

### 3.0 ENGLISH (101)

The KCSE English language examination papers test candidates' knowledge of the language. They test the candidates' ability to comprehend the input, mainly the written word; their mastery of grammar and communicative skills as elicited in their written work as well as their ability to respond to literary cues and to express such response in writing. In addition, the papers test listening and speaking skills in written form. Such things as *pronunciation*, *stress* and *intonation*, *conversation* and *performance aspects of language* are covered as required by the new syllabus.

Three papers were offered in the year 2008 KCSE English language examination, namely:-

Paper 1 (101/1): Testing Functional skills.

Paper 2 (101/2): Testing Comprehension, Literary Appreciation and Grammar.

Paper 3 (101/3): Testing Conventional Composition and Essays based on Set Texts.

### 3.1 CANDIDATES' GENERAL PERFORMANCE

*Table 5* below shows the performance of candidates in the three papers in the year 2008 KCSE English language examination. Data for the years 2006 and 2007 is also provided for comparison.

*Table 5: Candidates' Overall Performance in English in the last Three Years*

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2006	1		60	30.71 (51.18%)	7.83
	2		80	29.88 (37.35) %	12.66
	3		60	18.93 (31.55%)	7.95
	<b>Overall</b>	<b>241,983</b>	<b>200</b>	<b>79.53 (39.76%)</b>	<b>25.00</b>
2007	1		60	26.11 (43.51%)	6.86
	2		80	34.95 (43.69%)	12.76
	3		60	18.34 (30.57%)	7.34
	<b>Overall</b>	<b>273,066</b>	<b>200</b>	<b>79.40 (39.70%)</b>	<b>24.00</b>
2008	1		60	24.59 (40.98%)	8.68
	2		80	22.71 (28.38%)	11.54
	3		60	20.25 (33.75%)	8.62
	<b>Overall</b>	<b>300,794</b>	<b>200</b>	<b>67.57 (33.78)</b>	<b>26.24</b>

From the table above, the following observations can be made:

- 3.1.1 The subject recorded a percentage mean of **33.78%** in the year 2008, down from **39.70%** in the year 2007.
- 3.1.2 The English *paper 1(101/1)* examination registered a percentage mean of **40.98%** in the year 2008 down from **43.51%** in the year 2007.
- 3.1.3 The English *paper 2(101/2)* examination recorded the poorest performance in the year 2008 with a percentage mean of **28.38%** down from **43.69%** in the year 2007.
- 3.1.4 Performance of candidates in the English *paper 3 (101/3)* examination improved slightly from a percentage mean of **30.57%** in the year 2007 to that of **33.75%** in the year 2008.
- 3.1.5 With the exception of the English *paper 2 (101/2)* examination standard deviation which went down 1.22 points, the standard deviations for *papers 1(101/1)* and *3 (101/3)* went up **1.82** and **1.28** points respectively.

An examination of the individual papers and what they entailed as well as the performance of the candidates showing the problems encountered and the weaknesses displayed in the candidates' work is given here below.

### 3.2 PAPER 1 (101/1)

This paper declined **2.53 percentage points** from **43.51%** in the year 2007 to **40.98%** in the year 2008. Once again the drop was attributed to loss of marks in question 1 as a result of candidates using the wrong format and also the poor performance on the cloze text (question 2).

### Question 1

You are the secretary of the drama club in your school. The chairperson has asked you to send out a notice of the second meeting to plan the staging of Shakespeare's play, *The Merchant of Venice*. During the meeting, you will need to appoint the director of the play, set up a date for selecting the cast, discuss the budget for the play, and the dates of rehearsals and the final performance.

- (a) Write the notice of this meeting which you would send to the members of the drama club.
- (b) Write the agenda that you would attach to the notice.

This question had two parts. Part (a) required candidates to write the **Notice** of the drama club, convening the second meeting. The second part of the question required the candidates to use the information given in the task and their knowledge of meeting agendas to prepare an **Agenda** for the meeting convened.

### Weaknesses

Many candidates failed to get the format of writing the **Notice** for the drama club meeting correct. Majority wrote minutes of the meeting, while others wrote a report. Quite a number missed out the agenda or incorporated it in the minutes and so lost marks for the format. Those who wrote the notice failed to get the tone and precision called for by this type of functional writing. The agenda mostly lacked the conventional items like "**Reading and confirmation of the previous minutes**", "**Matters arising**" and "**Any Other Business**".

