN SIGN LANGUAGE (KSL)

### 5.1 GENERAL PERFORMANCE

Kenyan Sign Language (KSL) is examined at the KCPE level for learners with hearing impairment who are highly visual learners.

Over the 10 years the general combined performance of the KSL subject is as indicated below:

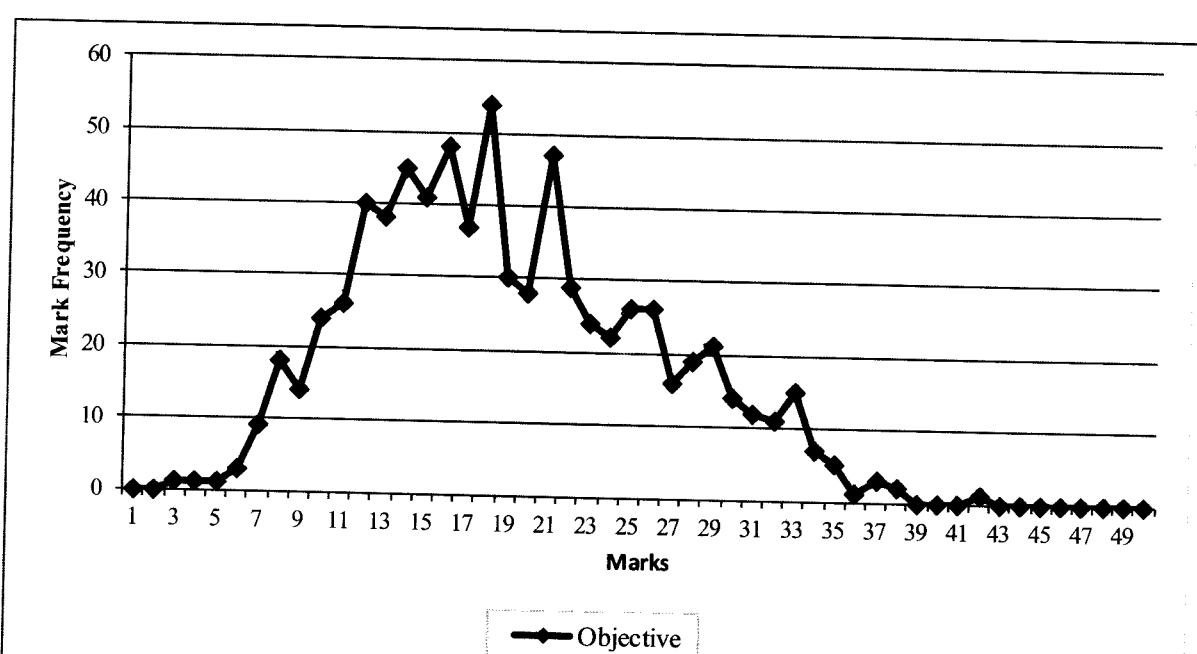
**Table 12: The General Performance of Candidates in KSL**

YEAR	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
% Mean Mark	20.99	49.20	45.80	34.45	46.42	31.96	22.94	30.14	31.34	32.35
Candidature	544	540	643	595	638	691	696	704	763	759

### 5.2 KSL SECTION A – LANGUAGE USE

The performance of all candidates on the Kenyan Sign Language Objective paper is discussed below. A total of 759 candidates sat for the paper and in the objective section with the mean mark of 19.70 out of 50 with a standard deviation of 7.05.

**Figure 6: Performance of all candidates on the KSL Objective Section**



The table below shows the performance on the 2019 Kenyan Sign Language objective section disaggregated by gender.

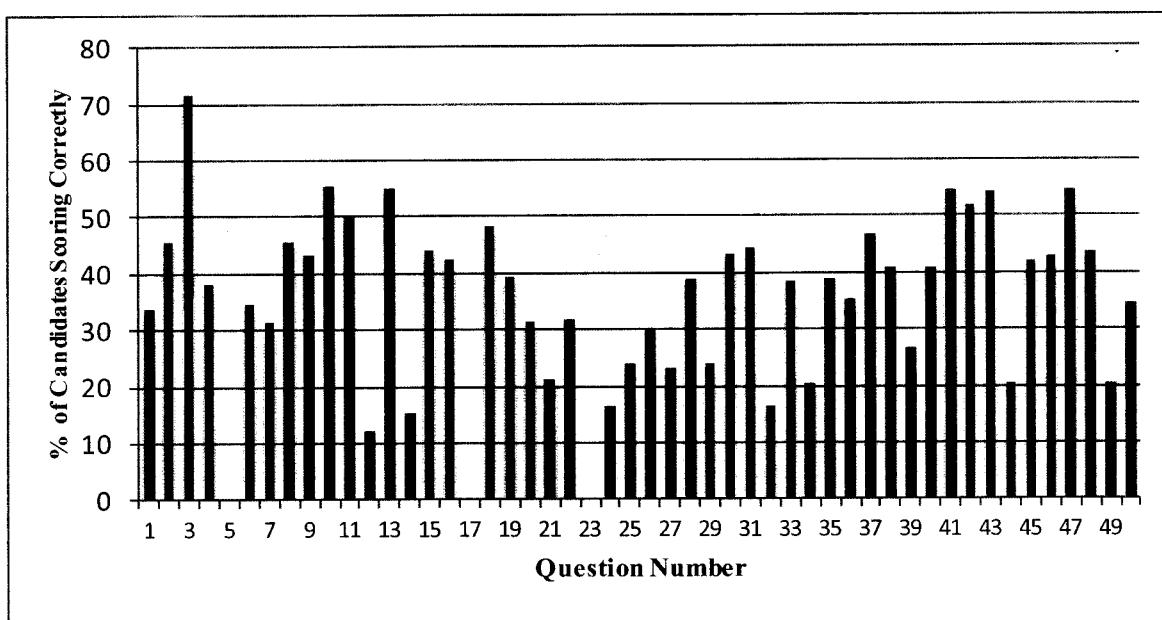
**Table 13: Performance of Candidates on the Objective by Gender**

	No .of candidates	Mean mark	Standard Deviation
<b>Male</b>	400	19.49	6.99
<b>Female</b>	359	19.94	7.13
<b>All</b>	759	19.70	7.05

#### **Analysis of Selected Items**

The performance of candidates on each test item in the objective section was as shown in the figure below:

**Figure 7: Candidate's Performance on all Test Items in the KSL Objective Question**



From figure 7 above, it can be observed that there were 11 questions in the year 2019 KCPE KSL Objective correct response with ease from the given options. These questions were:

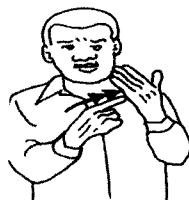
**Table 14: Questions with a facility index less than 30%**

<b>Question Number</b>	12	14	21	25	26	27	29	32	34	39	44
<b>% Scoring correctly</b>	11.90	15.13	21.10	23.88	29.94	22.94	23.93	16.28	20.19	26.49	20.11

**Questions 12 and 14 required that the candidate looks at the picture or the signs given and respond to the questions asked.**

\_\_\_\_\_?

## 12. SIGN THIS MEAN WHAT



- a] COIN //
- b] TAX //
- c] NAME //
- d] DIGITAL //

### Response Pattern

Option	A	B	C *	D
% choosing the option	10.78	34.85	11.90	41.91
Mean mark in other questions	16.49	18.02	19.56	20.40

The candidates were expected to look at the graphic illustration given and identify the sign depicted. Majority of the candidates (41.91%) went for option **D** while the correct answer is **C**. Teachers are advised to teach the various signs and the correct place of articulation, movement and facial expression.

