

# **KENYA NATIONAL EXAMINATION COUNCIL KCSE, 2014**

## **KENYAN SIGN LANGUAGE PAPER 2**

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### 3.6.3 KSL Paper 2 (504/2) KSL Grammar and Language Use

The paper had 2 sections:

**Section A:** The candidates were required to gloss an official letter writing of about **220** words, **Section B:** The candidates understanding of KSL Grammar and language use for various purposes was tested. It was noted that the use of KSL for leisure was well done as candidates exhibited a good mastery of elements of signs (hand shape, movement and place of articulation) and were able to correctly use the information and sign given to fill the crossword puzzle correctly. This paper carries a maximum of **25** marks.

#### **Weaknesses**

Candidates work exhibited poor use of language in functional and creative writing. Many spelling and punctuation mistakes were noted and a strong interference from the English Language use of punctuation. Candidates found it hard to use KSL grammatical structures in new situations such as the official letter writing task.

#### **Advice to teachers**

Expose candidates to more language use practice especially for functional and creative writing purposes.

### 3.6.2 KSL Paper 1 (504/1) Receptive Signing skills

This paper assesses the candidate's ability to receive signed information and respond to the questions in writing. It comprises of signed stories, signed sentences and concepts and finger-spelt words. Time for candidates to answer the questions has been provided for in the Examination DVD. This paper carries a maximum of **35** Marks.

#### **Weaknesses**

It was observed that candidates exhibited poor receptive skills when responding to comprehension questions. Candidates made numerous spelling mistakes when rewriting fingerspelt words. They exhibited poor use of punctuation marks when rewriting signed sentences and thus distorting meaning in KSL. They also lacked sound knowledge of sign language variations used in the signed story.

#### **Advice to teachers**

Expose the learners to a wide variety of signed information to enhance their Receptive Signing skills. Explain the use of facial expressions, manual and non manual markers and pause in punctuating glossed work. Improve the learner's ability to decode fingerspelt work through practice so as to improve on the learner's receptive skills.