### Expected Responses

#### SAMPLE

(a)

<p><b><u>NOTICE</u></b></p> <p><b><u>UPSTART DRAMA CLUB</u></b></p> <p>Notice is hereby given/issued of the second meeting of the Upstart Drama Club members to be held on (Friday) the 26<sup>th</sup> of October, 2008 in the School auditorium at 4.30 pm to consider the matters on the agenda attached herewith.</p>
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(b)

#### SAMPLE

<p><b><u>UPSTART DRAMA CLUB</u></b></p> <p><b>Note/Agenda</b></p> <ul style="list-style-type: none"><li>1. Preliminaries.</li><li>2. Confirmation of previous minutes.</li><li>3. Matters arising.</li><li>4. Appointment of director of the play.</li><li>5. Date of selection of cast/auditioning.</li><li>6. Budget for the production of play.</li><li>7. Dates for rehearsals.</li><li>8. Date of final performance.</li><li>9. Any other business (AOB).</li></ul> <p style="text-align: center;"><b>SECRETARY</b> <b>(UDC)</b></p>
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### Advice to Teachers

It may seem that teachers had anticipated minutes writing and had prepared the candidates accordingly. The question as set, put the candidates off and they were left in the awkward position of having to force their pre-prepared format through. This should not have been the case if teachers had taught as per the syllabus and left candidates to face the examination without undue influence.

### Question 2

*Fill each blank space in the following passage with the most appropriate word.*

By far the 1 \_\_\_\_\_ obstacle to success, in my view, is a poor understanding of people. Most careers 2 \_\_\_\_\_ working with other people. You can have great academic intelligence 3 \_\_\_\_\_ still lack social intelligence - the ability to be 4 \_\_\_\_\_ good listener, to be sensitive 5 \_\_\_\_\_ others, to give and take criticism well.

If people do not like you, they may help you fail. On the other hand, you can get 6 \_\_\_\_\_ with serious mistakes if you are socially intelligent. How are you when it comes to working with people? Are you genuine and authentic, or do you 7 \_\_\_\_\_ put up a front? Do you listen to 8 \_\_\_\_\_, or do you do most of the talking? Do you expect everyone else to conform to your wishes, your schedule, and your agenda, or do you look for ways to meet people on their 9 \_\_\_\_\_? If you haven't learnt to get along with people, you will always be fighting a battle to succeed. 10 \_\_\_\_\_ making people-skills a strength will take you farther than any other skill you develop.

The cloze text required candidates to read through the passage with the sensitivity of an accomplished reader, applying the rules of grammar and structure; anticipating the vocabulary and collocation; using the punctuation and cohesion clues provided as well as the overall tendency of the sense of the passage to successfully provide the missing words. Conscientious candidates read through severally checking the likely words, back and forth, till they got each slot working with the rest to complete the passage as an entity, fully communicating a logical experience, message or argument.

### Weaknesses

This was the worst performed of the cloze texts so far. There were more candidates who scored zero than has been the case previously, which is a clear indication that there is little emphasis being placed on this aspect of the syllabus and test. Candidates still remain poor readers or read with little understanding. Their knowledge of grammar and of the English idiom is wanting.

### Expected Responses

- |                   |  |
|-------------------|--|
| 1. greatest       | 6. away                                    |
| 2. involve        | 7. continually, usually, frequently, often |
| 3. and/but        | 8. others                                  |
| 4. a              | 9. terms                                   |
| 5. towards/toward | 10. However                                |

**Advice to Teachers**

Teachers are advised to teach all aspects of language and provide practice to enable their students to cope with the demands of the cloze text. Because this test integrated grammatical, semantic and discourse skills, the candidates need to be sensitized on these demands. This requires thorough teaching and demonstration using a variety of passage types.

**Question 3(a)**

- (a) Provide a word which sounds the same as each of the following:
  - (i) male .....
  - (ii) queue .....
  - (iii) hire .....
  - (iv) blue .....
  - (v) ate .....

This question required candidates to identify the pronunciation of the given words and provide homophones.

This was mostly well done and it may seem the task is now well understood by candidates.

**Advice to Teachers**

Teachers should continue exposing candidates to more samples of homophones.

**Expected Responses**

- (i) mail
- (ii) cue
- (iii) higher
- (iv) blew
- (v) eight

**Question 3(b)**

- (b) *Read the poem below and then answer the questions that follow.*

**“The Debt”** by Paul Laurence Dunbar

This is the debt I pay  
Just for one riotous day,  
Years of regret and grief,  
Sorrow without relief.

Put it I will to the end –  
Until the grave, my friend,  
Gives me a true release –  
Gives me the clasp of peace.

Slight was the thing I bought,  
Small was the debt I thought,  
Poor was the loan at best –  
God! but the interest!

(From *American Negro Poetry*, Edited by Arna Bontemps)

- (i) List all the pairs of rhyming words.
- (ii) Describe the tone of voice that would be appropriate in the reading of this poem.
- (iii) How does the punctuation in the second stanza influence your reading of the poem?
- (iv) How would you say the last line of the poem?

Part (i) of the question required candidates to identify all the pairs of rhyming words in the poem, while part (ii) expected them to identify and state the tone of voice applicable in the circumstances described by the poem. Here, it must be stated that a distinction was being made between *'tone of voice'* and *'tone'* the stylistic device employed by a writer, such as *sarcasm, irony, hyperbole*.