## 14. SIGN BELOW DIRECTION DIFFERENT TIME SIGN DIFFERENT WHICH \_\_\_\_\_?

- a] LETTER //
- b] POST //
- c] TELEGRAPH //
- d] REGISTER //

### Response Pattern

Option	A*	B	C	D
% choosing the option	15.13	30.81	35.57	18.49
Mean mark in other questions	17.00	18.85	20.46	19.09

In this question candidates were required to know how each word is signed and identify which of the signs given has a different direction when it is made. Majority of the candidates (35.57%) went for option **C** whereas the correct answer is **A**. It would seem that the candidates could not correctly pick out the odd sign as per the direction of the sign movement. Teachers are advised to teach the various signs and the correct direction, movement and facial expression.

**Candidates experienced difficulty in answering questions 21 - 25. Under this section candidates were given a short passage on family relations and family related activities.**

T-E-D-D-Y/B-O-B/A-L-I/S-U-E SCHOOL  
SAME GO//T-E-D-D-Y YEAR OLD 10/B-O-B  
YEAR OLD SAME A-L-I/B-O-B YEAR OLD 4  
MORE THAN T-E-D-D-Y//BUT SUE YEAR OLD  
3 BELOW T-E-D-D-Y//  
B-O-B NOW CLASS 8 BUT CLASS 1 ABOVE  
A-L-I/T-E-D-D-Y NOW CLASS 3 BELOW  
B-O-B BUT CLASS 2 ABOVE S-U-E//

The passage tested the critical thinking skills of candidates as they interact with nouns, numbers, connectors.

**21. B-O-B SAME A-L-I YEAR OLD WHICH**

- a] 6 //
- b] 14 //
- c] 8 //
- d] 10 //

**Response Pattern**

Option	A	B*	C	D
% choosing the option	19.61	21.10	21.65	37.17
Mean mark in other questions	17.46	21.35	18.14	18.63

Question 21 required the candidates to synthesize the information given and select a number that is the correct age of both B-OB and A-L-I. Majority of the candidates (37.17%) went for option D while the correct answer is A. Language should be used to understand various contexts and to give factual information about the given context.

**25. A-L-I CLASS WHICH**

- a] 3 //
- b] 4 //
- c] 7 //
- d] 5 //

### Response Pattern

Option	A	B	C*	D
% choosing the option	42.29	24.26	23.88	9.11
Mean mark in other questions	19.18	17.52	22.26	17.00

The question required the candidates to sign out the given vocabulary and identify which sign uses one hand when it is made. Majority of the candidates (42.29%) went for option A while the correct answer is C. Learners should be exposed to more reading for details and critical thinking in contexts that can help them answer questions numbers correctly.

### 27. SIGN BELOW HAND MOVE UP-DOWN NOTHING WHICH ?

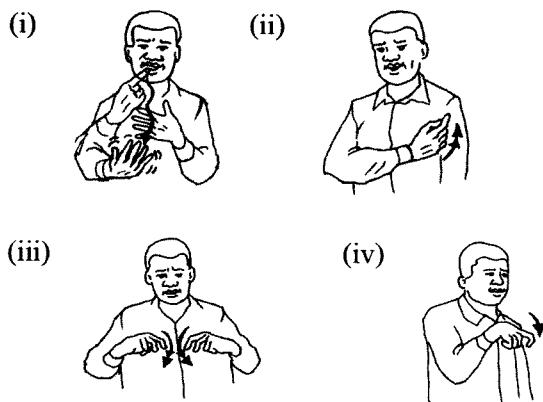
- a] WARM //
- b] WOMAN //
- c] PEACE //
- d] PAINT//

### Response Pattern

Option	A	B	C*	D
% choosing the option	36.19	25.56	22.95	15.30
Mean mark in other questions	20.97	17.59	19.71	18.45

The candidates were expected to sign out the given signs and identify the sign which does not have an up and down movement. Majority of the candidates (36.19%) went for option A while the correct answer is C. Teachers are advised to teach the various elements of a sign and the correct movement for each sign.

### 29. SIGN BELOW OBSERVE KSL ORDER CORRECT IDENTIFY//

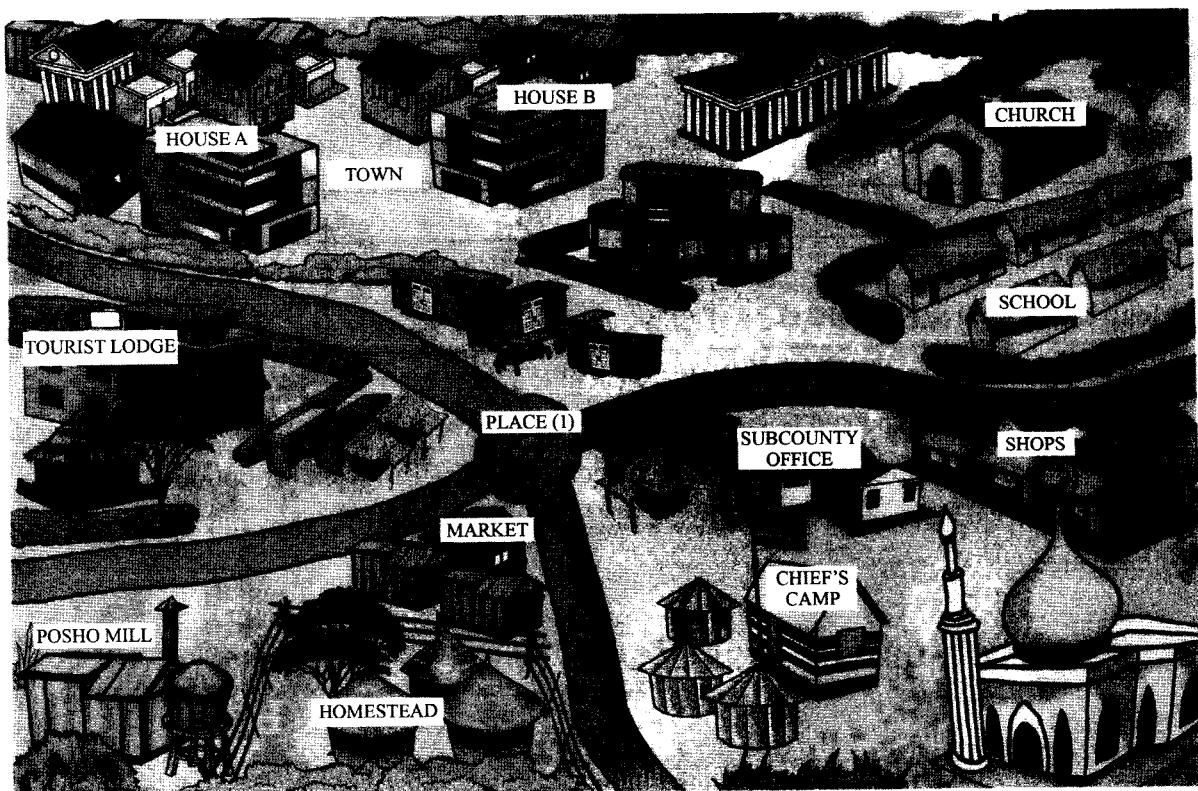


- a] (iii) (iv) (ii) (i) //
- b] (i) (iii) (iv) (ii) //
- c] (i) (ii) (iv) (iii) //
- d] (i) (ii) (iii) (iv) //

### Response Pattern

Option	A	B*	C	D
% choosing the option	21.23	23.93	19.46	34.82
Mean mark in other questions	18.29	20.46	18.91	19.13

In Question 29 the candidates were expected to know how each of the signs is made and pick out the correct sign word order in KSL. Majority of the candidates (34.82%) went for option **D** however Option **B** is the correct answer. Learners should be exposed to more KSL vocabulary in contexts that can help them group signs and identify the correct sign word order.



