Table 1 (Products table)

1	Kimbo 1kg	100	300
2	Cowboy 1kg	120	180
3	Batteries AAA	50	200
4	Salt 1kg	25	45
5	Sprite 300ml	20	87
6	Dasani 500ml	30	65
7	Baking flour 2kg	89	89
8	Batteries D	60	32
9	Layersmash 70 kg	1,050	54
10	Omo 200g	35	21

Table 2 (Suppliers table)

1001	Eveready	54839	Kitale	77777
1002	Unilever	2361	Thika	256782
1003	Bidco	3345	Nairobi	345671
1004	Cocacola	45621	Nairobi	456781
1005	Unga Ltd	52428	Nakuru	26314
1006	Kay Salt	64365	Mombasa	332233

Table 3 (Orders table)

10001	1	1002	23	20	12/04/07	13/04/07
10002	5	1003	16	40	11/11/06	
10004	2	1002	25	400	08/08/06	23/09/06
10005	4	1002	18	45	04/04/07	
10006	8	1006	24	50	12/12/06	
10008	7	1005	56	100	02/02/06	
10010	6	1003	20	20	14/03/07	
10013	5	1002	16	100	04/05/07	06/05/07

(i)   Create the relationships between the tables.

(ii)   Create a query to show the name of each product ordered, the retail price, the
         number of units ordered and the wholesale price.
         The query should contain products whose retail price is below Kshs.50.
         Save as CHEAP.

Part b (i) of this question required candidates to create relationships between the three tables while part (b) (ii)
required the candidates to create a query from the given tables in order to display products whose retail price is below
Kshs.50. The query was to display product name, retail price, the number of units ordered and the wholesale price.

Weaknesses

In part (b) (i) of this question, some candidates did not complete relationship creation while others could not link the
fields that were related. This may have been caused by lack of knowledge on the purpose of enforcing referential
integrity in a relationship. In part (b) (ii) of the question, some candidates chose the wrong fields, especially for the
retail price. They selected all the four fields from the orders table instead of selecting retail price from the products
table as well as the product name while the other two fields were to be selected from the orders table. This may have
been caused by wrong naming of fields, they named both retail price and wholesale price the same way e.g price or
unit price hence the failure to distinguish between the two when creating the query

Advice to Teachers

In part (i) of the question, candidates should have created a relationship between the three tables by linking the
product ID from the products table with product ID in the orders table and then link the supplier ID in the suppliers
table with the supplier ID in the order table. After linking, candidates were required to ensure that the link depicts the
one to many relationships for each link. This could have been done by enforcing referential integrity constraints in
order for the relationship to be reliable.

Candidates need to be keen when selecting fields for query creation. When setting up a selection criteria, they should
be keen so that they apply the criteria on the correct field. Teachers should guide candidates on factors to consider
when naming fields in a database and when selecting fields for a query. Teachers should teach the importance of
relationships and data integrity.

Question 2 d (i)

2   Faida distributors sells its products using ten sales representatives who are deployed at
      various regions. Each sales representative presents weekly sales to the sales manager. Four
      values are submitted each month as shown in table 4 below. (Values are in Ksh)

Table 4

1	O. Ouko	12345	23405	17200	19450
2	J. Wariahe	34470	24500	19465	20200
3	B. Achieng	33000	26760	30750	19225
4	Z. Kazungu	15430	17665	12992	15789
5	R. Wambua	33412	37895	40217	22433
6	S. Musuva	13415	29334	20780	22900
7	N. Wanjiku	14520	28455	30200	16700
8	F. Chepkoech	25240	34285	25750	25625
9	G. Juma	30420	20400	24600	30200
10	P. Kamau	35520	32255	35400	31500

Each sales representative is paid a monthly commission depending on performance. Sales
in the range of Ksh 0-65,000 attract a commission of 5%. Any additional sales attract a
commission of 12%.

(d)   Use functions to determine the:

(i)   commission for each sales representative;

This question required the candidates to use a function to determine the commission for each sales representative. This question called for the use of a selection function since the percentage commission was based on a range of total sales.

Weaknesses

Quite a number of candidates were unable to compute the commission. Some candidates decided to use manual computation and inserted a figure as commission; this was not as per expectation since the question was testing on use of spreadsheet functions. This was probably caused by inadequate preparation on the use of functions in spreadsheets.

Expected Responses

Assuming the total sales for the first sales representative is in column F in cell F4 then the following formula would be ok if typed in cell G4

=FI(F4>65000,65000*0.05 + (F4-65000* 0.12, F4*0.05)
0r

=IF(F4<=65000, F4*0.05, 65000 * 0.05 + (F4–65000) * 0.12)

After computing the commission for the first cells representative, the candidates should then have copied the formula into the rest of the column so as to compute for the remaining cells representative.

Advice to Teachers

Teachers should give more time and more examples on how to use functions.

