

2006 K.C.S.E EXAMINATION MARKING SCHEMES
ENGLISH (101)
PAPER 1 (101/1)

Paper 1017 1 is intended to test the candidate's 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

DCLASS 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

D03 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.

C08 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 candidates 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, spelling, 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. Straight forward. 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 arguments 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 (2mks) report tone of language: formal passive voice (2mks). Grammar (tenses, punctuation, agreement), sentence construction (structures, spelling) (6mks)

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/alterd
- 6) Potential/ability/ capacity
- 7) Suited/friendly/appropriate
- 8) But
- 9) Are
- 10) Fast/quickly/rapidly

(10 mks)

Questions 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 (2mks)

ii)

- Use of emphasis by lowering voice when narrating how Ngo'ngruok soiled the offering. This should be said in 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. (4mks)

- 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 their sitting posture and level of concentration to the narrative e.g leaning towards narrator, using gestures (4mks)

b) air
 whether/wether
 bass
 morning (4mks)

c) i) died, pride
 Knew, few, dew
 Spread, said
 Do, too (2mks)

ii) Only five
 They emphasize her tender age. (2mks)

iii) One would say the last two lines as a question, hence use a failing intonation.
 Should be said with a sad tone showing disappointment or regret. (2mks)

d) Sample Conversation

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

Police Officer:

You: My name is Ruth Kerubo Magara. I am fro Ktuto
 Secondary School P.O. box 2222X Kituto (2mks)

Police Officer:

You: I boarded/got into/took a bus, KTT 526X at Baringo
 Shopping Center 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 1p.m. I realized that my box was missing. However, there
 was a similar one that was unclaimed. Here is a lost of all the items in box. (handing over
 a list) (3mks)

Police Officer:

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

24.1.2.2 English Paper 2 (101/2)

- 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. (2mks)
- 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. (2mks)
- c) The author mentions Japan in order to show how far behind sub-Saharan Africa is lagging in terms of life-expectancy. (1 mk)
- 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. (2mks)
- 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 spiraling poverty. (3mks)
- f) She (he) is less educated, and has less access to a remunerative activity. (1mk)
- 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. (3mks)
- 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) (4mks)
- i) Staggering- shocking.
Compromised-adversely affected. (2mks)
2. a) It refers to the bomb that exploded and blew up a bus at the East African trading company (formerly OTC) (1mk)
- b) The repetition of the word” whisper” creates emphasis, and captures the mood of fear, secrecy and the persistence with which the rumours spread. (3mks)
- c) This refers to the time when Paulina’s son, Martin Okeya was shot dead during riots in Kisumu. The riots erupted when the residents stoned the presidential motorcade to protest the assassination of Tom Mboya. (4mks)
- Tribal groupings (KEM)
 - Land alienation.
 - Poverty and growth of slums.
 - Existence of detention camps.
 - Violence
 - Propaganda: rumours, lies.
 - Corruption.
 - Oppression/suppression.
 - Resistance. (4mks)

- e) Mr. Mwamgale remarked bluntly in parliament that, that time they could not be told that Njenga had done it. (1mk)
- 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. (6mks)
- g)
- The mortuary attendant got a body of the same size and weight and characteristics but pretended not to have recognized it.
 - The airline clerks checked flights to Zambia but pretended not to have realized that J.M was not in the list.
 - Even the terribly sharp children, who knew many incidents of assassination pretended not to know what had happened. (3mks)
- h) His photographs were put side by side with those of the pope and that of sacred Heart.
- The book about him was reprinted
 - His parliamentary speeches were reprinted
 - A gramophone record was banned (3 mks)
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 mks)
- (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.
“touch” the literal, physical touch. (3 mks) (gets only 1 mk)
- (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 brutalized. 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 mks)
- (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 mks)
- (e) The poet uses repetition to emphasize 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 mks)

- (f) Prodding – poking, jabbing (1mk)
Indifferent- callous, inhuman, beastly) (1 mk)
- (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. (a) (i) would have (ii) were (iii) has (3 mks)
- (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 mks)
- (c) (i) lit (ii) incidents (iii) its (3 mks)
- (d) (i) The visitors were entertained by the choir
(ii) The health officer will close café unless we keep our environment clean./ Unless we keep the environment clean, the health officer close our café.
(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 mks)

24.1.3 ENGLISH PAPER 3 (101/3) 2006

Paper 103/3 is intended to test the candidate's 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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- C 08 The candidate communicates but not with consistent clarity. His/ her linguistic abilities being 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.

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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 mks – 12 mks)
 - VII. From the foregoing, we can conclude that the misery depicted in the play is a mirror of the potential racial and religious prejudice that has to wreak havoc on a society.
(2 mks)
(Grammar and presentation 4 mks)

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 mks)
- ❖ 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 beddings are searched. Worse still, they are stripped off their hijabs and cloaks. This is an affront on their dignity and decency as Muslims women.
- ❖ Any form of the 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 mks (Grammar and presentation 4 mks)

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 mks)

Questions 3 (b)

Introduction

Jealousy occurs when:

- ❖ Parents show open favoritism towards some of their children and when those who are not favoured know it.
- ❖ There is conflict between step- children caused by the realization 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 mks)
- ❖ Odie in John Ruganda's shreds of tenderness harps on the fact that Wak, whom he hates, is only a stepbrother and that they were born of different mothers.
- ❖ Odie dislikes Wak because, according to Aim, 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 enroll 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 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 = 12 mks)

(An appropriate conclusion 2 mks)

Question 3 (c)

Introduction

Overview on developing countries and the problems 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.
- ❖ Pollad's Nover, Homestretch, is about Jamaica's migrating to the UK and the US coming back

Causes

- (i) Poverty: Jamaica itself is depicted as 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 state' – (pg 55- 56)
(Any two causes – 3 mks 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 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.
- (iv) She is basically bright, she does not do so well in Junior High. (pg 58 – 62)
- (v) **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 America accent. (Pg 75 – 77; 88- 89; 137)
- (vi) **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)
- (vii) **Sense of solidarity:** because of racism , migrants from the black world develop a sense of Pan Africancism. In the novel, Brenda falls in love with Milton, a Nigerian student in Britain. Their passionate and enduring love creates the African Connecting in the Black Diaspora. (pg 102 – 106; 114 159)

(Any 2 effects 4 marks each)

(Any appropriate conclusion 2 mks)

(Grammar and presentation 4 mks)

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English paper 1 (101/1)

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- 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+09-10 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. Simply 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 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 a very definite spark.