OBSERVE PICTURE THIS SAME USE ANSWER QUESTION 31-40 CORRECT//

Based on the picture given, candidates were expected to give the direction of various points from specified in questions 32 and 34

\_\_\_\_\_?

### 32. PLACE ( I ) NAME WHAT

- a] ROAD JUNCION //
- b] ROAD BEND //
- c] ROAD CORNER //
- d] ROAD CROSS //

### **Response Pattern**

Option	A	B*	C	D
% choosing the option	34.98	16.28	24.09	24.09
Mean mark in other questions	22.04	17.58	16.84	17.70

Majority (36.98%) went for option **A** while the correct answer was **B**.

### **34. TIME YOU TOWN WANT GO POSHO-MILL GO HOW**

- a] SOUTH EAST/SOUTH/SOUH WEST/SOUTH//
- b] SOUTH /SOUTH WEST/SOUH /SOUTH EAST //
- c] SOUTH WEST/SOUTH/SOUH EAST/SOUTH//
- d] GO SOUTH /SOUTH EAST/SOUH WEST/SOUTH//

### **Response Pattern**

Option	A*	B	C	D
% choosing the option	20.19	22.79	24.37	31.91
Mean mark in other questions	20.14	18.50	20.65	16.77

Majority (31.91%) went for option **D** while the correct answer was **A**.

From the statistics in questions 32 and 34 it would imply that that teaching on how to use language to give or take instructions on directions to various destinations is not well practiced. At all times pictorial stimulus should be used to help the learner with hearing impairment conceptualize this aspect in language use. This was also noted in 2018 KCPE paper.

### **39. SENTENCE TRUE PICURE THIS WHICH**

- a] SHOP/SUB COUNTY EDUCATION DIRECTION SAME //
- b] TOURIST LDGE/LAW COURT NEAR //
- c] CHIEF CAMP/MOSQUE OPPOSITE //
- d] TOURIST LODGE /POSHO MILL DIRECTION NORTH//

### **Response Pattern**

Option	A	B	C*	D
% choosing the option	28.53	24.35	26.49	20.17
Mean mark in other questions	19.53	16.50	20.95	18.32

Majority (28.53%) went for option A while the correct answer was C.

**STORY BELOW READ SAME QUESTION****41-50 ANSWER CORRECT GIVE//**

TIME YOU HEAD TEACHER OFFICE ENTER/  
INFRONT THERE/CHAIR THREE HAVE SAME  
CABINET//SIDE LEFT SOFA SET BEAUTIFUL  
THERE COVER WELL//HEAD TEACHER  
TABLE NEAR/CABIN BIG THERE//SCHOOL  
FILE SAME IMPORTANT DOCUMENT THERE  
KEEP//SIDE OTHER BOOK-SHELF THERE  
HAVE//BOOK DIFFERENT THERE KEEP SAME  
NEWSPAPER THERE MANY HAVE//

HEAD TEACHER BUSY ALOT SAME WORK  
A LOT//PARENT LOVE HIM A LOT SAME  
PUPIL//HIMSELF WANT PUPIL READ READ  
GRADE GOOD GET//SELF PEOPLE ADVICE  
ALWAYS/READ HARD WORK GOOD//OFFICE  
THIS COMPUTER HAVE/HEAD TEACHER  
COMPUTER USE/SECRETARY COMPUTER  
OTHER USE TIME EXAM TYPE//SAME IF  
TEACHER WANT USE CAN//

T-V OFFICE HAVE NOTHING BUT PRINTER  
SMALL THERE HAVE/TIME PRINT PAPER  
USE//OFFICE THIS CARPET HAVE SAME  
FRIDGE HAVE/SODA SAME WATER THERE  
KEEP//HEAD TEACHER SODA PUPIL GIVE  
NOTHING/VISITOR GIVE ONLY//VISITOR  
MANY OFFICE THIS ADMIRE SAME LOVE  
STAY-LONG//

From the story given above, one question as discussed below gave the candidates a challenge in getting the correct response.

?

**44. COMPUTER OFFICE THERE HOW-MANY**

- a] 1 //
- b] 3 //
- c] 2//
- d] 4 //

**Response Pattern**

<b>Option</b>	<b>A</b>	<b>B</b>	<b>C *</b>	<b>D</b>
<b>% choosing the option</b>	25.42	30.91	20.11	23.00
<b>Mean mark in other questions</b>	17.64	19.71	21.84	17.02

Candidates were expected to read carefully the story given and identify the correct NUMBER of computers in the office. Majority of the candidates went for option **B** (30.91%) while the correct option **C**.

## KSL SECTION B - COMPOSITION

### Paper Format

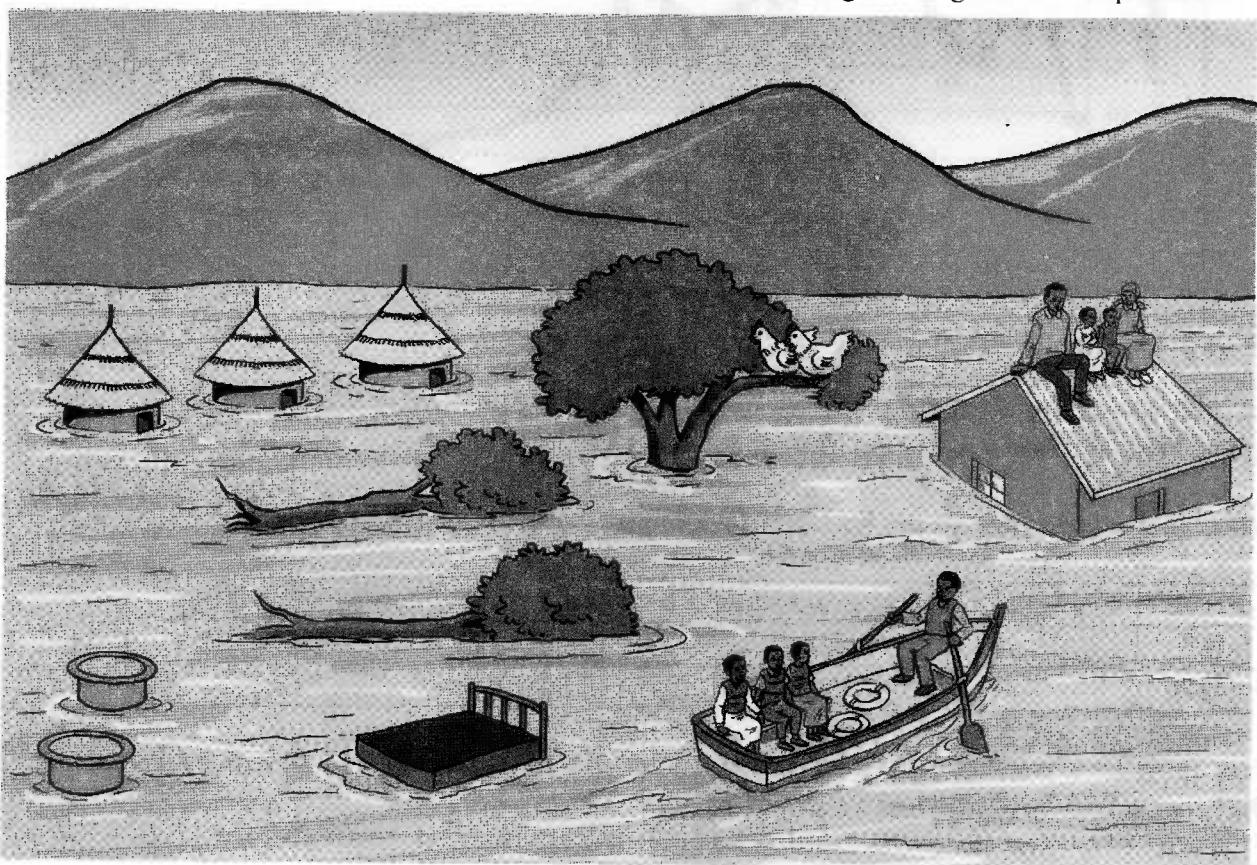
This section consisted of one guided compulsory composition to be written within 40 minutes. The composition was as follows:

