## 4.0 THE YEAR 2014 KCSE EXAMINATION MARKING SCHEMES

## 4.1 ENGLISH (101)

### 4.1.1 English Paper 1 (101/1)

1. Award marks as follows:

- **Format** - **(5 marks)**

  This is a friendly letter

  | | |
  |---|---|
  | Address | (1 mark) |
  | Date | (1 mark) |
  | Salutation | (1 mark) |
  | Closing | (1 mark) |
  | Name | ( 1 mark) |

  - If four of the items are wrong deduct. 2 marks
  - Deduct upto 3 marks for mixed format.

- **Content** - (8 marks)

  – greetings.
  – expressing thanks.
  – describing the most memorable experiences - at least 3 experiences. No marks for merely mentioning. Award for vivid and interesting description.
  - If the writer is the one being visited deduct 2 marks for irrelevancy.

- **Language use and mechanics of writing** (7 marks)

  – correctness of expression
  – word choice (diction)
  – variety of vocabulary and sentence structure
  – spelling
  – punctuation
  – paragraphing

2.

1. look
2. path/track
3. early/initial
4. its
5. in
6. it
7. divide/sub-divide
8. and
9. further
10. suitable

3. (a) (i)
- The beginning - Once upon a time.
- repetition - e.g. searched and searched, danced and danced, Mother nature, big, big.
- conversational words - e.g. now, well/dialogue/contracting/direct address.
- use of a proverb - a man is truly dead when he is not remembered.
- use of a song - Mother nature ... my people.
- reference to magical powers/fantasy.
- Timelessness - once upon a time.
- Hyperbole - scratching heads like children.
- Use of ideophone - patapata.

(Any 4 well illustrated points for 4 marks each, no mark if an illustration is not given)

(ii) – a hand motion that sweeps over the whole audience. (1 mark)
- an outward opening of arms.

(iii) – Alliteration in - mother nature, may my arrow find much meat. Sound /m/ is repeated. (2 marks)

(iv) pata pata

(b) aunt, ewe, hear, four/fore, ate, daze. (6 marks)

(c)
Malusu: Omenda ... <u>tomorrow</u> - falling
Omenda: <u>Tomorrow</u> - rising - falling
Malusu: <u>forget</u> - falling. <u>You</u> - rising
Omenda: I'm ... <u>did</u>. - falling (5 marks)

(d)
- Name of the classmate (mandatory)
- Time of the incident (mandatory)
- Details of the car i.e., any detail about the car e.g. registration/colour/make/occupants. Both the student and the car must be described. (mandatory)

(3 marks)

(e)
Mark: Martha, I would like to invite you to a football game at Kasarani Stadium tomorrow afternoon.

Martha: **Thank you but I'm not a football fan.** (1 mark)

Mark: Oh. Why is it that many girls are not football fans? Anyway, even if you don't enjoy the game, you might enjoy my company.

Martha: **I always enjoy your company.** (1 mark)

Mark: Thank you. That is nice of you to say. So, is it a deal then?

Martha: **Yes, but on one condition.** (1 mark)

Mark: And what condition is that?

Martha: **That we watch a movie after the football game.** (1 mark)

Mark: But I don't like watching movies. I find them so boring! (1 mark)

Martha: Boring? In that case, **I won't accompany you to the game.** (1 mark)

Mark: Wait. Wait. **I'm very sorry for being selfish.** (1 mark)

Martha: I don't think you're being selfish; all the same, I accept your apology.

Mark: **Thank you.** I agree with your suggestion. A football game followed by a movie it shall be. (1 mark)

### 4.1.2 English Paper 2 (101/2)

1. (a) Because they offer the human race many irreplaceable resources/ leads to animals and plants extinction. (2 marks)

(b) - Rainforests get their name from the fact that they receive very high rainfall which averages 80 inches a year.
- Creates dense, lush vegetation. (2 marks)

(c) So close together are the huge evergreen trees that their branches overlap and form an enormous towering canopy. (1 mark)

(d) - Rare compounds used by pharmaceutical companies will be lost.