Question 1

Points of interpretation

Must be a formal letter. The format of the letter must include the following

- ❖ Sender's address
- ❖ Addressee address
- ❖ Forwarding address (though head teacher)
- ❖ Date
- ❖ Salutation
- ❖ Reference/ topic/ subject
- ❖ Body
- ❖ Closure
- ❖ Signature/ name of writer
- ❖ Designation of writer (10 mks)

The body of the letter must have the following

- ❖ Mention of the title and name of author (2 mks)
- ❖ Synopsis of winning entry (book) (4 mks)
- ❖ Appeal for publication and formal request to publisher (4 mks)

Question 2

1. acquire / develop. Perfect
2. over
3. easier
4. ranging
5. but
6. indifferent
7. too
8. steps/ initiative/ measures
9. little
10. by (10 mks)

Question 3

- (a) (i) In a low, conspiratorial tone, and use a pointing gesture with the right hand (1 mk)
- (ii) Considering the excitement in the girl, he should have given more

landmarks, including types of trees, to assist her, just in case she forgot to turn right (1 mk)

(iii) In a deep, guttural, evil - sounding tone. The first question in a falling intonation (question starts in a wh- word) The sound question in a rising intonation with finger- pointing threatening gestures. (2 mks)

(iv) The first four lines in a soothing tone to lull the ogre into waiting and the last line a higher pitch so that the warrior's lover can hear.(2 mks)

(v) The first part before the comma said in a lower, more subdued tone, the second part said more quickly, more forcefully and at a higher pitch – to show that the rescue has come. (2 mks)

(vi) With a sigh of relief, clapping, celebration, jubilation, applause (1 mk)

(b) Plain bury you father see bread
Plane berry ewe farther sea bred

(c) (i) suc. cess

(ii) chal. lenge

(iii) ad. vice

(iv) ap. proach

(4 mks)

(d) In order to capture the audience attention, I would do the following

- ❖ Maintain eye- contact
- ❖ Adopt a posture that is authoritative because this might elicit a positive response
- ❖ Do something unexpected like referring to a specific person by name without embarrassing them
- ❖ Begin with a surprising question
- ❖ Clap or ring a bell
- ❖ Start by telling a joke or relating an anecdote
- ❖ Begin with a famous quotation or a proverb (any 4 x 1= 4 mks)

(e)

- ❖ Does not prepare to listen, does not adopt a listening posture
- ❖ Interrupts several times, does not adhere to the rules of turn- taking in the conversation
- ❖ Does not empathize or put himself in the shoes of his daughter in order to appreciate where she is coming from
- ❖ Full of his own self- importance, this prevents him from reaching out his daughter
- ❖ Absent- mindedness, changes the topic abruptly, thereby interrupting the flow of the conversation.
- ❖ Preconceived ideas about chemistry; doesn't give daughter chance to explain
- ❖ Unwilling to see his own shortcomings as far as listening skills are concerned, where he says " I heard you", he believes he was listening
- ❖ Insensitive; does not realize he has hurt his daughter by not listening to her.

(8 mks)

ENGLISH PAPER 2 (101/2)

Question 1

- (a) You can improve your life by eating the right food at the right time (1 mk)
- (b) Since they are quickly digested and absorbed, carbohydrates make one hungrier sooner. They greatly raise blood sugar and subsequently one's appetite, leading to loss of energy. (27 words) (4 mks)
- (c) Free radicals, if not neutralized, damage arteries and body cells. It is these damaged arteries and body cells that cause high blood pressure and cancer. (2 mks)
- (d) Antioxidants can be consumed in the form of pills and food (2 mks)
- (e) Don't nutritionists, in fact recommend that we eat five portions of fruit and vegetables a day? (1 mk)
- (f) The attitude of the author is one of admiration, marvel. Fascination/ wonderment. He is highly impressed by the effectiveness of calcium as a weight – cutting measure for he refers to it as a 'star' and says it has some magic (3 mks)
- (g) One can use excess energy by taking a high – calcium diet or going to a gymnasium (2 mks)
- (h) The irony is that you can actually eat more in order to lose weight. Usually, eating more leads to weight gain (2 mks)
- (i) Daunting: difficult, challenging
Baggage: excess weight
Down a mountain: eat a huge amount of food (3 mks)

Question 2

- (a) Antonio is referring to Shylock's accusation that he calls him a dog/ a cur. (2 mks)
- (b) - Because Shylock is a Jew
- Because he lends money at an interest, he practices usury
- Antonio apparently thinks usury is bad business, that is, those who practice it get easy money (4 mks)
- (c) Why are you so nasty? I really desire to be your friend and to win your love. I am willing to forgive and forget your insults and even give you the loan you want without interest. All I ask for in return is respect and understanding from you. (4 mks)
- (d) ❖ The part nearest to his heart
❖ So that he dies soonest (2 mks)
- (e) ❖ The friendship is genuine, apparently selfless
❖ Bassanio does not want Antonio to sign the bond just in case Antonio loses his life in the process. He would rather do without the money
❖ As for Antonio, he is ready to sacrifice for his friend and is optimistic that he will get his money in time. (4 mks)

- (f)
- ❖ Manipulating: manipulate their emotions by making it appear he is being friendly and arguing that the pound of human flesh is of no use to him
 - ❖ Evil: he wants to kill fellow human
 - ❖ Vengeful: he wants to take revenge
 - ❖ Callous: calls his workers an unthrifty knave (4 mks)
- (g)
- ❖ Antonio agreed that he would seal unto that bond
 - ❖ Antonio told Shylock that he would seal unto the bond
 - ❖ Antonio accepted to seal unto Shylock's bond (2 mks)
- (h) The last speech is ironic because in spite of the optimism expressed, rumor arrives that there was a shipwreck and his merchandise is lost. This then creates a problem for him and precipitates the conflicts in the play. (3 mks)

Question 3

- (a) The poem is about a bird is caged. It is confined and denied freedom. It cannot enjoy the ordinary pleasures of nature- the sunshine, the breeze or the perfume from flowers. The bird struggles to liberate itself and hurts itself in the process. At another level, the poem is depicting the misery of those who are denied freedom. They suffer physical and psychological torture. The persona sympathizes with the victims and condemns those who conspire to subject others to a life of slavery/ detention. Imprisonment/ confinement.
- (b) (i) In the first stanza, the poet focuses on the feelings of the prisoner, feelings of alienation from all that is natural and desirable, feelings of nostalgia for days when he or she enjoyed freedom.
- (ii) The second stanza describes the attempts by the bird (or prisoner) to escape. The struggle is bloody. It seems that efforts to escape are met with brutality. Words like “ blood”, “pain” and “scars” reflect the torment undergone by the victim (2 mks)
- (iii) The third stanza focuses on prayer. Other means have not yielded results, so the bird (or prisoner) appeals for intervention from other sources. Perhaps a superior force will step in and liberate the bird.
- (c) The persona sympathizes with the caged bird. A word like “aias” expresses pity. The persona also graphically describes the feelings and sufferings of the bird. This elicits pity from the reader. Bird feels....” He/ she has put himself/ herself in the shoes of the bird. The persona speaks as if he/ she shares the pain experienced by the bird. The persona says, “... a pain still throbs....” As if he/ she can feel the pain. The persona also has feelings of hope, hope that the caged bird will one day experience freedom. (4 mks)

- (d) From the poem , it is possible to infer that the persona has had a very tough life. He/ she has probably suffered at the hands of cruel oppressors, been denied freedom and tortured. This is why the persona says. I know....” The persona probably fought and prayed for freedom. He/ she may have suffered physical and psychological injury (3 mks)
- (e) The simile in the first stanza is “..... the river flows like a stream of glass”. The simile is used to show what the bird yearns for but cannot have. The river represents a life of freedom, flowing without obstruction. It stands for natural beauty that the caged bird is denied. (2 mks)
- (f) (i) And the faint perfume from its petals steals. This means that the flowers produce a sweet smell that gives much joy. However, in its cage, the bird cannot have such luxury while other birds out there enjoy the perfume. (2 mks)
- (ii) and they pulse again with a keener sting: this line refers to the excruciating pain suffered by the bird as it tries to free itself. Every time it beats wings, the old wounds become sore and cause much pain. (1 mk)

Question 4

- (a) (i) denial
(ii) Heroic
(iii) Activate (3 mks)
- (b) (i) The spread of HIV – Aids can be controlled by educating the public
(ii) The man whose cattle destroyed the maize in the school farm was Arrested
(iii) Mount Kilimanjaro is higher than any other mountain in Africa/ no other mountain in Africa is higher than mount Kilimanjaro. (3 mks)
- (c) (i) is
(ii) waits
(iii) begun (3 mks)
- (d) (i) would
(ii) had been
(iii) when (3 mks)
- (e) (i) what
(ii) which
(iii) While (3 mks)

ENGLISH PAPER 3 (101/ 3)

Paper 101/3 is intended to test the candidate's 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 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. 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 wants 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. Questions paper or some words from it simply copied.