In part (iii) of this question, candidates were required to consider the punctuation and how it affects the reading of the poem. There are three types of the punctuation marks each with its own significance and demands on the reader. The candidate needed to identify the three types in the stanza and in each case indicate how they would influence the reading. The last part of the question, part (iv) called for the rendering and especially the intonation and word stress of the final utterances of the poem.

### Weaknesses

Part (i) of the question was well done and was the only part that did not give candidates problems. In part (ii) of the question, candidates failed to distinguish the two senses even with *'voice'* added. Some simply did not have an idea what the question required and so left it blank, un-attempted. Performance of candidates in part (iii) and (iv) was dismal.

### Expected Responses

- (i) pay          grief          end          release          bought          best  
day          relief friend          peace          thought interest
- (ii) The tone of voice exhibited in the rendering of the poem (audibly) should bring out the sorrow, desperation and resignation in the persona. It is likely to be solemn, somber or poignant. This is because the persona expresses regret and despair for something foolish done in a moment of reckless excitement. This has resulted in a lifetime of suffering and gloom.

- (iii) The *dash* (–) represents a significant pause; creates suspense. The *comma* (,) represents a shorter pause which gives the persona / reader time to catch his/her breath. The *full stop/period* (.) is a final punctuation signaling the end of the sentence. As it were, the falling intonation seems to tell us that the persona’s fate is sealed.
- (iv) The last line of the poem would be said in a voice that expresses surprise or even shock at the realization of the price that the persona has to pay. Perhaps the voice would be raised, the eyes 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.

### Advice to Teachers

Teachers should by now have realized that question 3 in this paper is mainly concerned with aspects of performance and language production. Literary aspects are not tested, except in so far as they relate to sound aspects. Apart from teaching punctuation as part of the grammar and writing aspects, special attention is to be paid to punctuation especially in the genre of poetry and the essay.

### Question 3 (c)

- (c) *Consider the situation below and then answer the questions that follow.*

You are part of an audience that is listening to a speech. You look around and notice that some people are looking at their watches; a few are yawning, and one or two are shifting in their seats.

- (i) What would be the likely cause of such behaviour?
- (ii) What would you do to ensure you continue listening effectively?

Part 3 (c) (i) of this question, required candidates to analyse a communication situation involving a speaker and audience and attempt an explanation of the audience responses or reaction, while part (ii) of the question, called for candidates to state the steps they would take to ensure they continued to listen effectively despite the obvious flaws noted above.

### Weaknesses

Candidates gave stock answers that were detached and lacked insight into this kind of situation in part (i) of the question, while in part (ii) majority of the candidates failed to cite any measures. Indeed, many seemed not to have understood the requirements of the question.

### Expected Responses

- (i) The speech may have gone on too long, may have been boring/ irrelevant/ uninformative. It may have eaten into another program causing the impatience.
- (ii) In order to continue listening attentively, I would try to mentally summarise the speaker’s key points; remind myself of the importance of the talk and how the information can help me. I could also 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 and avoid daydreams and distractions.

### Question 3 (d)

Consider the following conversation between a seller and a buyer of chickens and then answer the questions that follow.

BUYER: How are you this morning?

SELLER: I'm okay.

BUYER: I'm looking for good chickens, but yours don't look too good. I'm going to have visitors, and this being the Christmas season, I really must give them a feast.

SELLER: These are the right kind of chickens for your visitors. They're healthy and well fed.

BUYER: On the contrary, they look underfed. Anyway, what is your price?

SELLER: It depends. I charge more for cocks; they have more meat, you know. (Pointing at a red cock). This one, for instance, goes for Sh 400.00. As for the hens, I charge Sh.250.00.

BUYER: You're not serious! Much of the weight is a bundle of bones. I'm giving you Sh.150.00 for each hen and Sh.300.00 for each cock. I'm buying three of each – three hens for Sh.450.00 and three cocks for Sh.900.00. This will give us a total of Sh.1,350.00.

SELLER: You know, I buy and sell. I don't get them from my shamba. Your figure doesn't give me any profit at all.

BUYER: But you also know money is hard to come by, and especially during this Christmas season. Give me a reasonable price, unless you prefer I go to another seller.

SELLER: Let me make it Sh.225.00 for a hen and Sh.375.00 for a cock.

BUYER: It looks like you're not interested in selling your chickens.

SELLER: No, I'm. Why would I be here? My children's fees come from this business.

BUYER: Okay, take Sh.175.00 for each hen and Sh.325.00 for each cock.

SELLER: No, there would be no profit for me. You can do better than that. You can surely promote my small business. Just give me Sh.350.00 per cock and Sh.225.00 per hen. This would be Sh.675.00 for the three hens and Sh.1,050.00 for the cocks.

BUYER: (Doing his mental arithmetic) That's a total of Sh.1,725.00. Okay, at least I'll be able to feed my visitors. (*Handing over the money*) Here you are.