25.0 FRENCH (501)

In the year 2008, the KCSE examination for French was tested in the following three papers:

- **Paper 1 (501/1):** tested Listening Comprehension, Dictation and Composition.
- **Paper 2 (501/2):** tested Reading Comprehension and Grammar.
- **Paper 3 (501/3):** tested Reading Aloud, Exposé and Conversation. This is an oral paper.

25.1   CANDIDATES' GENERAL PERFORMANCE

The table below shows candidates' performance in French (501) in the years 2007 and 2008.

Table 30:   Candidates' Overall Performance in French in the Years 2007 and 2008

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2007	1		45	18.34	7.97
	2		30	13.32	6.75
	3		25	15.72	4.54
	Overall	2,118	**100**	**47.28**	**17.00**
2008	1		45	17.42	7.70
	2		30	13.01	5.44
	3		25	16.09	4.33
	Overall	2,219	**100**	**46.65**	**16.13**

The following observations can be made from the table above:

25.1.1.   The general performance in the year 2008 French examination declined when compared to that of the year 2007. This is attested by the overall mean of *46.65* in the year 2008 as compared to *47.28* in the year 2007.

25.1.2   The candidature increased slightly from *2,118* in the year 2007 to *2,219* in the year 2008.

25.1.3   The mean scores for *papers 1 (501/1)* and *2 (501/2)* declined in the year 2008 when compared to the year 2007.

25.2   PAPER 1 (501/1)

This paper consists of three sections:

25.2.1   Section 1: Listening Comprehension

This section deals with different situations such as advertisements, interviews, news items, etc. and is marked out of 15 marks. The students are required to listen (two) 2 times with pauses to answer questions.

Weaknesses

Candidates were unable to identify the 24 hour clock, dates, parts of the body, colors, seasons, directions, weather and nasal sounds as spoken in context. They had difficulty in grasping various topics which are within the syllabus such as sports, holidays, and tourism. Their grasp of grammar seems to be limited as they were unable to use nouns, passé composé and infinitifs. The students were also not aware of the currency in use in France.

Advice to Teachers

The syllabus expects the candidates to understand French spoken in different registers and at normal speed as spoken by a native French speaker. The teachers need to do their best to inculcate grammar and handle all the topics as expected in the syllabus. The teachers also need to train their students from the first year in listening comprehension

and expose them to different types of situations. They should also enable the candidate to be able to distinguish different French phonetic sounds.

25.2.2 Section 2: DIctée

Dictée consists of a passage recorded on a tape, including punctuation marks and is marked out of 5 marks. The passage is read three times. The first time it is read through for the students to acquaint themselves with the text. The second time, it is read with pauses calculated to enable the candidates to write down what he/she has heard. The third and the last time, it is read through without pauses.

Weaknesses

The candidates were unable to differentiate between l'imperfect and passé compose. They demonstrated little knowledge of punctuation marks, gender and number agreements.

Advice to Teachers

Teachers are advised to insist on correct punctuation marks, gender, tense and number agreements. The students should be trained to identify and associate spellings to pronunciations. From the first year dicteé should be used as a learning tool rather than as an assessment tool.

25.2.3 Section 3: Composition

The section is divided into 2 questions, each testing a different type of writing. It is marked out of 25 marks.

1. In 120–150 words, write in French on:

    Either

    (a) Vous restez seul(e) à la maison pendant l'absence de votre famille. Quelles activités ferez-vous?

    Or

    (b) Le Ministre de l'Education va visiter votre école. Dites ce que vous allez faire avant et pendant la visite.

2. In 150–180 words, write in French, a composition beginning as follows:

    Either

    (a) La plage était déserte. Il faisait noire . . .

    Or

    (b) Nous étions en train de dîner quand ma sœur est tombée de sa chaise . . .

The first choice was based on activities to be done either alone at home, or for a visit of an official in one's school. Both tested the use of various forms of future tense. The second question is a descriptive essay to be written in past tense.

Weaknesses

The candidates exhibited lack of inability to follow instructions, not writing the correct length nor in the required tense. They made a lot of 'faux amis', mistakes that can only occur due to confusion of the meanings of French and English words. *Question 2(b)* was unpopular as the students do not like open ended topics.

Advice to Teachers

The teacher should insist on the students following correct format, tense and length. Expressions to be used orally and in writing need to be practiced. Learners need also to be trained to accept and correctly interpret open ended questions.

25.3   PAPER 2 (501/2)

This paper consists of two sections:

25.3.1   Section 1: Reading Comprehension

This section is marked out of 15 and consists of a number of passages which the students are to read, understand and answer correctly questions based on the content of the passage.

Weaknesses

The candidates were unable to transfer their knowledge correctly despite the fact that they understood the passages. Inability to use 'on doit', 'il faut', the imperative or the infinitive mode or 'nominalization' of adjectives. This translated into inability to communicate. Grammar is not a major concern at this point but the absence of correct grammar causes the answers not to make sense. Many candidates answered out of context.