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

D + 04-05 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 structures. Gross errors are still found occasionally.
- B 13** The sentences are varied but rather simple. Straight forward. 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, enthusiasm. He/ she expresses himself/ herself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humor. Many items of merit which indicate that the candidate has complete command of the language. There is no strain. Just pleasantness, clever arrangements, 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 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 (a)

Points of interpretation

- ❖ Must be a story
 - ❖ Must begin with the given sentence
 - ❖ The candidate must present a credible scenario emanating from the sentence given
 - ❖ The candidate should clearly narrate the events consequent upon his/ her departure from home and which must impact his/ her life in such a manner as to alter it completely
 - ❖ The narration might look back on the previous dreams the candidate had and how this has been rendered untenable given the changed circumstances.
- (20 mks)

Question 1 (b)

Points of interpretation

- ❖ Must be story
 - ❖ The story must illustrate how the candidate or the persona has had learn through the hard school of experience
- (20 mks)

Question 2

Introduction

Healthy relationships are built through trust, tolerance and compromise. We ought to accept the fact that none of us is perfect and learn to make allowances for one another. If we do not exercise patience towards each other, we keep hurting the very people who are closest to us. Paulina and Martin cause each other much pain.

Illustrations

Paulina and Martin lead miserable lives because they are intolerant with and suspicious of each other.

- ❖ When Paulina gets lost for two days after being discharged from hospital, Martin falsely accuses her of being a prostitute. He refuses to listen to her explanation and beats her badly. (pages 21- 23)
- ❖ Martin beats Paulina again when he finds her sobbing for fear that she lost another pregnancy. He did not trust her word. This brutality no doubt puts a strain on their relationship in fact, he sends her packing home to Nyanza.
- ❖ When Paulina returns from upcountry, she senses that things are not quite right. First there is a strange scent (page 33) and then Fatima appears and taunts her (page 34). “But Paulina’s heart sank and she did not rest well.” (page 34) with such goings on they begin to drift apart.

- ❖ Martin's intolerance is evident when Paulina suggests that they shift to a better house. We are told that "Martin would grow angry." He begins coming home late and drunk. (page 34 35)
- ❖ Paulina is suspicious of Martin's and Fatima's relationship. When Fatima comes and invites Martin for a stroll, he "freezes", the discomfort and unease that Martin exhibits confirms his infidelity. Paulina remembered that Martin never took her for walks any more. He has even ceased escorting her when she travels to Nyanza.
- ❖ Martin has use threats to force Paulina to remain faithful. But " she did not ask him for any pledge of faithfulness in return. What would be the use?" (page 45)
- ❖ Martin suspects that Paulina is bewitched. This, to him explains her childlessness and he thinks it justifies his cheating on her. (page 49)
- ❖ Owing to the mistrust between them, Pauline relocates to Kisumu, She hears that " Martin was living with a coast woman and he did not write at all any longer." We are told that " something had died in her" (page 52)
- ❖ Their relationship all but dies. They both seek comfort and companionship in adulterous relationships. Martin begins relating with Fauzia and Paulina with Simon (Pages 51- 53)

Conclusion

Although Paulina and Martin reunite, the spark is gone. Trust, they try to revive their fondness for each other and rediscover comfort in each other's embrace, but they have had miserable days. Their intolerance of each other and suspicion have given a bountiful harvest of misery, betrayal and loneliness. (20 marks)

Question 3

- (a) Candidates must state what they understand by the term " all that glitters is not gold". All that glitters is not gold": there is a contradictions between the surface and the level deeper (reality) the surface implies positive, even glamorous aspects, while the reality is gloomy.
- ❖ The church seems like a haven for the villagers, particularly for the women but it is not. The preacher is a pathetic "beggar"
 - ❖ Compare the preacher's external show of piety and his pastoral responsibilities with his preaching about " hell and brimstone whenever the collection needed boosting". (page 94) and his love of other people's food- Pastoral visits coincided with meal times" (pg 93)
 - ❖ Yet the poor people have to pretend to be hungry for the word but grateful for the distraction Mme lady provides with her late entry (pg 92) at the end of service " they rushed outside..... with sheer relief that their duty was done and they could get back home to their usual chores." (pg 95)
 - ❖ The church does not offer practical solutions to problems, as one would expect " what the church needed was a condom distribution centre as well as HIV/ AIDS counseling sessions"
 - ❖ Mme Lady's plight shows that all that glitters is not gold

- ❖ She enters the church with feigned apology and respect for the preacher, yet she does not respect him and feels work as a pastor is useless.
- ❖ Mme lady wears a mask of strength (pages 92- 93) and aggressiveness, yet she is brittle and vulnerable
- ❖ Her very name Mme Lady is a contradiction of her situation
- ❖ “Madame” and “lady” do not always have to be simultaneously, but here they are used satirically. Both terms imply that the addressee is well respected. A lady is put on a pedestal of respectability.
- ❖ On the surface Mme Lady is such a woman on a pedestal; she is beautiful, she is wealthy still on the surface she is loved by her husband and is never denied anything – she is driven to and picked from church
- ❖ On the deeper level Madame Lady is na ordinary female victim of domestic violence and hatred.
- ❖ Her husband hates her so much that he cannot restrain himself from beating and humiliating her in public
- ❖ This habit of bringing her to and from the church is not of tender loving care as would be expected. It is a denial of Mme Lady’s need for freedom
- ❖ Consider glitter of appearance and reputation versus the reality of domestic violence. Mme lady cannot leave her husband because “ what about my reputation and his? Everyone looks up to me” (pg 99)
- ❖ Consider the symbolism of dark glasses as a mask of the vulnerability that is Mme Lady’s lot
- ❖ Consider the symbolism of her physical barrenness as representing the barrenness of her life on a deeper level
- ❖ On father’s day- glitter of words for the men “ we in the country are blessed with wonderful men who care about their families.” (pg 100)
- ❖ When Kimanja hits Mme Lady in public, the above glitter is seen as sheer pretence. Notice that at the end, the man loses the trendy name “Kim” and becomes simply “Kimanja”, his real self.