SELLER: Thank you. (*As the seller ties them together*). You're a good customer. Please come again. My name is Musimbi.

BUYER: And I'm Karani. See you then.

SELLER: See you.

- (i) What is the purpose of the greetings in this situation?
- (ii) Identify and explain the negotiation skills of the buyer.
- (iii) What does this business transaction reveal about the nature of negotiations?

The first part of this question required candidates to comment on the function of greetings in a communication situation involving persons unknown to each other but who need to do business. In part (ii) of the question, candidates were required to identify and explain the negotiation skills of the buyer, that is, the things he did and said to either gain the upper hand or endear himself to the seller and so get a good price for the merchandise. Part (iii) of the question called for candidates to deduce from what happens between these two interlocutors, what the nature of negotiations is.

#### **Weaknesses**

Most candidates got the first part of this question correct, but in part (ii), they failed to notice and identify the negotiation skills and so could not explain them, therefore scoring dismally. Most candidates were able to get some marks though there was no deliberate attempt to link what happens in the situation to the answers they gave in part (iii) of this question.

#### **Expected Responses**

- (i) To establish rapport/break ice/secure the attention of the other party.
- (ii) Buyer attempts to devalue the chickens by claiming they were malnourished and so not worth much. Feigns lack of interest in the chickens to whet the seller's appetite. He is willing to adjust and meet the seller halfway.
- (iii) Involves give and take; the buyer and seller both adjust their prices till an agreeable price is reached. Win-win situation where no one party can say they won against the other. Involves mutual respect and empathy one with the other.

#### **Advice to Teachers**

Teach all aspects of the syllabus and expose candidates to a variety of communication situations.

### **3.3 PAPER 2 (101/2)**

Performance in this paper dropped drastically from a mean of **34.95 (43.69%)** in the year 2007 to that of **22.71(28.38%)** in the year 2008. The standard deviation too declined to **11.54** from **12.76**. An examination of the individual questions may perhaps shed some light on this dismal performance.

#### **Question 1**

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

For Africans living abroad, nothing is more irritating than the constant diet of negative news on Africa. The only **silver lining** is that Africa is way down the list of news importance for the Western media. Most of the time Africa is ignored but when it does make it into the newspapers, radio or TV, then it is always portrayed as sinking in corruption, wars, famine and disease. If you set out to find a positive story on Africa, you may have to wait until your grandchildren have grown old.

What is more unfortunate is that whereas the rest of the world is divided into nations, Africa is lumped into one big **sorry** mass. A civil war in a tiny country in Africa elicits screaming headlines such as “Africa returns to barbarity”. Civil wars in Europe are not European civil wars but civil wars in Bosnia, Serbia and so on. No one bothers to mention that out of Africa’s 54 countries, only two may be engaged in civil wars. That means that 52 countries are peaceful. But the impression you get from the Western media is that all of Africa is at war with itself.

The same goes for diseases, especially Aids. Hardly does a week go by without the ‘experts’ from the West predicting how Africa’s entire population will be wiped out in fifty years’ time. If all the predictions made about the impact of Aids had been correct, most African countries would have been entirely depopulated by now.

According to the Western media, Africa is corrupt. All of Africa, all the time. It is interesting to note that in America, for example, only the executives of a given company are said to be corrupt while all African leaders are seen as being **irredeemably** corrupt.

The point being put across is that Africa is guilty unless proven innocent. Western journalists assigned to cover Africa are in most cases the most junior and the least experienced in the organisation. They are given this version of a ‘Hopeless Continent’ for so long that when they land in any African country, they immediately set out to confirm their prejudices. And you can always find what you are looking for.

The situation is similar to the search for weapons of mass destruction in Iraq. In Africa, Western journalists set out to find corruption, decay and mismanagement. And if they cannot find it, they will invent it on the basis that “it must be there somewhere”.

The causes of this generalised negative view of Africa are complex. When you confront Western journalists, they deny that their view of Africa is prejudiced. They are probably telling the truth because they report what they see – but they see what they want to see. And what they want to see, subconsciously is a version of backward, primitive and uncivilized Africa.

So, while we feel irritated and even angered by the Western media’s portrayal of Africa, we must remember that many journalists cannot help but see Africa the way they are programmed to do. The only way this can change is if the programming is changed. But how do you go about doing so?

The first step is to create space for dialogue between the Western media and Africans. It is during such discussions that Africans will be able to tell their side of the story. If this happens, then the Western media will see Africa as we do – a glorious continent full of promise but going through a rough time at present.