TIME 40 MINUTE USE OBSERVE PICTURE PICTURE THERE/ WRITE STORY // STORY

YOUR END USE SENTENCE .....

..... ALL LUCKY LIFE OUR SAVE FINISH//

The candidates were to use the pictures below as a guide in creating an imaginative composition.



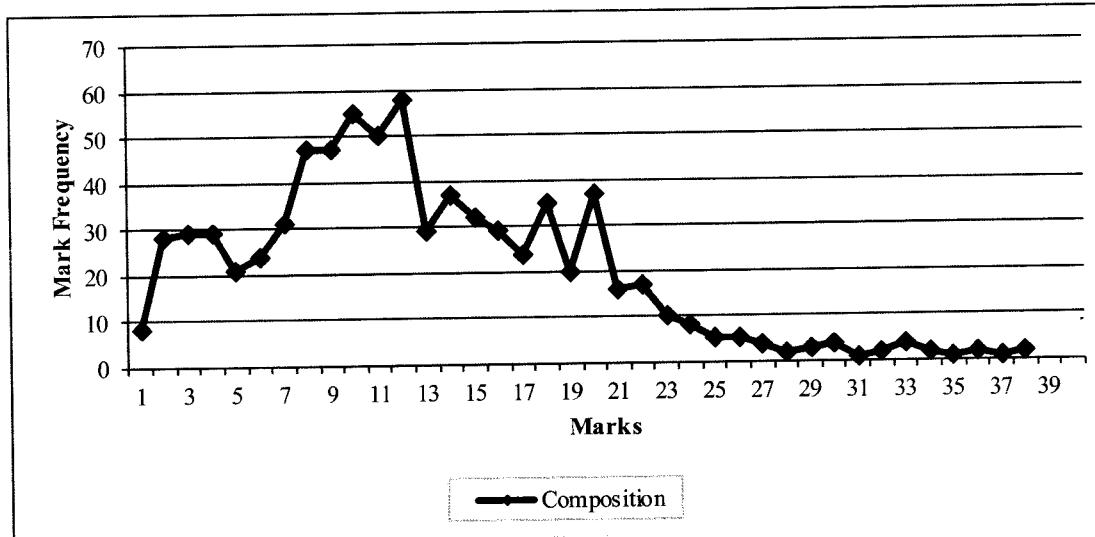
The candidate were expected to have a firm understanding of vocabulary related to the weather and to disaster management of flooding. Coincidentally the candidates were doing this paper at a time when Kenya was experiencing severe flooding in all regions and thus all candidates could relate to the incident.

The question tested the candidate's ability to creatively compose an original, creative and convincing account in glossed KSL. Candidates were expected to use mainly the past tense in writing an account that is grammatically correct, accurate with good use of punctuation and vocabulary. The mood as portrayed in the picture was to resonate with the candidate's work. The development of story was to culminate into the saving of lives in the event of a flooding.

## General Performance in KSL Composition

The KSL Composition paper was marked out of 40. In 2019, a total of 759 candidates sat for the paper. The paper had a mean of 12.65 and a standard deviation of 6.91

**Figure : Performance on KSL Composition 2019**



The table above represents the performance of all candidates on the KSL Composition paper. The highest mark awarded was 37, the mean mark was 13.

**Table 15: Performance on the KSL composition by gender**

GENDER	No. of candidates	Mean	Standard Deviation
Male	400	12.06	6.65
Female	359	13.30	7.15

From Table 15 it is notable that girls performed better in the KSL composition with a mean of 13.30 marks than boys who had a mean of 12.06.

**GROUP I (0-10 Marks)**  
**Composition A**

**TIME 40 MINUTE USE OBSERVE PICTURE PICTURE THERE WRITE STORY // STORY YOUR END USE SENTENCE....**

**ALL LUCKY LIFE OUR SAVE FINISH//**

ng sleep fin BOAT AIRS Aerot Ness. P... resp. Destr  
ber tree firs Berfir Danl spea pnuus Reps MSE B'NkRIS  
dinsk SAX T SETE l.Bil bay mecan Fivsy JNT Riar Rair GRS  
Bnerl hepa. Mse At's Egi MiBi Bi PSY RIANUT BINGSTRIVIS  
Blays TBIAY TMsC MseY RmR Baot MSTE GIAI NfST  
Msin Meicins 1BCEP'S Muyt Daxs pair t'es AnnisD  
MST hair AEX BeeT MUS ST HUS PT PeS MUNIS MURSHIS  
EMscpt Psclck Pave DeGPH MuStis Deir House MStTBekr  
Msephic DcST Blaf S eif HessJir Biror Meiv  
Allucky Club.SAVFOL 16H /

The following good aspects are noted in this composition:

- The candidate spaces words well.
  - There is an attempt at punctuation (at the end of the composition)
- There is an attempt to write correct KSL words although some are on the sentence given e.g ALL , LUCKY, OUR
- The candidate has attempted to finish the story with the rubric as instructed
- However, the candidate in this group has no story at all. Most of the words are meaningless. This composition has all the types of errors rendering it a very poor script. Despite the above merits, this script is rated among the worst KSL scripts in 2019. Teaching should focus on learner's acquisition of basic KSL structures for written expression.

**Mark awarded**

**02**

TIME 40 MINUTE USE OBSERVE PICTURE THERE WRITE STORY // STORY YOUR END USE SENTENCE....

..... ALL LUCKY LIFE OUR SAVE FINISH//

Tree

THE WATER H EAT SHIP BOYER SISTER USE STORY  
HOUSE HEAT DRY 3 BAD TREE DRY 2 HILL ALT THE YOU  
HORN TREE D WATER ALL DRY 3 HEAT SPENTENCE CUP  
USE SHIPBOY GIRL AIR GOOD WATER THAT THE WHICH  
LUNCH OUTATION SAME THEREP SAD COLORPA  
LOVE HEAT FBN DIFFERENT DIFFERENT MINE SOM  
FOR OUR SVAE TRYRE WATER HEAT SHIP BOYER  
ER SISTER USE STORV HOUSE HEAT DRY'S DAD THE  
E BIP BE BINE SOTANE DRY 3 HILL ALL THE  
YOUR HEAT TRYRE WATER ALL DRY 3 HEAT SEN  
TENCE CUTP USE SHIPBOY CUP OUR GOOD WATER  
D THAT THE WHICH LUCHN OUTATION SAME  
THERE SAND COLORBRA LOVE HEAT FBN use

Mother Father SISTER BROTHER SHIP father  
NAME FROM OWN FORMAKINE FINE HOUSE mother  
ER FATHER SISTER BROTHER HOUSE WATER  
TREHORN HILL ALL YOUR MOTHER OWN 2 SHIP  
ME WALK WAS WHICH WHAT?  
HOUSE WATER SASS port to Rank SOME  
was mother father what?