Conclusion

At the end of the story , the preacher is forced to see the reality and real issues affecting his flock. He sees Mme lady as “ an ordinary broken woman who wore façade out of fear, (page 102) (20 mks)

(b) The effects of coups d’etat

- ❖ There is loss of lives in the play, we learn of the death of Odie’s father
- ❖ There is reign of terror, confusion, mayhem and people live in constant fear. This is dramatized by Odie and Wak towards the end of the play from pg 107
- ❖ Political instability

- ❖ Shortage of basic commodities like salt, sugar, etc as Odie laments on page 79
- ❖ Many people are forced to flee and seek refuge status where they live in degrading and frustrating circumstances as in the case of Wak who had to flee.
- ❖ Loss of property
- ❖ Family breakdown, for example on page 84 Odie describes their situation- the father had died, the mother was in hospital. Wak had to flee to the bush and Stella was in school
- ❖ Breakdown of infrastructure (pg 77) it is described how building had been bombed, roads were damaged and so on. (20 mks)

Introduction

- ❖ People generally experience problems in relationships and especially when they are in love but if the lovers are lucky , these problems are solved and there is a happy ending to their romance. You feel good when you come to this happy ending, and you eventually forget the difficulties you experienced.
- ❖ In homestretch Brenda Smith falls in love with a law student from Nigeria called Milton. Brenda is from Jamaica and is studying English
- ❖ Contrary to the myths about African men, that is, they come on strong, Milton takes time to nurture the friendship and the love.
- ❖ The two lovers get to know each other well
- ❖ The two meet when Brenda is suffering from low esteem. “ up come this man who makes her feel she is the best thing since sliced bread”. (pg 102)
- ❖ Both are post graduate studying in England – Brenda doing her MA in English and Milton an LLM
- ❖ Milton is tall, dark and handsome- the ideal man; and unselfconsciously so.
- ❖ He is interesting and funny and well read
- ❖ Then a cable comes from Nigeria to the effect that Milton ailing another would like to see him
- ❖ Milton flies back to his country leaving Brenda devastated
- ❖ Much later, he writes saying there are family reasons why he can't return
- ❖ Brenda manages to retain her sanity through struggle – with tears and tranquilizers
- ❖ At the end of the novel, however, Milton writes to say his “ mother died last week of a heart attack” and that he is coming to London and would like to see Brenda again to explain what happened.
- ❖ Brenda is excited/ ecstatic and is looking forward to the meeting

Conclusion

In love, all is well that ends well

(20 mks)

K.C.S.E MARKING SCHEME 2008
ENGLISH PAPER 1

- a) Notice
- | | |
|---|------------|
| Must be a notice. If not, deduct | 2 marks AD |
| Must bear the label NOTICE | 1 mark |
| Must be on the logo/state the name of the club issuing the notice a the | |
| Head/top Heading must have name of the club | 1mark |
| Must be state that it is meant for the members of the named club | |
| | 1 mark |
| Must state the date (and day) and time of the meeting | 1 mark |
| ½ m for date and ½ for time | |
| Must be written in forma, precise language | 3mks |
| Write L at end essay mark against H | |
| Must bear indication of who issued the notice, i.e. the secretary (need not be signed) if | |
| constantly and use capital letter | 1mk |
| Borders/inset to give it enhanced/attractive appearance | 1mk |

Memo or letter 2 AD

If the notice and genda appear on one mark normally

SAMPLE

NOTICE
UPSTART DRAMA CLUB

Notice is hereby given of the second meeting of the Upstart Drama members to be held on (Friday)the 26th of the October, 2008 in the school auditorium 4.30pm to consider the matters on the agenda attached herewith.

SECRETARY
(UDC)

AGENDA-TO be separate from notice

Must be an agenda. If not deduct 2 marks AD

Must have the heading of the club (see sample) (1mk)

Must have an indication that it is an agenda (1mk)

Must show evidence that this is a follow-up meeting (2nd meeting) by indicating there are minutes of the previous meeting

SAMPLE

UPSTART DRAMA CLUB
AGENDA

1. Preliminaries
2. Confirmation of previous minutes
3. Matters arising
4. Appointments of the play
5. Date of selection of cast/auditioning
6. Budget for the production of play
7. Dates for rehearsals
8. Date of final performance

**SECRETARY
(UDC)**

No mark for border

2. Cloze test

1. greatest/biggest
2. Involve
3. and/but
4. a
5. towards/toward
6. away
7. Continually/usually/frequently, often/
8. Others
- 9 terms
10. However (10mks)

- 3 a) i) mail
ii) Cue
iii) higher
iv) blew
v) eight (5mks)

- b. i) pay, day
grief, relief
end, friend
release, peace
bought, thought
best, interest (3mks)

ii)

This is a poem in which the persona expresses regret and despair for something foolish he or she has done in a moment of reckless excitement. Whatever it was has resulted in a lifetime of suffering and gloom. The tone should bring out the sorrow, desperation as well as resignation the tone is likely to be solemn or somber or poignant identification. (1mk)

iii)

The punctuation in the second stanza three years of pause. The dash represents a significant pause, creates suspense because it is not easy to anticipate what the persona will say next. The comma is a short pause which gives the speaker time to catch his or her breath. The full stop is a final punctuation mark and in this stanza, it seems to tell us that the speaker's fate is sealed, final. There seems to be no possibility for appeal Ironically, only death will bring some relief. (3mks)

iv)

The last line of the poem would be said in a voice that expresses surprise or even shock at the realization of the pride the persona has to pay. Perhaps the voice would be raised, the eye wide open and the words 'God and "Interest"' articulated with a lot of emphasis. The exclamation

marks show that this line would reveal the fact that the persona still cannot believe what has happened (2mks)

c. i) The audience's behaviour would indicate that the speech has been going on for too long; or that the people think they will be late for something, else; or that they are tired, bored or uncomfortable. The behaviour would be a signal to the speaker to end the speech. The speaker could be inaudible, inconsiderate or boring (3mks)

ii) In order to continue listening attentively, I would try to mentally summarize the speaker's key points; remind myself of the importance of the talk and how the information can help me; take notes and try to paraphrase what the speaker says. I could also try to anticipate what the speaker would say next. Maintain eye contact with the speaker. Avoid daydreams and distraction. (3mks)

d. To establish rapport; to set the stage for negotiations; to break the ice given that both the seller and the buyer are strangers

e) i) Feigns a lack of interests in the commodity and even says he can go to another seller. This is intended to encourage the seller to negotiate more seriously and not to take advantage of what might be the seller's desperation he listens to the seller and he is willing to meet her halfway. He adjusts his from 150/300 to 250/350 He apparently emphasizes with/understands where the seller is coming from and her need for money i.e her need to pay fees and maintain her business. Creates goodwill, becomes friendly towards the seller/creates a good atmosphere for business negotiations and even for longer lasting relationships.