*(Adapted from African Business, May 2004).*

- (a) What is the likelihood of finding a positive story on Africa?
- (b) Why are Bosnia and Serbia mentioned?
- (c) Why is the word ‘experts’ on the third paragraph put within quotation marks?
- (d) Rewrite the following sentence to begin: Had .....
- “If all the predictions made about the impact of Aids had been correct, most African countries would have been entirely depopulated by now.”
- (e) According to the passage is Africa more corrupt than America? Explain your answer.
- (f) Give two reasons why African stories are mainly assigned to the most junior and inexperienced journalists.
- (g) How can we tell that the author is an African?
- (h) Explain the meaning of the following expressions as used in the passage:
- silver lining .....
- sorry .....
- irredeemably .....

Part (a) of this question, required candidates to use evidence in the passage to determine the likelihood of finding a positive story on Africa, whereas part (b) expected candidates to use implicature to explain the citing of Bosnia and Serbia. The author uses contrast to advance the argument.

Part (c) of the question called for recall of the fact that when quotation marks are used on a word they draw attention to that word, and especially to its special usage in the context. Most times it may be that the writer does not believe or subscribe to the belief that the people being discussed are what they are purported to be. In this case, the “*experts*” seem to get it quite wrong all the time casting a doubt on their expertise. In part (d), candidates were required to rewrite the given sentence as directed without changing the meaning. Part (e) expected a yes/no answer based on the facts adduced in the passage and an explanation on the position taken by the candidate, while part (f) required candidates to identify two reasons African stories are assigned to junior and inexperienced journalists. Part (g) of the question called for candidates to find evidence in the passage to show the author was an African and in part (h) candidates were expected to explain the meaning of some given expressions as used in the passage.

### Weaknesses

The first part of the question was well done. The last sentence of the first paragraph was mainly lifted and the implication was that it was almost non-existent. In part (b) the candidates failed to see the juxtaposition and mostly missed the point, while in part (c) of the question most candidates could not explain this fact although the author goes ahead to explain that the prediction of the ‘*so called*’ experts have always proved wrong. Candidates were at a loss as there was no statement directly to be lifted as in the case of part (f) of the question. Anything they were expected to deduce from the facts given presented problems. Most candidates were unable to explain the expressions given in part (h) of the question.

### Expected Responses

- (a) Little/ very little / hardly any since by the time one's grandchildren are old, one is likely to have died.
- (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.
- (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.
- (d) Had all the predictions made about the impact of Aids been correct, most African countries would have been entirely depopulated by now.
- (e) No, Africa is not more corrupt. It is just that the Western media generalizes the few cases of corruption.
- (f) The fact that African news/stories are considered of little importance and so relegated to the juniors. Also, such journalists are inexperienced and more impressionable and so readily buy the stereotype image of Africa.
- (g) The author says "while we feel irritated..." (this suggests that he is an African). More importantly, he says, "will see Africa as *we* do..."
- (h)
- ***silver lining***: blessing/lucky turn of events/good or positive thing.
  - ***sorry***: miserable/pitiable/without hope/pathetic.
  - ***irredeemably***: completely/incorrigibly/absolutely/hopelessly.

### Advice to Teachers

Teachers should expose candidates to a variety of writings and explain the techniques writers employ in advancing their argument. They should also teach the punctuation marks, the significance of each, how to read comprehensions and the various ways of unraveling the meanings presented in the passage.

Apart from teaching the candidates the use of the dictionary, they should explain the various shades of meaning and more importantly the fact that meaning is context based. The section where candidates are required to explain meanings of words or expressions targets such contextual meaning of words presented as well as understanding of the expressions used.

### Question 2

*Read the passage below and then answer the questions that follow:*

She lay there, more **dazed** than dozing, she did not know for how long. No water. No charcoal. There was a little hand mirror in the cupboard and she looked at the dark bruises on her cheeks, but they were less swollen than her back and shoulders. She had opened the window a crack to see in the mirror, then closed it again but now there was a tapping on the shutter.

'Who is it?' she called, fearful that he might be testing her by sending visitors.

'It is Ahoya. Don't be afraid,' came the welcome voice in Luo.

'Are you all right, Paulina?'

'I am all right but not very,' said Paulina shamefacedly, pushing at the shutter, 'and I cannot open the door'.

'Yes, I thought so,' replied the matter-of-fact voice. 'He has locked you in. Did he beat you also?'

'Yes, he beat me also.'

'And that is the first time?'

'The first time. He used to love me.'

Ahoya laughed gently. 'Well, he does love you. I could see it in his face as he caught sight of you. But I thought also he would beat you, for it is a shame to him to have you lost, though you did not mean it so. Have you anything to eat?'

‘No. I do not need anything, thank you.’

‘Or any medicine?’

‘No. I shall be all right.’

‘Be sensible, child. Every wife who comes to Nairobi from the country has problems. Do not think it is the end of the world. Every young man has problems too. Probably all his friends and workmates have been telling him he is too young to marry and now he begins to wonder how he will manage. Don’t you know that if you had been married in the old way your husband would have given you a token beating while the guests were still there? They say that is so that if you are widowed and inherited you will not be able to say that your new husband was the first person ever to beat you. So don’t start to wish backwards. You praise God that He has given you a husband to love you, just as I have been able to do without one.’