- If these forests are destroyed, this research will not be possible and we may never find a cure for cancer / possibility of further medical discoveries will be hindered.

- This will adversely affect the sufferers of Parkinson's disease and mental conditions.
(expect all the 3 points, 1 mark each)

(e) - Civilization is supposed to build, rather than destroy.

- It is used ironically/it means the oposite/it is sarcastic (expect an explanation) eg. cililization is supposed to better life rather than destroy.

(f) **Sample summary**

The greenhouse effect causes global warming (1) which could subsequently lead to the submerging of coastal regions / islands. (1) It also disrupts rainfall patterns / brings long dry spells, making former agricultural areas deserts. (1) This results in famine. (1)

(32 Words) (4 marks)

- Allow a maximum of 40 words. Answer must be in continuous prose, if not deduct 50% of candidate's score.

(g) The pressure is about the demand for more human settlement, (1) fuel and raw materials such as wood (1) and for cultivation (1). (any 2 1 mark each)

(h) (i) deprive - deny/disposess/rob/strip
(ii) detriment - harm/damage/ destruction/disadvantage
(iii) contending with - dealing with/ grappling with/ struggling with/ combating/ striving with/ facing.
(iv) Stand up to be counted - make up your mind to support/ make your decision to join the struggle to (conserve rain forests)/ be part of the solution.

(4 marks)

2. **Compulsory Novel.**

Margaret Ogolla, **The River and the Source**

(a) - Convinced Maria to accept Mark Antony Oloo as an aspiring suitor.
- Organized for the invitation/invited male relatives according to chik/traditions.
- She did the actual preparations for the day ie. food and drinks.

(2 marks)

(b) - Nostalgic / fond memories.
- This day reminds Akoko of her own betrothal to Owuor Kembo.

(identification - 2 marks, illustration 1 mark, illustration without identification - 0)

(c) - Christianity was not so strange because the Christian God could be compared to Were. (1) Just as the people here had traditionally paid reverence to Were, Christianity teaches that people ought to stand in awe of God. (1) Were provides guidance to the people and Christians believe that their God does too. (1) (3 marks)

OR

- Complete quote from: "A stones throw away ------ guided the people." (2 marks)
  Penalize lifting.

(d) The narrator says that the school is "the place of learning without which one was as a blind man in a strange house." (2) The narrator implies that education brings enlightenment and broadens a person's perspective. (2)

(any one point = 2 marks)

(e) - Oloo is eager to make a lasting impression/ man of style/dressed to impress. His attire is ostentatious/dashing. He has also managed to blend tradition with modernity. Discerning/shrewd.
- He is ignorant of some traditional practices (like making prior inquiries about the girl's background).
- Oloo also respects tradition (because he involves his family in the marriage negotiations).
- He is learned.
- He was a soldier/fought whiteman in distant land/widely travelled.
- He is clerk.
- He earns a good salary/hard working.
- He is of light complexion.
- He is reasonable.
- Luo from Seme.
- Descedant of Nyagudi Kogambi.
- He has no father.
- He is responsible.

(5 marks)

(f) It should be established that a girl is of good character and that she comes from a respectable family. It must also be made clear whether or not there is a blood relation between the man and the woman. (3 marks)

(g) - Oloo's uncle wants to make it clear that his nephew is beyond reproach/blameless/ good character. His objective is to convince the girl's family that she is lucky to be chosen as Oloo's future wife because he has good education and a good job and can therefore adequately provide for her/ to give assurance that their girl will be taken care of.
- To impress the prospective in-laws.
- To reveal what the spy would have told them.
- To apologize/create rapport/create understanding between the two familes.