- 74 The candidate's words are clearly spaced and clearly glossed his/her work. The candidate has attempted to punctuate the work by use of double slashes at the end of the composition and the question mark (\_\_\_\_?) towards the end of the story. Vocabulary relevant to the story is used Despite the above merits, the scripts is characterized by numerous errors such as: No paragraphing, no meaningful story, Poor KSL glossing Spelling error e.g BORTHER for BROTHER, SISTHER for SISTER

Composition C

TIME 40 MINUTE USE OBSERVE PICTURE PICTURE THERE WRITE STORY // STORY YOUR END USE SENTENCE .....

DAY ALL ALL LUCKY LIFE OUR SAVE FINISH//

House THE water save story THIS IS FUTURE...  
bed many tree children man / house water with//  
hill base that finish same our child child  
man / girl who // should write story // story out use//  
water same life our THE finish // all boy lucky  
life / one tree children house // whose this into  
bed lucky than you / hit house child child //  
you use there cloud mon / whose / save finish //  
cock wind down big life // bear mount tree //  
your chair boy boy / end sentence son / girl girl  
monday river red what // finish lucky this in  
the use o / our write children tree water //  
save water // life our searching and only //  
plant people hit / into of go house //

FATHERS MOTHERS STORY STORY WATER TREE  
FINISH ONLY AND LIFE OUR WHAT COOK EVENT  
YOU ONE// HILL GIRL HOUSE YOU EIGHT TA OR  
TWO HOUSE WHO // LUCKY MON RIVER WATER TREE//  
YOU WILL SAVE BED// YOU HAVE WHO//  
DAY SCHOOL TREE WHERE THIS INFORM GOD//  
CHILD CHILD BED AND AME WHAT SEVEN RAD YO//  
FLUSH OWN// OTHER STORY GEOGRAPH TREE// House  
ROAD Colored WATER Hill YOUR LUCKY END ONED//  
House AND GIRL Honey RIVER // OF WHO LIFE//  
ONE YOU LIPER MOTHER EIGHT BOX BODY CHILDREN  
WATER// WHO BED TREE WHITING YO// ROAD MARATHON  
MY CHILD CHILD YOU THE THEIR SAME WHAT//  
YOUR CHILDREN// MY BED WATER// SAME IN IF HEL//  
Colored man LUCKY GORAS// road ECE//  
WHO CHILD ROAD HILL CINE OR LIE RIVER //

The candidates work when compared to the previous one shows some improvement. However, the following **aspects** were noted in this script:

- The candidate fails to correctly gloss some words e.g bED for BED, MAnY for MANY, One for ONE , InTO for INTO etc
- Some words are wrongly spelt e.g COLOUD for CLOUD, STOR for STORY, OWLY for ONLY , OTHEIR for OTHER ,SENTECE for SENTENCE.

-Some letters are wrongly shaped e.g I for N, O for D

- Some words used cannot be comprehended e.g BEAR, SEARCHIND, ONLY, MARATEK EnE

The candidate fails to write any meaningful KSL sentences and uses English language structures in his/her story.

**Mark awarded**

**09**

GROUP II: (11-20 Marks)  
Composition D

TIME 40 MINUTE USE OBSERVE PICTURE THERE WRITE STORY // STORY YOUR END USE SENTENCE ...

Story ~~See~~ ALL LUCKY LIFE OUR SAVE FINISH//

Time me bed sheerish wakes up early they mother say  
have see what night very lightning ready raining  
counte have many water have children look  
say true have lightning same raining all winding  
very big storming heavy rain / khy / rain very big  
heavy ask water have heavy then my name / khy / ask  
me tell to you all lucky life our children  
same family save finish // time me ask / khy / me home  
problem raining / lightning / winding same you my home  
disorty example suggia / bes / tree / hot / domestic  
house hen / house has there on sitting father / mother  
children / tree has see what on hen // if kyo  
has j-o-h-n say want carefull help children  
boat same j-o-h-n say you / khy / on house sitting

TRUE HAVE COME HELP YOU WANT COME TO IN BOAT  
FATHER SAY WANT ME COME NOW MY IN BOAT SAME CHILDREN /  
MOTHER FINISH // MOTHER SAY ME MY HAPPY ME  
HELP JOY JOY // CHILDREN SAY EXPAIN HANG PROLEM  
WHO RAIN VERY HEAVY DAY SEVEN RAIN  
ALWAY RAIN ALWAY PROLEM THINK MAY  
CAN YOU LIGHTING PROBLEM RAIN ALWAY THEN RAIN  
RAIN FINISH // MOTHER SAY YOU STORY ME TELL ME  
UNDERSTAND ME // S-O-H-N SAY YOU FAMILY FULL  
MUST FULL CAREFULL PEOPLE MY BODY KEEP REST IN  
PEACE // CHILDREN SAY my JOY JOY SAME FAMILY Happy  
WITH ALL PEOPLE Happy PEACE Happy PEACE FATHER  
SAY YOU WANT NEW HOUSE SAY YES CHILDREN SAY  
YES MY HOUSE NEW Happy  
NE LOSSON FINISH STORY

The candidate tries to communicate in KSL. However the following aspects are noted:

- Some words are misspelt by the candidate e.g SHEEPING for SLEEP, PROLEM for PROBLEM,DISORTY for DISASTER, DOMSTICS for DOMESTIC,ALWAYS for ALWAYS,CAREFULL for CAREFUL.
- Though the candidate has shown knowledge of paragraphing but they are not adding value to the candidates work.
- The candidate has a lot of English structures interference into KSL structures i.e: use of English tense marker ---ing e.g RAINING, SITTING, HOUSE HAS,----- WAKE UP EARLY for EARLY WAKE UP.
- the wrong placement of preposition in KSL e.g ON HOUSE instead of HOUSE ON -----, IN BOAT ----- for ----- BOAT IN-----.
- Uneconomical use of quantifying words e.g use of MANY, MUCH----- together.
- The candidate wrongly uses /WHY/ as a joining word instead of ----- WHY as an interrogative word.
- The double and single slashes are not meaningfully used in some sentences.
- failure to use the required rubric at the end of the composition.
- The candidate unnecessarily repeats certain words e.g HAS, HEAVY, HAPPY PEACE, and HAPPY PEACE.

**12**

**Mark awarded**

Composition E

TIME 40 MINUTE USE OBSERVE PICTURE THERE WRITE STORY // STORY YOUR END USE SENTENCE . . .