‘You too?’ asked Paulina, wondering. ‘You too, like Drusilla, you are not married and yet you seem to understand so much?’

‘You have met Drusilla, have you? Well, she is a very great friend of mine. And Miriam, who lives quite near here, is another. And we all know that God can look after us in all that is needful. But you, who have a husband, also need food and medicines, and I will bring it myself so that no one can accuse you of having men visitors, but you can give the tray to Amina in the front room and I will get it collected.’

She rushed away and Paulina at once felt comforted. After half an hour Ahoya came back in the car. She handed through the window a tube of ointment and a tray with thick slices of bread and jam and cold orange drink on it.

‘Now if he smells the ointment, tell him I brought it and he can come and ask me questions he likes.

But now I must hurry. I have a meeting on the other side of town.’

Paulina heard the car start. She ate carefully, forcing herself to finish, and when Amina tapped at the window to take the tray away they exchanged such small **courtesies** as can be managed without a common language. Paulina slept until the stiffness softened into a small ache all over her body, and Amina gathered her cronies to tell them:

‘That Martin, soft he may have looked and spoken but my goodness, did he go for her! And the mother’s milk hardly dried on her lips, poor young thing. We’ll see that she learns to give him something to think about, won’t we just.’

- (a) Explain what happens just before this extract.
- (b) Describe the first meeting between Paulina and Ahoya.
- (c) Explain the meaning of the following words as used in the extract.
  - (i) dazed .....
  - (ii) courtesies.....
- (d) What does Paulina think of Martin after the events so far recorded in the novel?
- (e) Rewrite the following in reported speech:  
 “No. I do not need anything, thank you.”
  - (f) Describe two character traits of Paulina revealed in this extract.
  - (g) Make notes on Ahoya’s view of wife beating.
  - (h) Who is Drusilla?
  - (i) Comment on the expression ‘And the mother’s milk hardly dried on her lips’.

Part (a) of the question required candidates to place the extract used in its immediate context, whereas part (b) expected candidates to recall the storyline and describe how and when the two characters in the novel meet for the first time. Part (c) called for candidates to explain the meaning of words as used in the passage and part (d) of the question required candidates to rewrite/ paraphrase the identified sentence retaining the etiquette aspects. Part (f) of the question expected candidates to describe two character traits of Paulina as revealed in the extract.

In part (g) and (h), candidates were expected to make notes on the views of one of the characters on the issue of wife beating and state briefly who Drusilla, one of the characters was. This was a mere recall of the facts as presented in the novel. The last part of the question required candidates to give their understanding of the expression given, paying attention not only to the metaphor, but also apply it in the circumstances.

**Weaknesses**

Candidates displayed lack of mastery of the plot, indicating that they had not read the novel thoroughly. In part (d) of the question, most candidates were able to rewrite the sentence, but failed to retain the etiquette aspects and so lost marks. In part (f), candidates mostly identified the traits of Paulina but failed to illustrate using evidence from the extract. Candidates were not able to notice the imagery and relate it to the situation in part (i) of the question.

**Expected Responses**

- (a) Just before the extract, Martin had beaten Paulina and locked her up in the house after she had been away for two nights when she lost her way from the hospital.
- (b) The Police Inspector finds Pauline locked up in a cell without a charge and determines to release her. Since it was nightfall he decides to take her to Ahoyas’s residence for safety. Ahoya, an elderly white lady takes her in, feeds her and gives her a place to sleep. Early the following morning, the two set out in search of Martin’s house and soon enough find Martin leaving the house for work.
- (c) *dazed*: unable to think clearly / stupefied/ stunned/ astounded.  
*courtesies*: pleasantries /greetings/ small talk /friendly talk.

- (d) Paulina thinks that Martin does not love her, she says “the first time. He *used* to love me.”
- (e)
- Paulina thanked Ahoya and told her she did not need anything.
  - Paulina politely told Ahoya that she did not need anything.
- (f)
- *Timid/ nervous / fearful*: It takes Ahoya quite a while to make Pauline open up.
  - *Naïve / Innocent / Unsophisticated / Unworldly*: Pauline had thought that since Martin loved her, he would never beat her.
  - *Cautious / careful/ prudent*: Pauline finds out who is at the window before opening lest Martin had sent a visitor to test her.
  - *Appreciative*: Pauline was grateful to Ahoya.
- (g)
- She views wife beating as a natural thing that most wives who join their husbands in Nairobi go through.
  - Wife beating is justifiable when one is on the wrong.
  - She views it as a trivial thing since it is not the end of the world.
  - She views it as an inevitable tradition.
  - She views it as something that should not make a woman regret being in a marriage.
- (h) A staunch Christian midwife who had been called to examine Pauline when she was lost and had just come from hospital.
- (i) Emphasizes the fact that Pauline is too young to have been married. She has “*just been weaned off!*” leads to the last part which emphasizes the sympathy Amina expresses for her.