Any three one mark each (3mks)

ii) That business negotiations in particular and negotiations in general require give and take; and this happens in this transaction this particular transaction generates goodwill between the buyer and the seller negotiations should result in a win-win situation the seller gets a reasonable price for her chickens and the buyer gets the chicken he is looking for, also at a reasonable price the two are ready and willing to meet half way as a result of the good will, the two people have become friends, they get to know each other's names and apparently look forward to another interactions

2 points (identification +illustration) (4mks)

**K.C.S.E 2008 MARKING SCHEME
ENGLISH PAPER 2**

Question 1

- (a) Little/ very little/ hardly/ since by the time one's grandchildren are old, one is likely to be dead/ have died (2 mk)
- (b) Bosnia and Serbia are mentioned to show that civil wars in Europe are treated as isolated cases while in Africa they are treated as a continental war (2 mks)
- (c) The word is put within quotation marks to indicate that the writer does not really believe that the people are experts/ if they were, their predictions would already have come true (2mks)
- (d) Had all the predictions made about the impact of Aids been correct most African countries would have been entirely depopulated by now (1 mk)
- (e) No/ African is not more corrupt. It is just that the Western media generalizes the few cases of corruption while in America, blame is apportioned appropriately. (3 mks)
- (f) This is because African stories are considered to be of little importance also such journalists are impressionable and so readily buy the stereotyped image of Africa/ they/ such journalists are already prejudiced (4 mks)
- (g) The author says, "while we feel irritated" (this suggests that he is an African. More important) he says, will see Africa as we (2 mks)
- (h) Silver lining- a blessing/ a lucky turn of events/ only good/ positive thing
Story - miserable, pitiable, without hope/ pathetic
Irredeemably- completely, incorrigibly, absolute/ hopelessly (3 mks)

Question 2

- (a) Just before this extract Martin had beaten Paulina and locked her up In the house (after she had been away for two nights) when she lost her away from hospital) (3 mks)
- (b) The police inspector finds Paulina locked in a cell without a charge, takes pity on her and decides to take to Ahoya's residence for safety as it was a nightfall. Ahoya, an elderly white lady, took her in, fed her and gave her a place to sleep. Very early in the morning they set out in search of Martin/ Martin's house and soon enough they found him leaving the house for work. (4 mks)
- (c) (i) Dazed- unable to think clearly/ stranded
Dumbfounded/ dumbstruck/ confused/ stupefied/ stunned/
bewildered
(ii) courtesies- pleasantries/ greetings/ small talk/ friendly talk/ casual exchange.
- (d) Paulina thinks that Martin does not love her/ she says the first time. He used to love me (2 mks)

- (e) Paulina thanked Ahoya and told her she did not need anything
Paulina politely told Ahoya that she did not need anything (1 mk)
- (f) Timid/ nervous/ fearful It takes Ahoya a quite a while to make Paulina open up
Naïve/ innocent/ unworldly Had thought that since Martin loved her he would never beat her
Caution/ prudent/ careful She finds out who is at window before opening lest Martin had sent a visitor to test her. (5 mks)
- (g) She views wife beating as a natural thing that most wives who join their husbands in Nairobi go through
She views it as a trivial thing since it is not the end of the world/ she views it as something not to make a woman regret.
She views it as something that should not make a woman regret being in marriage. (4 mks)
- (h) A staunch Christian mid- wife who had been called in to examine Paulina when she was lost and just come from hospital/ she used single. Has chosen to remain single
Identification = 1mk
Role she plays = 2 mks
- (i) Emphasizes the fact that Paulina is too young to have been married. She has just been earned off. Leads to the last part which emphasizes the sympathy/ Amina expresses for her.
Portrays a community that practices unity marriage/ it explains Paulina's sympathy.

Questions 3

- (a) The poem is about a major disturbance e.g. political disturbance such as coup detat political upheaval, ethnic clashes e.g. traumatic experience/ turbulence at personal level such as divorce, rape, death of a loved one. Return to apparent fence (3 mks)
- (b) The greenery implies peacefulness/ peace whether at the individual or political level. The yellow sots implies possibility of danger or turbulence. Things are not as tranquil or peaceful as they seem
Red is imminent violence/ turbulence. Up heaved
- (c) Any two of the following
Personification e.g. rests, "occupies" fleeing"
Symbols e.g. "pond" for country of one life, "stone" for the cause of the turbulence and leaves a permanent scar/ reminder/ aftermath
Repetition e.g. "ripples" "the red"
Onomatopoeia e.g. splash, ripples, rushing.....
Alteration e.g. hand in hand convey harmony"
"reflection regain" "stirring surges"

(d) sad/tragic/ pessimistic/ ironic/ stoical/ resigned/ identification
although life may seem calm and peaceful on the surface, there is a
possibility of disturbance or turbulence (3 mk)

(e) the cause of the turbulence/ ripples is permanent

(f) Surges- move forward in a wave – like manner
Fade- lose strength/ vigour
Tranquil – calm, quiet, motionless (3 mks)

4. (a) (i) sister – in law
(ii) pronunciation
(iii) run/ been running
(iv) doubtless/ deliberately/ undoubtedly
(v) least/ littlest
- (b) (i) Little did I know that there was trouble ahead
(ii) How tall she is
(iii) There was very little likelihood that our national team would
lose the match/ the likelihood that our national team lose the
match was small/ there was very little likelihood of our
national team losing
(iv) Come with me, will you? A
(v) Wanjiku told Onyango that she would join him after a short
while/ in a few minutes
- (c) (i) however/ nonetheless/ even so/ however
(ii) in fact (infact)
(iii) Consequently/ hence/ therefore/ as a result/ thus/ subsequently
(iv) so (if comma uses, after so, ignore
(v) if (if any punctuation used after if aware)

MARKING SCHEME PAPER 3 2008

3. (a) The villager comes to town, finds it shocking. According to the villager, the town people are:
- (i) **Lazy:** p 14 they are afraid of manual work unlike the villagers who can work in the firm for long. Instead of owning a small place in the village and farming for better living, look at what they do. Always afraid of manual labour, he digs from sunrise to sunset.
 - (ii) **Dehumanized and have no sense of pride:** p14 tout barks all day like a crazy dog p 15. “Do these men wake up in the morning to tell their wives they are going to work?” like monkeys” bewildering people who stares out of the windows. Tell their wives they have gone to work? Like the monkeys which stared.
 - (iii) **Lack insight:** pg 14 they do not realize that their attitude towards manual work forces them to spend a lot of money buying their food from the farmers. He digs from sunrise to midday, sells six bags of coffee for a lot of money and serve because he doesn't have to buy food like they do.
 - (iv) **Noisy unnecessarily noisy/ rowdy:** pg 15 “not even at wedding and feasts or even/ drinking parties- had he heard so much noise.”
 - (v) **Unhealthy competition:** pg 14 they were so many of them. “how can they make money withy such competition>” all to attract customers

Hasty pg 15 “why are town people always in haste?... it is because they are living and working with the white people who always hurry as if they are afraid they won't make it to outhouse?”

Love of lust for money and will go as far as using dishonest means to acquire if pg 16 villager wonders if the medicine- seller's Mumbwa is genuine or it is genuine/ just another way for the town people to earn money” pg 16,) driver)... The more crowded it is the more – money to be made pg 14

Political they lack the capacity to look critically at their lifestyle and see how it is suicidal pg 15 “that is how they kill themselves.