(3 marks)

(h) Not only was their daughter a prize and a beacon, but she was also a source of pride for the entire clan. (1 mark)

(i) (i) Unheeding ..... insensitive/ deaf/showing disregard/blind. (1 mark)

(ii) Intriguing ..... puzzling/ mysterious/fascinating/interesting/ charming. (1 mark)

(iii) Parochial ..... narrow-minded/ ignorant/conservative (1 mark)

(**3 marks**)

3. (a) The singers are unmarried people, most likely girls. This is because they focus on the things that unmarried girls enjoy./ It is sang by married women because they are the ones who know what responsibilities and restrictions a married woman faces.
- Sisters/brothers, "Oh my sister", "Daughter of my mother".

(3 marks)

(b)
- Repetition - in all the stanzas, lines two, three and four are very similar. Stanzas four and five basically repeat what is in the earlier stanzas. "from this day". (expect a quote)
- Regular rhythm pattern - the stanzas have five lines each, and the lines are very close in length.
- Structure - organized/it has stanzas - made up of lines.
- Direct address in line 1 of every stanza "Oh my sister, listen!"
- Alliteration, "Have you heard".
- Rhetorical quesetion, "Have you heard".
- Direct translation, "Daughter of my mother".

(any 2 for 2 marks each) = (4 marks)

(c) The society expects married women to:

- Fetch water
- Work on the farm
- Have babies and take care of them
- Not to spend time idling/chatting

(Any 3, 1 mark each) = (3 marks)

(d)
- Communicate the reality of marriage to the bride/educate/ready/advise.
- Entertainment during a wedding
- Communicate the society's expectations to the bride/caution/warm.
- Tease the bride

(Any 2 for 2 marks each) = (4 marks)

(e)
- Laughs/be amused/smile - Perhaps she has done it to many other brides in the past.
- Weep/cry - It brings to realization the seriousness of the step she is taking.
- Act defiantly to mean that what they are saying will not be her experience / she is ready for whatever lies ahead of her.
- Expressing doubt/uncertainity/fear apprehension, "From this day, life will change".

(3 marks)

(f) The 4th stanza summarises ①the significant content in the first three stanzas; ① emphasises/concludes the message of the song. (2 marks)

(g) The phrase "daughter of my mother" is more endearing/shows the closeness between the singers and the bride. (1 mark)

4. (a)
(i) But for the shortage of funds at the time, I would gladly have helped them/ I would have gladly helped them.
(ii) It is such ideas (that) we need.
(iii) The matter has been being looked into by the Board of Governors.
(iv) Mathenge asked his friend how often he went there.

(4 marks)
Comma missing = 0

(b)
(i) Most people prefer playing football to hockey.
(ii) Emachar is the highest paid employee in this company./ Emachar is the most highly paid employee in this company.
(iii) I demand to know what this is.
(iv) The fact that you cannot do it does not mean (that) it is impossible./ The fact that you are not able/unable to do it does not mean it is impossible.
(v) "My name is John Kamau Mwangi," the little boy murmured.

(5 marks)

(c)
(i) Each category of verbs behaves in a different way.
(ii) I wonder why the bell is being rung this early.
(iii) I could not remember the definition of the word.
(iv) The enormity of the crisis was shocking.

(4 marks)
Wrong spelling = 0

(d)
(i) There are some who will try to cause trouble/conflict/disagreements during the meeting.
(ii) Can we stop wasting time on something that is not working/doing the impossible/engaging in futility and instead move on to something more useful?

(2 marks)

### 4.1.3 English Paper 3 (101/3)

Paper 101/3 is intended to test the candidates' 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.

Examiners should not hesitate to use the full range of marks for each essay.

It is important to determine first how each essay communicates and in which category A, B, C or D it fits.

(The marks indicated below are for question one.)

| | |
|---|---|
| **D CLASS** (01 – 05) | The candidate either does not communicate at all or his language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English words he knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors ("Broken English"). |
| D - 01- 02 | Chaotic, little meaning whatsoever. Question paper or some words from it simply copied. |
| D 03 | 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** (06 - 10) | The candidate communicates understandably but only more or less clearly. He 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/her 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, 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 cliches, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling. |

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**B CLASS** (11 - 15) 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. There may be a tendency to under mark such essays. Give credit for tone.