### Advice to Teachers

Candidates need to be advised that in the literary genre, especially, every allegation is to be supported by concrete evidence from the text. Illustrations are so important that their absence results in automatic loss of marks not only for the illustration, but also the mark for identification. Teachers should teach and explain the various forms of imagery and especially their function of economy of expression and extension of meaning.

### Question 3

This question was based of the reading, understanding and appreciation of the poem below.

*Read the poem below and then answer the questions that follow.*

#### The Splash

Under warm sunshine,  
 A pond of water rests, calm and serene.  
 The blue sky inhabits the middle of the pond,  
 And its sides reflect the greenery,  
 Spotted with the yellow and the red,  
 The red and the violet.  
 The water, the sky, the vegetation,  
 Hand in hand convey harmony and peace.  
 Then comes the splash!  
 And a tremendous stirring surges:  
 Reflections distort,

Giving way to a rushing flow of ripples,  
 Ripples innumerable,  
 All fleeing from the wound.  
 Time elapses,  
 Ripples fade,  
 Reflections regain their shape.  
 And once again emerges the pond  
 Smooth and tranquil.  
 But the stone!  
 The stone will always cling to the bottom.

Yusuf O. Kassam

- (a) What do you think this poem is about?
- (b) What is implied by the use of colour imagery (lines 4, 5, 6)?
- (c) Identify and explain two stylistic devices used in this poem other than colour imagery.
- (d) Describe the tone of this poem.
- (e) Explain the meaning of the last two lines.
- (f) Explain the meaning of the following words as they are used in the poem:
  - surges .....
  - fade .....
  - tranquil .....

Part (a) of the question required candidates to make a brief statement about the literal and metaphoric concerns of the poem. Part (b) of the question called for candidates to focus on the colour imagery and what it implies in the already established situation in the poem. In part (c) of the question, candidates were required to identify and explain two stylistic devices employed by the poet apart from colour imagery. Candidates were also required to describe the tone of the given poem in part (d) of the question.

Parts (e) and (f) of the question expected candidates to explain the meaning of the two last lines of the poem (in the light of what they have gathered of the poem so far) and explain the meaning of words as used in the passage.

**Weaknesses**

In part (a) of this question, candidates failed to notice that the award given to a question is indication as to how much is expected of them. Most candidates went on and on. In part (b) of the question, many candidates were put off by the word '*imagery*' and fumbled. Most candidates were not able to handle questions on style and language use.

**Expected Responses**

- (a) The poem is about a pond at rest, a pond disturbed and how it regains its calm. Metaphorically it is about some disturbance of the '*peace*' or '*quiet life*' by some occurrence; the violence experienced and the return to '*normalcy*'.
- (b) The poem names greenery, the yellow, the violet and the red colors. The primary function is the depiction of the scenery. The grass, the vegetation and the flora abound in the pond. The greenery is normally associated with peace. Yellow might suggest the intermediate stage before foliage drying up. This might imply potential danger or possibility of turbulence, change or changing circumstances. Violet shows things are not

tranquil or peaceful as they may seem. Red normally depicts eminent danger, violence or turbulence.

- (c) The candidates were expected to pick out and explain any two of the following:
- Personification.
  - Symbol/symbolism.
  - Repetition.
  - Onomatopoeia.
  - Aliteration.
- (d) The apparent calm of the pond masks the potential turbulence when a stone is dropped into it. Some candidates were able to relate this to life, that although life may seem calm and peaceful on the surface, there is always a possibility of disturbance or turbulence which may be triggered by even slight provocation.
- (e) The cause of the ripples / turbulence is permanent.
- (f)
- **surges**: move forward in a wavelike manner;
  - **fade**: lose strength/ vigour;
  - **tranquil**: calm/ quiet/ motionless.

#### Advice to Teachers

Teachers are advised to teach the literal and metaphoric levels of meanings especially in poetry and introduce, explain and illustrate the various aspects of style and their functions in poetry.

#### Question 4

(a) Complete each of the following sentences by filling in the blank space with the correct form of the word in brackets.

- (i) The two ..... (sister-in-law) hugged during the wedding ceremony.
- (ii) His speech was good but it was slightly marred by his poor ..... (pronounce) of words.
- (iii) She had ..... (run) for five kilometres before the others caught up with her.
- (iv) It was ..... (doubt) a superb performance.
- (v) We wanted the option that would give us the ..... (little) trouble.

(b) Rewrite each of the following sentences as instructed. Do not change the meaning.

(i) I did not know that there was trouble ahead.

Begin: Little .....

(ii) She is very tall.

Begin: How .....

(iii) It was very unlikely that our national team would lose the match. (Rewrite using the word “likelihood”.)

(iv) Come with me. (Rewrite adding a question tag.)