Advice to Teachers

Teachers should train their students to interpret correctly the passages by using a variety of passages for example:- Letters, messages, dialogues etc. They should instill correct use of basic grammar as required by the teaching syllabus.

25.3.2   Section 2: Grammar

This section is marked out of 15 marks and tests the use of pronouns, prepositions, adjectives, verbs and modes.

Question 6

Beginning as indicated, complete the sentences below, making all appropriate changes. Avoid unnecessary repetitions.

Example:

      – Tu vois toujours tes amis?

      – Non ....

      – Non, je ne les vois plus.

(*a*) – As-tu déjà téléphoné à ton professeur?

      – Non, je ....

(*b*) – Quand Louis a vu l'embouteillage, il est parti à pied.

      – C'est vrai?

      – Oui, en ....

(*c*) – Vos parents, ont-ils assez d'argent pour vos études?

      – Oui, ils ....

(*d*) – Ces garçons pensent toujours à leurs examens?

      – Bien sûr, ils ....

(*e*) – Ne prenez pas cette route dans la nuit!

      – Qu'est-ce que vous dites?

      – Je vous demande ....

      ....

(*f*) – André, tu dois faire la vaisselle tout de suite!

      – Comment, maman?

      – Il faut que ....

The candidates were required to rewrite sentences and make necessary changes.

Weaknesses

The candidates were unable to transform sentences as required.

Advice to Teachers

More practice required in the transformation sentences.

The candidates were to fill in the blanks with one word only. This is a cloze test and they did well.

Question 8

Match the answers in column "B" with the questions in column "A".

COLUMN A	COLUMN B
(*a*) Qu'est-ce qu'il a vu hier?	(i) A minuit.
(*b*) Comment est-il venu ici?	(ii) Pour les études.
(*c*) Quand part-on?	(iii) 2000.
(*d*) Ce train roule à combien de kilomètres à l'heure?	(iv) A vélo.
	(v) à 80.
(*e*) Pourquoi va-t-il à l'étranger?	(vi) Une belle voiture.
	(vii) Une copine.
	(viii) Pour moi.

This was matching of questions to corresponding answers.

Weaknesses

The candidates did not follow instructions and used arrows rather than the space provided to show their choice. Those who rewrote the questions and answers made spelling errors.

Advice to Teachers

Teachers should train the candidates to follow instructions and be vigilant when they make spelling mistakes in transferring written words.

25.4   PAPER 3 (501/3)

This is an oral paper which tests the candidates' knowledge of communicative and grammatical skills, that is, their ability to understand the input stimulus and instructions as well as demonstrate their productive skills in an oral context. These aspects were examined in 3 sections and were marked out of 25 marks.

- **Section 1**   **Reading aloud (cards A and B).**
- **Section 2**   **Exposé (cards A, B, C and D).**
- **Section 3**   **Conversation.**

Each candidate is given 15 minutes to prepare after choosing a card at random for sections 1 and 2. Use of dictionaries is not allowed.

25.4.1   Section 1: Reading Aloud

The candidates are expected to read in correct French, respecting liaison, intonation, articulation, punctuation as well as show comprehension. It could be a dialogue, a monologue or a description. Both cards have equal levels of difficulty.

Weaknesses

Lack of respect for liaison and improper pronunciations were principal faults of the candidates. In card A reçu, match, amour, cents seize, 75, were noted while in Card B gentile, D, jardin, tous, euros, mets were noted.

Advice to Teachers

More practice in phonetics, allocating some time for speaking in French and theatre are recommended.

25.4.2   Section 2: Exposé

Candidates were to pick a card at random from the 4 subjects provided and were to analyze and synthesize their ideas in a coherent and logical manner with appropriate vocabulary and expressions. The cards had such varied topics as dangers of smoking, music, higher education and inter-tribal marriages.

Weaknesses

Card A: Most candidates were able to talk on the subjects but did not come out clearly on pros and cons of university education.

Card B: Some candidates did not have enough time to speak on disadvantages of music having exhausted the allocated 2 minutes on advantages.

Card C: Some candidates did not understand which public to address on dangers of smoking.

Card D: Some candidates talked generally on marriages rather than on inter-tribal marriages.

Advice to Teachers

Teachers should give a lot of practice to students in debates, public speaking and encouraging the use of different ways of expressing one's opinion.

25.4.3   Section 3: Conversations

Candidates were expected to converse on topics chosen by the examiner, understand the questions and respond appropriately, building on the questions and sustaining conversations by talking in context more than the examiner.

Weaknesses

Candidates had difficulties in the use of conditional, passé compose and future simple. A few struggled to understand the questions but on the whole they were comfortable and expressed themselves well.

Advice to Teachers

Teachers should encourage conversations by asking questions which will elicit explanations and not just a simple *'yes'* or *'no'* answer. Group work should be encouraged and pair work for dialogues with emphasis on correct grammar.