..... ALL LUCKY LIFE OUR SAVE FINISH//

HILL HAVE SEE // TREE THREE HAVE / TREE TWO FAIR SEE // ASIN TWO  
TREE STAND THERE // SHEEP ONE FALL DRINK WATER SEE // PEOPLE  
MANY SAPPER THREE // SPANKER COLOUR GRAY SEE // HOT THREE  
DRINK WATER THERE // PEOPLE CHAIR THERE // FATHER ONE  
HELP THERE LAMBOS SHEEP HELP HOUSE CHAIR THERE // FATHER /  
MOTHER / CHILD CHILD CHAIR HOUSE SEE // RAIN RAIN MANY SEE //  
MAYBE RAIN RAIN FINISH THERE // SEA WATER MANY FULL //  
HOT THREE COLOUR YELLOW BROWN SEE // WOMEN COLOUR ROOT  
GRAY INNELL BROWN // FATHER ONE SHIP HELP CHILD CHILD GO  
SEE // FATHER ONE MAYBE BLOOD FATHER MOTHER CHILD CHILD  
HELP THREE THREE COLOUR GREEN SEE // HEN TWO TREE  
MAYBE SHIP HELP HEN THERE // SPINKE TWO WATER THERE //  
FATHER CLOTH COVER BLOOM BLUE / T-SHIRT BROWN SEE // CHILDREN  
CLOTH COLOUR DIFFERENT QIPERENT SEE // FATHER ONE CHILD

CLOTH BLOUSE PINK / T-SHIRT BROWN SBB // MOTHER ONE COLOUR CLOTH  
 DRESSES PINK SEE // CHILD CHILD FOOD NOTHING SEE // FATHER / mother  
 FOOD NOTHING THERE // PEACE THIS BED NOTHING // PEACE THIS  
 FAR HALL SEE // CHILD ONE CHILD HOUSE CHILD GHOST YELLOW COLD  
 SEED // SHAIR COLOUR RED/YELLOW / GREEN SEE // SHEEP COLOUR BLUE SEE //  
 PEACE THIS HAPPEN THERE//TREE ONE BEAUTIFUL TREE TWO FALL  
 THERE // PEACE THIS HALL BEAUTIFUL SEE // CHILD CHILD PEAR MANY  
 DARK WATER THERE //

The candidate has correctly glossed the work. Most words are correctly spelt e.g HILL, HOUSE, FATHER, MOTHER, GREEN, BEAUTIFUL, PEACE, WATER. There is an attempt to use KSL structures e.g HEN TWO TREE STAND THERE// However, in the candidates' story, the following errors were noted:

- Several wrong spellings are noted e.g SAFFER for SUFFER, SPANKE for SUFURIA, HOT for HUT, ROOT for ROOF , T-SHAIR for T- SHIRT, CLOTTH for CLOTHE, FATHET for FATHER, BLOSUE for BLOUSE,DREES for DRESS.
- The candidate has not paragraphed the work.
- The candidate has failed to end the story with the given rubric.
- Wrong vocabulary used in some instances e.g STAND for PEARCH , MANY for A LOT ; PEACE for PLACE , HALL for HILL, CHAIR for SIT, FAIL for FALL, SHIP for BOAT.
- The candidate fails to completely gloss some words e.g cold for COLD , CHIID for CHILD , COIOUR for COLOUR , HEIP for HELP , CIOTH for CLOTH.
- There is unnecessary repetition of SEE and THERE at the end of several sentences.

The candidate has attempted to write a story though he /she is hampered by inability to use Kenyan Sign Language structures correctly.

TIME 40 MINUTE USE OBSERVE PICTURE PICTURE THERE WRITE STORY // STORY YOUR END USE SENTENCE .....

.....ALL LUCKY LIFE OUR SAVE FINISH//

DAY ONE RAIN FLOOD RIVER BIG DISASTER / THIS HAVE FLOOD  
 BREAK PROBLEM MAIN TING // KLE START TIME NIGHT PREVIOUS  
 SLEEP DREAM CONTINUE // WE SLEEP EVERY DREAM / PEOPLE  
 HEAR LOUD LAUD THERE KAIN RAIN "Abit" // RAIN THIS NOTHING WITH  
 BEFORE RAIN NIGHT HAVE // RIVER FLOOD HEAVY ALMOST MOVE PEOPLE  
 SAME OTHER DIE LIVE // RIVER WATER TING SUPERBIA / BED / PLATE /  
 SPOON / CUP SAME OTHER // PEOPLE THERE HOUSE SIT RAOF / SEE THERE  
 OFFER BOAT MOVE MOVE // PEOPLE TOGETHER THAT SIT HOUSE / THAT Hard  
 HOW ME PROBLEM DISASTER MAIN // THERE DISASTER SITIS WITH RAIN  
 THAT / FLOOD RIVER HEAVY OTHER SAME DIE // MAN CANE BENT HELP HELP  
 PEOPLE LEAK CERIAN DISASTER // Flood KLAT THERE HUT MOVE / HOUSE  
 MOVE / TREE BREAK / BED MOVE / HEN OUT / PEOPLE SIT HOUSE / SUEPBA MOVE  
 THINK // IF ME THINK THERE MAYBE PEOPLE FOD NOTHING / GOD GATH PEOPLE  
 / Flood SWAKE HAVE / THREE MOVE STREAMS OUT SAME OTHER // PEOPLE HUUE WHAT

BEAT BND / WHTY / HOUSE BREAK // WE PEOPLE FILTER HOUSE RE-BEAT  
 LIVIN / BAD / CRY / HUNGER / FEED NATHIN / SAME Flood MOVE MOVE // PEOPLE  
 PRTY NATHIN HELP NOTHING // IMPROVE RIVE NEAR HILL ACROSS THERE  
 SOME RIVER MOVE MOVE HEAVY KNOT BREAK // ME THINK WANDER WANDER  
 HELP PRAY NATHIN WHILE PEOPLE MUST PARTY SAY had ok my / BEST  
 LIFE FUTURE GADS // PEOPLE HAPPY LUCKY / GOVERNMENT GIVE HOUSE NEW  
 NEW // HOUSE NEW HATE THREE SURFARIA / CUP / SPOON / THINK THNAKA // IF  
 YOU GOVERNMENT HELP GIVE THANK // GOVERNMENT SAY MUST PLATY HELP  
 PLEASE FUTURE // ME HAPPY HELP / LEATH / WETTA / SHOE SHARE /  
 ZITA NEW / THINK THINK // GOVERNMENT SAY SUPPORT HEALT / SKINNED /  
 FOOD HAVE / CLEATH / EQUATION // AT-L-E-L-H-U-C-K-Y LIVE OUR SVAE FINISH //  
 FEED

- The candidate develops a story based on the picture given and correctly uses the sentence given at the end of the story. The following errors were noted in the candidates work:
- Some KSL structures are weak e.g --- HOUSE SIT ROOF// for ---- HOUSE ROOF SIT // ---- MOVE PEOPLE SOME OTHER DIE LIVE//
  - There are a few spelling errors A LOT for A LOT, PEPLE for PEOPLE, LUCKLY for LUCKY;CLOTH for CLOTHE, GOVERNMENT for GOVERNMENT

Despite the above demerits, the candidate has tried to communicate in KSL to be placed in this group.

**Mark awarded**

TIME 40 MINUTE USE OBSERVE PICTURE THERE WRITE STORY // STORY YOUR END USE SENTENCE....

THE DAY ME FORGE EI ZERO!!