(v) Wanjiku said to Onyango, “I will join you in a few minutes.” (Rewrite in indirect speech.)

(c) Complete each of the following sentences by inserting the appropriate linking expression.

(i) Ondieki is impatient and rather arrogant; ....., he is a brilliant engineer.

(ii) I have no wish to criticize Muturi; ....., I agree with most of his actions and decisions.

(iii) There is considerable evidence that smoking is harmful; ..... it must be discouraged at all costs.

(iv) I voted in favour of the proposal; ..... did Mrs Wanyonyi.

(v) We could have done much better ..... we had not taken so much for granted.

Part (a) of this question required candidates to perform various grammatical tasks, namely:

- (i) plural formation of compound word;
- (ii) transformation of word class as suggested by the syntax (i.e. verb-norm);
- (iii) tense formation given the (-en for of the auxiliary);
- (iv) transformation of word class given semantics/syntax (i.e. adverb from noun);
- (v) use of the correct form of adjective (i.e. comparative).

Part (b) of the question called for candidates to either re-write as transformations (i) (iii), indirect speech (v) or supply question tag (iv), structure and punctuation (ii), while part (c) required candidates to supply the appropriate sentence connectors for the complex sentences given.

### Weaknesses

Candidates found parts (b) and (c) of this question difficult as they provided connectors without due regard for the punctuation provided nor the sense of the sentence given.

### Expected Responses

- (a)
- (i) sisters-in-law;
  - (ii) pronunciation;
  - (iii) run;
  - (ii) doubtless;
  - (iii) least.
- (b)
- (i) Little did I know there was trouble ahead.
  - (ii) How tall she is!
  - (iii) There was very little/ the least likelihood that our national team would lose the match. (iv)
  - Come with me, will you?
  - (iv) Wanjiku told Onyango that she would join / be with him after a short while.
- (c)
- (i) however/nevertheless/nonetheless
  - (ii) in fact
  - (iii) consequently/hence/therefore
  - (iv) so
  - (v) if

### Advice to Teachers

In this integrated syllabus, set texts are to be taught and all aspects and possibilities of extended response questions set and discussed to give candidates ample practice.

### 3.4 PAPER 3 (101/3)

#### Question 3 (a)

#### The Short Story

Macmillan (Ed), *Half a Day and other stories*

Using illustrations from the story ‘The Town’ by Eneko Seruma, write an essay on the characteristics of Townspeople as seen through the eyes of The Villager.

In a paragraph, say whether or not you agree with The Villager.

The question was based on a short story “*The Town*” from the set anthology “*Half a Day and Other Stories*”. It required candidates to isolate the characteristics of Townspeople as seen and described by the Villager, the main character and narrator of the story.

#### Weaknesses

The candidates seemed to have been put off by the expression “*as seen through the eyes of the villager*”. Of course, the statements the Villager makes are his personal views as being totally new and shocking experiences. Yet to the reader – the candidate, much of what is shocking to him is the reality most of them experience daily, hence the supplementary question. Most candidates gave longish summaries of the story instead of selecting specific characteristics of townspeople and what effect these had on the Villager.

#### Expected Responses

The Villager considers the townspeople to be:

- Lazy and afraid of manual work which he considers more rewarding.
- Foolish/lack insight as they do not realize their attitude to manual work/opting for this madness in town works to their disadvantage as they spend their earning buying food and paying rent.
- Dehumanized and lack sense of pride hollering and touting all day long.
- The unhealthy rat race has bided them to the stark reality that they cannot make much

- money with such competition.
- Noisy/rowdy/suicidal.
- Unnecessarily hearty.
- Avarices/Lusty.

#### **Advice to Teachers**

Examination techniques need to be taught to candidates. Such issues as careful reading of the questions, planning the essays and keeping to the demands of the task need not be emphasized.

#### **Question 3 (c)**

##### **The Novel**

Velma Pollard, *Homestretch*

With illustrations from Velma Pollard's *Homestretch*, write an essay on the relationship between children and their step-parents.

This question was based on the optional novel *Homestretch*. It was the question in which candidates performed most dimly. It required candidates to write an essay on the relationship between children and their step-parents.

##### **Weaknesses**

Candidates failed to realize that relationships could be either strained and unhealthy or cordial and supportive. They may even be indifferent. Whatever the relationship, it had its effect or toll on the parties involved. Candidates, because of their narrow view of relationships soon ran out of material to write and started bringing in foster-parents and as a result lost marks.

##### **Expected Responses**

Candidates needed to discuss the relationship between children and their step-parents generally and specifically use the stories' characters in the novel for illustration.

- (i) Brenda Smith and Johnnie (Step-mother in America).
- (ii) Lyne (Johnnie's daughter) and Ivan Smith
- (iii) Brenda Smith and Nurse (Step-mother in Britain).

##### **Advice to Teachers**

Teachers should encourage candidates to read the novels thoroughly and help them discuss all aspects of the novel.