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, but this must not be overpunished by the examiner.

B 13 The sentences are varied but rather simple and 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.

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**A CLASS** (16 - 20) The candidate communicates not only fluently, but attractively, with originality and efficiency. He/She has the ability to make us share his deep feelings, emotions, enthusiasms. He/She expresses himself 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 may lack imagination or originality which usually provide 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 deeply may express itself in a 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 deserves. A very definite spark.

**TABLE OF CATEGORIES**

| CLASS | MARK CATEGORY EACH ESSAY | | | | |
|---|---|---|---|---|---|
| A | A+ | 19 - 20 | C | C+ | 09 - 10 |
| | A | 18 | | C | 08 |
| | A- | 16 - 17 | | C- | 06 - 07 |
| B | B+ | 14 - 15 | D | D+ | 04 - 05 |
| | B | 13 | | D | 03 |
| | B- | 11 - 12 | | D- | 00 - 02 |

MARKING SYMBOLS

1 The main signs indicate three degrees of seriousness of error.

(a) GROSS ERROR OMISSION FOR CONSTRUCTION IN MARGIN



(b) MINOR ERROR OMISSION MINOR CONSTRUCTION ERROR



(c) MINOR OR POSSIBLE ERROR



This sign in the margin is used only when a construction error affects more than one line.

I The following symbols may also be used

FAULTY PARAGRAPHING

//

REPETITION - (of words) a circle around the word

R. - (of ideas) usually in the margin

ILLEGIBILITY

ILL

VAGUENESS obscure/vague (in margin)

V Obsc.

WRONG WORD ORDER Underline once and write W.O. in margin

WO

ILLOGICAL or CONTRADICTORY ILL (in margin)

BROKEN ENGLISH when the candidate fails to communicate BR in margin.

BR

FOR PURPOSES OF IDENTIFICATION

COW to indicate that a candidate has cancelled own work.

COW

BRACKETS [ ] indicate a part of a D script that communicates.

* Use an asterisk to indicate an item or a sentence that the rubrics indicate should be used.

II TO INDICATE AN ITEM OF MERIT use a tick (√) either above a word or in the margin for the whole sentence.

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GROSS ERRORS

(a) Almost any error of agreement
(b) Serious tense error
(c) Errors of elementary vocabulary: spelling and misuse
(d) Punctuation errors or missing punctuation which causes serious lack of communication.
(e) Elementary errors of sentence construction.
(f) Ridiculous use of idiom that affects communication.
(g) Misuse of common prepositions
(h) Misuse of capital letters - Use CAPS underline the first page and use CAPS on subsequent pages where the mistake persists.
(i) Contracted forms except in dialogue.

## MARKING NORMAL SCRIPTS

(a) Decide on the degree of communication achieved, A - D
(b) After underlining decide on the mark category
(c) Allocate a numerical mark to the essay.

PROBLEM SCRIPTS

All problem scripts must be marked by the examiner and then sent to the Team Leader with comments.

1. IRRELEVANCY

(a) Consistent distortion of question, evasion of question, writing on a totally different subject with a clumsy attempt at connecting the essay to the subject given, inclusion of memorised passages, etc.

(b) The question is given an unacceptable or questionable interpretation.

(c) Essays contain long, semi-relevant digressions or lack coherence.

ACTION

The examiner marks the essay, gives a linguistic mark and comments on the nature of the irrelevancy. The essay is then passed over to the team leader who judges whether the irrelevancy should be judged as a deliberate attempt to deceive or should be attributed to the candidate's poor understanding of the subject. Deduct up to 4 marks for irrelevancy in the essay. If dishonesty is suspected, the Chief Examiner should be informed. Any deduction of 3 marks or more should be referred to the Chief Examiner.