ALL LUCKY LIFE OUR SAVE FINISH!!  
 DAY ONE ME HOME STAY ZERO//ME STAY MARY  
 ME TEETH BRUSH FINISH/SPACE WASH FINISH/BREAKFAST ME EAT FINISH//  
 TIME 12:AM ME TOUH MINE SHOP THING THIS/AUDI ALOT BUY//  
 VEHICLE MINE ME TELL YOU HOME HOLD DARENT YOU DOU MUCH  
 VEHICLE MINE VEHICLE HAVE WHILE MIKE ME READY HOME HAPPY//  
 VEHICLE VEHICLE ME HOME VEHICLE HAPPY HAPPY HOME!!  
 ME HOME US SEE FARM ME SEE WATER FULL EVER Y WINTER  
 ME SAW START WHILE MINE SAY YDU SAD WHILE ME QUITE QUITE//  
 ME HD ME REACH SEE AGAIN ZERO/C SHOUT WHILE MINE THAT THIS  
 WHAT/MY VEHICLE NAME SAMSON /TENND DUNNA/DUNNA KII//  
 HOME SANDY ARRIVE/HOUSE DUR HILL FEAR ME SEE FATHER  
 MOTHER SAME SISTER MINE RODD HOUSE SIT/FEAR ALOT//MOTHER  
 MINE SEE ME/MOTHER MINE DOUGAGE'S HAVE//MOTHER MINE STORY  
 ME TELL/RAY START RAINING 20 - 52 AM THEY HOT YET SLEEP/HEAR!!

SAMSON HELP PARENT MINE//ENTER W/BOAT WATER BRING MOTHER  
SAVE FATHER//CHILD CRY CRY ALY ALL ENTER BOAT SIT SIT//  
BOAT COME WHERE ME FISH SAND DRY THEN WATER SAVE ANIMAL LIKE  
CHICKEN//COW//CAT//SHEEP//DKEY//IDG//CAT//THRE SHINE DKEY//  
THEY RAIN BIG BIG THREE TREE DOWN LAY THREE FIVE HUT//  
DKEY FLOAT SAME SURVIVAL US MANY WATER CARRY//BASIN//POODY TAN//  
KLINE WATER CARRY//DIG OUR WATER DRINK ADT//BEN OUR WATER CARRY//  
ADDA DUMP DUMP IN US BIG SAME LIKE LAKE//FATHER MINE WINDICIN//  
HUT HUT WATER CARRY HDT//HIDE HUT//V SAME TABLE HUT//  
SOME PEOPLE CARRY CARRY//WATER TAKE DIER WATER HOUSE//PEOPA  
WOMEREN ADT//HUT HUT 3 WATER CARRY//PEOPLE WIDWATER GON HUT//  
FAMILY DUR ID DIED ALL ZERO//OUR HAPPY HAPPY ADT THIR  
GDN INVE AL THE MINE SAYES THAT IF YOU PERSON SLEEP MUST  
PRAY FIRST GON HERE CRY DUR//ALL LUCKY LIFE DUR SAVE CHILD//

The candidate's work is glossed with paragraphing evident. The candidate has several correct KSL structures e.g DAY ONE ME HOMES STAY ZERO/-// , UNCLE MINE VEHICLE HAVE// However, the following were noted:

- Some sentences are hanging as there is an omission of words to make it complete and meaningful.
- Wrong use of vocabulary e.g WHAT for WHY, QUITE for QUIET / HERE for HEAR.
- Few spelling errors noted e.g COURAGEOUS for COURAGEOUS , ALOT for A LOT , WATE for WATER , KNIVE for KNIFE .
- The candidate uses the suffix ----- in RAINING as used in English structures , WORRIED for WORRY, DIED for DIE, WONDERED for WONDER , SAYED for SAY.
- Mixing of numbers and reduplication for pluralization e.g HUT HUT THREE WATER CARRY//

These could be corrected though they did not affect the flow of the story.

**26**

**Mark awarded**

## Composition H

TIME 40 MINUTE USE OBSERVE PICTURE PICTURE THERE WRITE STORY // STORY YOUR END USE SENTENCE ...

..... ALL LUCKY LIFE OUR SAVE FINISH//

DAT ONE TIME PAST PERSON MANY PROBLEM GET// THERE MANT  
WATER ALOT SAME LAKE// DAT THAT 'ON FRIDAY IT TIME EVENING START  
RAIN ALOT / LIGHTING HAVE / WATER UP PERSON MANY ROOF HOUSE SINK  
THERE WAIT BOAT COONE// THERE HAVE CHILD MANT//  
THERE MANY HOUSE WATER FULL THERE IN TIME WINTER  
FULL THERE THING KANT MANY WATER FLOAT THERE SOME  
SINK THERE OTHER LIKE COOL SHEEP SAME MANY MANT TIME  
RAIN MANY TREE TREE ALL FLOW DOWN//  
TIME THAT BAD PERSON SOME DIE THERE WATER /THING  
THING THAN HELP NOTHING BUT THING THING THAT HELP ISAYE GOOD  
LIKE PERSON POSSIBLE HELP PERSON PERSON // DAY NIGHT FOOD  
NOTHING ETIAT WATER FULL WALK IMPOSSIBLE//  
THAT NIGHT THERE LAKE WATER STAT PERSON CHILD CHILD

THERE ROOF BOAT WAIT COME BUT MAN SAT BOAT DAY NEXT CAME  
WILL CHILD THERE TOP VERY VERY CLIMATE THERE REDUCE BECOME  
DOLBUREASE GET POSSIBLE WITH CLOTHE SWEATER HAVE NOTHING.  
MAN STORE SAME WOMAN CHILD THERE CRY A LOT.  
MORNING BARLT MAN WOKE UP FAR SEE PERSON FOUR  
COME HELP CARRY OUT WATER TIME SINCE EIGHT O'CLOCK ANNOT GOD//  
SAME HEN THERE TREE STAY SAME SAME FAMILY THERE ROOF//  
PERSON FOUR SAT FAMILY FIRST THING THING SECOND THEN LASTLY  
HELP ANIMAL ALL//  
SINCE ELEVEN OCLOCK GO AWAY COME BACK IMPOSSIBLE THAT  
THERE CLIMATE DIFFERENT TRUE SAME OTHER COUNTRY  
NOTHING//DAM THAT SEEK HOUSE LEAVE BEFORE GO MAN MAN  
FOUR COLLECT THING THING DIFFERENT THERE HATER  
TIME FINISH GO OTHER VILLAGE//  
DAM THAT FAMILY FOOD NOTHING EID THE FIELD THERE HOUSE  
NOTHING//HEN THERE HAVE TWO ONLY THERE FAMILY HELP//MAY

*TIME MONEY GET THING THINK BUY / THERECK CONTINUEC LIFE  
HELL CHILD SCHOOL GO ALLA TASS // ALL LUCKY LIFE OUR  
SAYE FINISH //*

Compared to the previous candidate's work this candidate narrates the story based on the picture with simple use of simile e.g -----  
- WATER A LOT SAME LAKE// and Correct use of tense e.g ----- TIME, ----- PAST, DAY THAT ----// . The candidate has correctly placed the sentence given at the end of the story as required. The candidate clearly sequences the events based on the story including the future.

However, there are aspects noted that we would like to point out for improved teaching of KSL glossing. These are:

- Use of MANY and A LOT together
- Wrong use of preposition e.g DAY THAT ON FRIDAY -----// instead of DAY THAT FRIDAY.
- English structures in KSL e.g MANY HOUSE instead of HOUSE MANY, THAT NIGHT instead of NIGHT THAT.
- Wrong word e.g. LIGHTING instead of LIGHENING, FLOW instead of FALL, CLIMATE instead of WEATHER, CLOTHE instead of CLOTHES, LEAVE instead of LIVE.
- Spelling error noted: STORG for STRONG, CONTINUEC for CONTINUE.
- wrong punctuation use e.g WHY instead of /WHY/
- Use of English word e.g LASTLY for LAST.

The candidate's narration shows improved fluency and thus graded in this group.