Students responsiveness

Candidates should give at least one reason for agreeing or disagreeing

Expect 6 well developed illustrations and mark 2:2:2:2:2:2

3 (b) **Definition** “a play within a play” refers to a situation where the characters in a play create another play “play” or scene where they dramatize something. It is acting a sub- play within the main play. Uganda uses this technique a lot in *Shreds of tenderness*. There are several examples of a play within a play. *Treat this as a suggestion there are other possible approaches that the candidate can give us.*

Examples

I. Termites

Stella joins Odie in an act where he is addressing the termite in a jar as “ your majesty”. They plot how to kill him and dispose of him. This happens in the earlier part of the play. Pages 4-5 and 37 – 47

II Shakes Spear

On pages 50 – 51 Odie and Stella act as Shakespear’s Othelo and Dedemona

III Electoral Process

Stella, Odie and Wak carry out an Electoral process where they elect Wak as chairman, (page 59- 61)

IV Return home

Odie dramatizes Wak and his wife in exile, Wak planning to return home (Pg 73 – 75)

V Constables

Wak and Odie act as police constables harassing a woman refugee. (Stalla) whom they regard as suspicious (pg 87- 97)

VI Muslim

Wak and Odie play refugees with Stalla acting as an immigration Officer (Pg 99)

VII. Coude’tat

They dramatize a coup d’etat that just taken place (pg 107)102 – 109)

Conclusion: The technique of a play within a play is very effective because the writer manages to write a play with only three characters. On the other hand, it is sometimes confusing when a character changes his or her identity
Accept any 3 developed points mark out of 4:4:4 maximum 2 mks if missing contributions

3 (c) Introduction

Relationships between children and their step- parents are often problematic and are sometimes characterized by tensions. This is especially true of stepmothers and their stepchildren and our oral literature is full of stories of the cruel stepmother. Examples cruelty between stepfathers and their stepchildren are rare; but we come across cases of stepfathers sexually molesting/ abusing their stepdaughters

I. Cruel step mother

In homestretch, Brenda Smith, when she goes to New York, lives with a cruel stepmother an African woman called Johnnier. This stepmother has a daughter called Lyn, who is mean to Brenda pg 56, 62, 65, 66... Lyn announces that she would never wear peoples cloths

II Maid

“ Brenda is treated like a maid in her own home; and her father Ivan Smith, does not appear to know what is going on. Pg 56 got the feeling that when she landed that she was there to be a maid

III Competition

We are told “True everything the story books says, Johnnie regarded Brenda as competition, especially for her gentleman’s money” (pg 56) Further, we are told “ Brenda needed a buffer against day to day.

IV Antagonism

But her father didn't provide it. He didn't seem to be aware of any but her physical need" (57) 89

V Conspiracy

Brenda also feels there is conspiracy against her mother, who is in Jamaica. For example the day she doesn't iron her father's shirt properly, her stepmother tells her : You mother ain't teach you to iron shirt?" (pg 57)_ fixing the Brenda parent the wrong way you don't have this in Jamaica.

VI No win the stepmother interprets Brenda's silence as insolence. Thus putting the poor girl in a no win situation pg 57

VII **Step sister Lyn** jealously of the stepmother rubs onto her daughter; Lyn hates her stepsister. The difference in their physical appearance makes matters worse. Though they are of the same height, Lyn is 50 pounds heavier than Brenda pg 58

VIII **Performance:** partly because of these incurable jealousies, Brenda's performance in school deteriorates Pg 59, 60, 61 62, 66. she wasn't doing well in the regular classes....

IX **Stepdaughter:** The relationship between Brenda's father and his stepdaughter seems of tension, but when husband and wife eventually separate Lyn goes with her mother pg 56, 59

English paper 1

Marking scheme year 2009

2. CLOSE TEST

1. accuse
2. against
3. effort/ attempt
4. lighter/ fairer
5. marks/ blemishes/ blotches
6. subject
7. naturally
8. those
9. and
10. guilty

3. (a) (i)

- It is repetitive and hence memorable
- The refrain by the audience/ reinforces the message
- The involvement of the audience through refrain and other means such as dance, empathy and gesturing makes them own it.
- The use of a apostrophe – direct address to the rain
- “ab, thou rain. I adjure thee fall....” This makes it dramatic and memorable
- Its simplicity and universal appeal/ makes it dramatic and memorable
- Its simplicity and universal appeal, makes it easy to remember

Adjuse- To request or command somebody solemnly to do something

- It is all encompassing- involves and involves all the people, the children the young, men and women.

(ii) By use of:

- Tonal variation
 - Facial expressions
 - Voice variation in tempo, mood and volume
 - Apostrophe- direct address to the rain, as if it were a god
 - Involvement of the audience in dance, refrain and pasturing
 - Decide when to involve the audience beyond the refrain
 - Rehearse thoroughly before the performance (may be using surrogate audience)
 - Dress appropriately
 - Use musical instruments e.g. drums
 - Gesture movement and posturing
- (a) (iii) – Use of conventional formula of attracting attention e.g. clapping hands, clearing throat, creating rapport
- Costumes to be used should be attractive and appropriate
 - Preparing part of the audience to know how to respond
 - Keep the environment free from external distraction & Interference
 - Get prior information on the category of the audience
 - Tell the audience in advance how to respond
 - Prior presentation before the actual day

- Mastery of the content
- Consulting an expert to confirm what you have done is correct

(Any 4 well illustrated points 1 mk each)

(b) Searching the topic facts and being up to date

Planning the speech jotting and arranging

Rehearsing before mock audience

Pronunciation & audibility

Psyching yourself/ convincing you “yes you can”

Presentation (appearance)

Knowing which side to be for

(Any three points)

- Give 0 for only one correct word
- MK per correct group of words
- To for any 2 correct words

3. (c) Charm Chandelier Chrysalis
 Bench chauvinism charisma
 Chore Parachute choral

Disregard anything after three words. Draw a line after three words

(d)

- (i) It was and not anyone else who wrote the love poem for you
- (ii) What I did was to write the love poem for you. I wrote (not typed, copied)
 The love poem for you
- (iii) It was for you and not anybody else that I wrote the love poem

(e) Teacher: You are the class monitor of form Two East, aren't you?

You: Yes I am, Madam

Teacher Why was your class shouting and screaming?

You I am not sure, Madam. The noise started at the back of the classroom.

Teacher How can you, the class monitor, not know? (1 mk)

You You see madam. I sit in front and by the time I turned to look, the boys at the back were already on top of the desks and some were trying to jump out of the window

Teacher So, what did you, as the monitor do?

You I ran out, Madam

Teacher You ran out?

You I am sorry madam, but it seemed like there was great danger in the middle of the class. I had to run for my life

Teacher When the noise subsided. What did you find out?

You I was told there was a snake

Teacher A snake?

You Yes, madam, I later found it was a toy snake

Teacher Whose toy snake was it?

You I don't know madam. Nobody has come to claim it (1 mk)

Teacher You can go now, but I need to know whose toy snake was

You Thank you madam, I will go and find out (1mk)

ENGLISH PAPER 2 MARKING SCHEMES

1. (a) This was because the book was too good to be attributed to a female
Author (2 mks)
- (b) In France, women were at least allowed to venture into the field of science but were denied space to excel in England. However, they were totally prohibited from all scientific pursuits
(3 mks)
- (c) Perhaps not surprisingly, the one woman who crashed the barriers erected against her gender Italian Laura Bassi (1 mk)
- (d) A professor was expected to lecture on regular basis, pursue his or her studies and conduct research (3 mks)
- (e) They paraded her to visiting scholars like a prized commodity. They were using her to impress visiting scholars
- (f) She began offering private lessons in experimental physics
- She began promoting new tonian physics at a time when it was relatively new in Italy.
 - She corresponded with the leading physicists of the time. Thus she broke the restrictions placed upon her.
- (g) It is to show that she led a normal life as expected of a woman by society but still, to her credit managed extraordinary accomplishment in the field of science. The big number of children demonstrates how extraordinary she was if she managed to bring up such a family and still excel in scholarship beyond all expectation.