## Composition I

TIME:40 MINUTE USE OBSERVE PICTURE THERE WRITE STORY// STORY YOUR END USE SENTENCE . . .

..... ALL LUCKY LIFE OUR SAVE FINISH//

DAY ONE .. VILLAGE THERE NAME PROBLEM B.I.C. PEOPLE / ANIMAL SUFFER R.I.A.I //  
 HAPPEN // PROBLEME THERE PROBLEM BILL PEOPLE / ANIMAL SUFFER R.I.A.I //  
 DISEASE / HOUSE HOUSE Flood DESTROY //  
 PICTURE THERE PEOPLE SUFFER House Tap Chimp SAME  
 CHICKEN // A-L-A-S-E-L-A / A-K-K-O-T-H HOUSE Tap S.I.T.H //  
 PROBLEME THERE FOOD GET IMPOSSIBLE WATER A.O.I. HOUSE ENTER //  
 Flood IN HOUSE DESTROY WATER BED CARRY SAME SURVIA  
 THERE WATER CARRY SAME TREE //  
 PEOPLE OTHER SHIP SAIE LIFE SAVE SAME // PEOPLE THERE  
 SHIP IN NAME A-K-A-Y-I / T-O-M-A-Q-H-A-A-T-I-F-N-O // SHIP SAIL SAIE  
 THERE lucky lucky HAVE // CHICKEN CHICKEN TREE Tap THERE  
 STAND Flood THERE PEOPLE AFRAID A.O.I. W.H.Y / Flood  
 DANGER POSSIBLE DEATH // PEOPLE STOP PROBLEM THERE TRY  
 TRY HARD //

A-O-N-B-E-N-T-VILLAGE MOUNTAIN THAGE LOOK BUT WATER  
MOUNTAIN TOWER NOTHING// FLOOD DANGEROUS ALOT//  
PEOPLES NOW WORK NOTHING// SMART BED THERE RIVER CARRY  
SAME UTENSIL// TREE THERE FALL ONE FLOOD PEOPLE THERE  
DIE POSSIBLE BOTH// FLOOD EAT NOTHING SAME WALK NOTHING//  
SHUT THERE IMPORTANT ALOT SAME PEOPLE//  
HOT HUNTING BEAUTIFUL BUT FLOOD DESTROY// FLOOD FLOOD PROBLEMS  
BIG HAVE// TIME FLOOD ARRIVE PEOPLE SWEAT MUCH// FLOOD  
FLOOD SERIOUS PLAY NOTHING// CHILD CHILD TIME SMALL  
DIE// SHUT IMPORTANT PEOPLE HELP POSSIBLE PLACE OTHER ESCAPE//  
PEOPLE OTHER WATER SWIM KARAN NOTHING DIE DIE WILL//  
TREE CHICKEN THERE CHICKEN THERE TREE STAND LIFE SAVE SAVE//  
CHICKEN CHICKEN THERE TREE TOP STAND LIFE SAVE SAVE//  
GLOBE WHITE BEAUTIFUL ALOT// FLOOD FLOOD TIME FINISH PEOPLE  
ALL HAPPY HAPPY WALL LUCKY LIFE OUR SAVE FINISH//

The candidate's work is among the best. Communication is fluent and the candidate confidently communicates through KSL glossing. He/she narrates the events in sequence as evident in the picture provided with good paragraphing, punctuation, vocabulary and KSL structures.

The candidate has used the correct tense to narrate the story and correct spelling.

Nevertheless, the following aspects hamper this candidate from attaining a higher marks.

- Wrong use of WHY instead of /WHY/ for rhetorical question.
  - There is wrong use of vocabulary e.g SHIP for BOAT , STAND for PERCH .
  - spelling of CLIMP for CLIMB.
- Despite these demerits, the candidates story can be followed with ease making it to be rated in this group.

**Mark Awarded**

**33**

## COMPOSITION J

TIME 40 MINUTE USE OBSERVE PICTURE PICTURE THERE WRITE STORY// STORY YOUR END USE SENTENCE....

..... ALL LUCKY LIFE OUR SAVE FINISH//

PAST PEOPLE EARTH LIVE ALOT / SAME PEOPLE OTHER HILL NEAR LIVE//  
THEY HOUSE NAME HUT / THEY LIVE THERE // DAY ONE EARTH BLACK CHANGE  
VERY / RAIN SOON COME / PEOPLE MANY HOUSE THEIR IN / TIME AFTERNOON  
RAIN DROP STAPET / PEOPLE MANY FEAR WORLD THIS FINISH // TIME RAIN  
HEAVY START WIND ALOT BLOW / SAME HOUSE OTHER ROOF FAIL / DAY  
THAT RAIN RAIN ALOT MONTH JANUARY / RAIN RAIN DAY ALOT STOP NOTHING /  
PEOPLE WORRY RAIN RAIN ALOT WHY / ANIMAL THEIR HELP HOW ANIMAL  
DIFFERENT DIFFERENT DIE SAME PEOPLE OTHER DIE / PEOPLE HILL CLIMB  
UP IMPOSSIBLE WHY BECAUSE MUD ALOT SAME WATER HOUSE IN FULL /  
THEY SUFFER CHILD CHILD THERE HELP HARD //

TIME HOUSE WATER FULL FINISH WOMAN HUSBAND TOGETHER CHAD CHILD THINK  
BEST HOUSE UP CLIMB // THEY SAT SAME HEN TREE BRANCH CLIMB / TREE  
SOME DOWN FALL SAME THING THING HOUSE IN MOVE // TIME RAIN FIGHT  
PEOPLE SOME BOAT BEING PEOPLE HELP / THEY LIFE JACKET BRING / PEOPLE

BOAT IN ENTER SAME ANIMAL THEIR HELP / FAMILY FOUR HOUSE BOAT  
UP SAT / THEY PAIN LOOK SAME CLOTH THEIR COLD // AREA CHANGE LAKE  
PEOPLE HOUSE BUILD IMPOSSIBLE AREA WHERE PEOPLE FOTS BUT NOTHING ME  
TOGETHER PARENT MINE ALL LUCKY LIFE OUR SAVE FINISH //  
STORY THIS TITLE PAST DISASTER HAVE //

This candidate's work is rated among the excellent scripts. The candidate attempts to communicate fluently and confidently in KSL. The vocabulary relevant to the topic has been used e.g EARTH, PEOPLE, AFTERNOON, WORLD, WORRY, ANIMAL, HEAVY, BLUE, RAIN DROP, IMPOSSIBLE, LIFE JACKET, CLIMB, WOMAN, HUSBAND etc.

Good use of KSL Structures is evident in the story e.g TIME HOUSE WATER FULL HOUSE FINISH WOMAN HUSBAND TOGETHER CHILD CHILD THINK BEST HOUSE UP CLIMB//

The candidate correctly uses the prepositions in KSL e.g ---- HOUSE IN---- HOUSE UP---- // , ---- BOAT IN ----

The candidate plans and narrates the story from before the rains, during rains and after. The feelings and emotions during the event in the story are felt. This is crowned by the candidate connecting well the sentence given at the end of their story.  
Few errors are noted such as :

- The candidate wrongly uses the question mark ( ? ) E.g THEY LIVE THERE
  - English tense marker used in the story e.g SAT for SIT.
  - The candidate uses very long sentences with few pauses.
  - The candidate misplaces the title of the story by writing it at the end of the story rather than the top.
- Despite the above, the candidate has communicated well to be rated into this group.

Mark Awarded

36