The Contrast must be bought out in each case

- (h) Crudition- knowledge / expertise
To a degree- to some extent
Find herself at home – excel in something/ develop expertise in an area/ be comfortable or at ease in a discipline. (3 mks)
2. (a) In the additional office of the people’s Messenger/ newspaper (2 mks)
- (b) His scientific report on the Baths (1 mk)
- The report says that Baths are polluted with bacteria that cause diseases. Such as typhoid and gastric fever/ the paths pose a danger to public health.
 - The effluent from the tannery that flows into the baths has infected the water in the conduit pipes/ the same polluted water oozes out onto the shore. (2 mks)
- (c) Hovstad is the editor of the People’s Messenger and Aslaksen is the printer.
Dr. Stockman’s article was going to be published in the People’s Messenger.
These two are therefore the ones responsible for the “risks” of publishing this article. (3 mks)

(d) The mayor Peter Stockman has just warned them against the risk of publishing this article and poisoned them against Dr. Stockmann.

- The repairs being suggested by Stockmann would take a long time and would cost money
- The baths are the “nerve centre” of the town and therefore, implementing Dr. Stockmann’s recommendations would paralyze the economy of this town.
- The money would have to be paid by the tax payers (transport)
- The tourists industry in this town would be adversely affected

Any four (4 mks)

(e).

- Impatient and impetuous; he doesn’t consider the consequences of his scientific activism on his family and on society as a whole.
- Idealistic, he wants the best for his town clean water and good governance and is prepared to sacrifice for the general good
- Naïve about the effect of his discoveries on the masses; thinks they will honour him
- overestimates the intelligence of the masses: thinks they will demonstrate in his favour
- Too trusting/ too optimistic
- Modest: doesn’t want to be honored
- Overzealous about his town

(f)

- The people don't demonstrate in his favour instead they later break the windows of his house.
- The people turn against him and denounce him as "an enemy of the people"
- They heckle him at the meeting he addresses later
- He revises his view of the masses and later thinks they are incapable of understanding
- The man who counted on the support and solidarity of the masses later concludes that "the strongest man is one who stands alone"

(Any four points 4 mks)

(g) That he will print his article that they will not support him/ that they don't agree with his views (2 mks)

(h) Interrupted by Mrs. Stockmann – (retained as it is) (1 mk)

- Mr stockman is worried about the effect of her husband's activism on their family
- She is intervening on behalf of her family because she believes Hovstad and Aslaksen have duped her husband
- She wants to curd what she regards as her husband's recklessness or his reckless idealism (2 mks)

3. (a) We know that Hare is not contented because we are told he was always trying to show that he was stronger than his friends.

- (b) It's ironical that Hare is asking to be respected, because he himself is treating others with a lot of disrespect he does not deserve it.
- (c) Hippo's attitude towards Hare is contemptuous to him. Hare's gloating is childish and laughable that is why he says. Go home and eat for a few years Before you start dreaming (3 mks)
- (d) Upto that moment. Hare had no clue about what he would do to tricks/ outsmart/ outdo Hippo.
- (e) Elephant is shocked by hare's insolence. He cannot believe what hare is telling him. Elephant also feels foolish and disrespectful. Lastly just like Hippo, elephant thinks hare is being childish.
- (f) By doing what hare tells them, Hippo and elephant prove that they gullible / the fact that they believe that the hare is actually involved in the tug of war is surprising / they are simple minded. It also proves that hare is no match for them/ he is cunning. It clearly shows that size and intelligence aren't synonymous
- (g)
- (i) Imprudence folly/ senselessness (1 mk)
- (ii) Taking root becoming attractive/ appealing/ germinating/ developing/ establishing/ forming
- (iii) Lumbered..... Walked with difficulty (1mk)

3. (a) Shocked/ hurt/ puzzled
- (b) Cannot believe

- (c) Hare- alish
- (d) Hare disrespected
- (e) Hare childish
- (f) Cheated/ tricked/duped
4. (a) (i) Privilege privilege
- (ii) Tendency tendency
- (iii) Embarrasses Embarrasses
- (iv) Knowledgeable Knowledgeable
- (b) (i) She realized what a serious blunder she had made (4 mks)
- (ii) Should you change you mind call this number
- (iii) Neither of them is known to me (3 mks)
- (c) (i) off
- (ii) among / amongst
- (iii) For
- (iv) Into
5. (a) (i) Students
- (ii) Heroes / heroines
- (iii) Editors in chief
- (iv) Father Law's / father in laws

ENGLISH PAPER 3

POINTS OF INTERPRETATION

1. (a) Must be a story. If not deduct 4 marks AD

The story must illustrate the saying – either how truth/ truthfulness releases one from guilt or can exonerate one, or how lying or distortion of truth or deceitfulness can.

Plague ones guilty or even lead one into trouble. Not only with other people, but also with the law. Either way, the story must naturally lead to or emanate from the saying.

If merely a philosophical discussion, treat as irrelevant and deduct 4 mks AD

- (b) Must be a story. If not deduct (4 mks)

Must begin with the given sentence. If not deduct 2 mks. AD

Candidate must present an approach – avoidance situation they are involved in

On the one hand they planned to rise early and execute a plan or set out on a journey. On the other hand doubts and hesitations have set in. The candidate must show what it is the planned to do and why the “wondering” and how or what they resolve it (to do) if not treat as irrelevant.

2. **Introduction**

- Reconciliation is the process of making friendly or bringing together people who have had differences. It can also be defined as a process of resolving difference between people or parties that have disagreed or have unresolved issues.

- Waiyaki is the voice of reconciliation in the River Between. However, he faces a lot of challenging in his attempt to reconcile the ridges.

Accept any relevant general introduction on challenges of reconciliation

(= 2 mks)

Content

(c) (i) Jealously / struggle for leadership

- Kabonyi is jealous of Waiyaki Pages 79, 89, 90, 91, 108, 113, 127, 140, 143
- Kamau his son is also jealous of Waiyaki Pages 61, 85, 86, 94, 104, 120, 126, 126, and 129.
- The two discredit any attempt Waiyaki makes to reconcile the ridges
- Old rivalry between Kameno and Makuyu: pages 1, 2, 3 67, 106, 140

(ii) Mistrust

- Joshua mistrusts Waiyaki and does not take his warning; pages 112, 129, 132
- The Kiama also mistrusts Waiyaki especially because of the rumour that he is marrying Joshus's daughter, Nyambura: pages 127, 143

(iii) Fanaticism/ Extremism

- The Kiama gives oaths to ensure that the people remain pure in their customs; Pages 85, 95, 109, 145, 146
- Joshua and Livingstone also become more strict in their religion: pages 28 – 32, 38 – 39, 51- 52, 56 – 58, 82 --- 84, 96 - 97

(iv) Over confidence

- Waiyaki is over- confident about his influence on the people. He thinks that the people are as enthusiastic about education as he is. He take too long to preach

about unity. He gives Kabonyi the opportunity to talk to the people and thus discredit him. His outlook of unity is so idealistic. It is almost unrealistic pages 88 – 91, 105, 109 , 114 – 118, 124 – 125, 134, 137 – 145

(v) Old Rivalry between Kameno and Makuyu (historical rivalry)

There has been antagonisms..... like many sleeping lions.....became antagonists... like two rivals....leadership of this isolated region Pages 1,2 ,3, 52, 76, 140, 67 (one ridge is associated with producing leader)

(vi) Cultural conflict/ clash

- The two cultures cannot accommodate each other e.g. Waiyaki's education. Muthoni's and Nyambura's cases. The oath, etc pages 20 – 25, 29 – 31, 36, 38, 41, 42 – 57, 69 – 70, 73

Appreciate the effort at Waiyaki effort

Thin Y

Fair Z Expect any 4 well developed points mark 3:3:3:3 = 12 mks)

GRAMMAR AND PRESENTATION = (4 mks)

Conclusion:

The process of reconciliation faces a lot of challenges. It requires that each of the disagreeing parties understanding that there is need to give and take.

(Accept any other relevant and plausible conclusion = 2 mks)

Can be candidate's opinion

3. (a) Introduction

Define tradition

- An established custom or practice

- Practitioner may claim that the custom has Divine authority
- Traditions are usually influenced by and or subscribe to religious beliefs

(Accept any other valid introduction = 2 mks)

How are traditions used to oppress women?

Content

- (i) **The society expects women to have higher moral standards than men (pg 56)**
 - N'damba and her sisters are expected to uphold the family name
 - When Nkodo Sahifu gets children of wedlock Baba is not offended. In fact he is happy he has grandchildren but his daughter Ajara nearly dies when procuring an abortion because she does not want to dishonour the family pg 57.
- (ii) **Women are denied freedom of movement**
 - N'damba and her sisters have to be accompanied by their younger brothers when they go out of the house. Pg 57
 - N'damba father does not allow her to move into the house that the hospital has provided for her. Traditions require that unmarried women be under the custody of their fathers while married women be under the custody of the husbands. At no time are they expected to be on their own, minding their own business. Pg 160
- (iii) **The society denies women freedom of association and choice**
 - N'damba cannot have a boyfriend. Her brother even reads her letters P. 58
 - Women cannot even choose their own husbands. N'damba for example is being forced to marry Alhaji Hamsu's son as a third wife pg 59
 - As far traditions are concerned. "Girls should get married and have children P 56
 - The Society believes that women. Do not know what is good for them. Pg 160

(iv) **The traditions allow men to harass women and molest them physically, even batter them**

- Uncle Bardara beats his wife for very flimsy reasons pg 8
- Alhaji Hamsu's son beats his wives and children with efficient brutality pgs 9- 60
- Baba forces mama to grow fat because he loves fat women, although it is unhealthy to be overweight. Pg 58
- Ya yano's case P. 54

(v) **Women are not free to wear what they like**

- N'damba cannot wear her trousers Pg 7
- Her sisters admire her clothes but they cannot wear them P 61

(vi) **Society restricts women access to formal education P 56 - 57**

- Being a dris meant for man/ formal Education
- (Islamic Education is enough for girls under pleads Pg 53)

Conclusion

- Traditions are used to a large extent to oppress women
Accept any other valid conclusion. (Expect two illustrations for a point) 3:3:3:3

3. (b) **Introduction**

- The introduction should show awareness of the two reactions to a civil war, those who flee and those who stay on.

(Accept general or contextualized valid introduction which reflect both sides)

CONTENTS

- (i) Those who flee their country suffer a lot because they get disconnected with those they love. In the same way those who stay on are disconnected from those who flee. As Odie says “BROTHER a nice and endearing Family word full of warmth.... And shreds of tenderness.... But Guerrilla guns have put hole into it” Pg 68, 75, 114
- (ii) Civil war brings Fear and uncertainty to both those who flee and those who remain. When Wak gets back, he is afraid, he has to take Vodka to steady his nerves and when he knocks at the door his brother Odie is “shocked and petrified” Pg 77. There is fear and suspicion
- (iii) Civil war brings about mental/ emotional torture to both groups. Those who are tortured by the risks in the paths of escapes.

As- Stella puts

The Refugee on his path of escape crosses the river with “cross in the river and guards at the bank. Guns at the ready” (pg 86)

There is also the barism refugees suffer in a foreign country

(pg 93,) p 28, 103 – 107, 80 – 37, 116, 117, 68, 15)

- (iv) Both the stayees; and the returnees’ suffer from the breakdown of social structures which lead to escalation of crime and social evils.

In the home country this is a direct result of the civil war, in the country of refugees as a result of the influx of refugees pg 13- 15, 103 – 105.

(v) Civil war leads to the erosion as social structures and breakdown of family ties

In sheds of Tenderness the civil war fuels minor siblings conflict between brothers and this affects both the one who left and the one who remained. P

118, 55- 57, 20, 21, 23, 24

CONCLUSION

Conclusion should round the essay by emphasizing that those who left are not unforgivable. Cowards and deserter” (pg 15) as Odie says. They are bold enough to know that they are more useful to their country alive. They suffer in the same way.

Four fully illustrated points (12 mks)

Position and language aspects (8 mks total (20 mks)

About the attractions of Jamaica (pg 181) this experience turns Anthony into a domestic tourists.

There is also site seeing by David. Brenda Edith P. 153, 164, 165, 167, 168

CONCLUSION

The conclusion should provide a summary of the efforts of encouraging domestic tourism accept any other valid.

(c) INTRODUCTION

The introduction should provide a definition of “domestic Tourisms” local residents visiting tourists attractions sites within their country/ spending their holiday time visiting other parts of their country. Residents gets to know their country and appreciate what their country has to offer- the scenery the flora and fauna, the foods and cultures. They thereby contribute their economy and help in or appreciate conserving of their national heritage and local means. There are various ways of promoting this form of tourism.

Accept any contextualized valid introduction.

- (i) One way of encouraging domestic tourism is getting people to team up to enjoy available facilities. There is more fun for groups than for individuals, loners. Charley and Myrtle in Homestretch encourage David and Edith to visit the “milk river bath. They enjoy the “ Stretch’ to the river together (pg 9, 17) David enjoys it so much that he contrasts it with the inaccessibility thing like “stretching your body and stretching your limbs in some medical water does not have a place there. (England}” pg 16
- (ii) Building patriotism- pride in one’s own country is another way of encouraging local tourism. Brenda came to Jamaica to find her Jamaican self pg 61 pg 88. Brenda felt one again with Jamaica and when this was accomplished, she was proud of her country and marketed its facilities abroad though the same thing happen to David, Edith and Anthony pg 131- 137

(iii) Publicizing local events that can attract tourists attention. After Brenda writes a feature on “Heritage week” Jamaica there is a charge not only in her but in those “West Indians” who read it. P 185, 137, 165, 94 Anthony’s letter P. 185

(iv) Domestic tourism can also be encouraged by creating networks with locals who are overseas.

In homestretch Brenda organizes trips for young people. “British of Caribbean parents” to enjoy “independence week” In Jamaica. David and Edith become part of this network. Pg 114- 115, 137, pg 114- 115.

(v) Fundraising to sponsor and support domestic tourists can also enhance the venture. This may be in form of discounted rates of locals in Homestretch Brenda, Laura and Anthony raise funds to sponsor the youth club to tour Jamaica (pg 115: 185). The Success of this venture is crowned in the shortest chapter in the book (Pg 188) which has given the novel the title “Homestretch”.

(vi) Taking time to explore what is available in one’s country also creates appreciation and interests in domestic tourism. After her tour of Jamaica with Anthony. Brenda writes back to Laura.