2. CONTRAVENTION OF RUBRIC

Since the rubrics may change from year to year, the POINTS OF INTERPRETATION that are part of this MARKING SCHEME must be consulted and adhered to faithfully. Here are some general rules that usually apply.

3. SCRIPTS THAT DO NOT COMMUNICATE (Broken language)

(a) Decide on the category D+ D or D-.
(b) Mark the errors on the whole essay.
(c) Team leaders should look at a good number of those scripts and ensure that the mark given is fair.

4. BREVITY

It should be remembered that the main quality of an essay is how effectively it communicates. If an essay looks too short, the examiner should take the time to count the exact number of words.

If more than 450 words **AD** 2 marks.

KENYAN ENGLISH

A good number of words and expressions are understood and currently used by all Kenyans. They can be used in essays without any need for quotation marks or explanations. We can include among those:

panga, rungu, shamba, murram, matatu
wananchi, ugali, madarasa, harambee, matoke
maendeleo ya Wanawake, salaam, ayah, askari
debe, duka, Nyayo, boma, sukumawiki, goat party, manyatta, magendo.

AMERICAN SPELLING

Although "English" spelling is more common than "American" spelling in Kenya, examiners should accept both spellings and no penalty should be given for such variations. Penalize for lack of consistency in usage of either.

**POINTS OF INTERPRETATION: CREATIVE COMPOSITIONS**

1. (a) Must be a **story.** If **not** deduct 4 marks **AD.** Must begin with the given sentence. If **not** deduct 2 marks **AD**. Should be a vivid and sustained account of the crime scene and the events leading to/following it.

(b) Must be a **story**. If not deduct 4 marks **AD**. The story must be illustrative of the saying. The saying is often used to advise that a person's first responsibility is for the needs of their own family and friends. It can also be used as an instruction to being generous: It intimates that being a loving person in the home leads to being a loving person out in the world.

**MARKING SCHEME FOR ESSAYS BASED ON SET TEXTS**

**2 Compulsory set text**

**Introduction**

We have known mothers who abandon or even kill their children, their biological children. We also know of mothers whose children are adopted, and who are well taken care of/ so as we see in The Caucasian Chalk Circle, the real challenge is in being motherly. Natella Abashwili is the biological mother of Michael but she does not act in a manner befitting a mother. In contrast, Grusha puts Michael's needs before her own.

(accept any other relevant introduction = 2 marks)

**Illustrations**

- M1 Abandoned child: Natella Abashwili, the biological mother of the child Michael, is preoccupied with her clothes. She keeps asking for them and in the process she forgets about her child. she leaves him behind.

  Grusha sees the abandoned child and decides to take him along. It is a great risk, but she is determined. pgs 24, 25, 26, 27, 28, 29, 92, 97.

- Milk - figurative/ literal: Grusha doesn't have enough money to buy milk for Michael. The old man she approaches for milk asks for three piastres, an amount Grusha cannot afford. In her desperation, Grusha gives her dry breast for the child to suckle. Later she renegotiates with the old man and pays two piastres. This is evidence of Grusha's motherliness although she is not the biological mother. A mother usually breastfeeds a child.

- Rotten bridge: Grusha crosses a rotten bridge with the child. She is warned against this by people who cannot take such a risk. But Grusha is emotionally tied to this child, and must cross with him. Pgs 40, 41, 42, 43.

- The door step: Grusha reluctantly leaves this child at the doorstep of the peasant Woman. But she rushes back when she meets Ironshirts who are looking for the child with the intention of killing him. The Peasant woman betrays her and when the corporal is about to snatch the child, Grusha hits him on the head with a log. The corporal collapses, and Grusha then escapes with the child. Grusha goes out of her way to provide shelter and protection (though she is not the biological mother) for a child that is not hers. Pgs 34 - 35 - 36, 37, 38, 39.

- Adoption: Grusha then decides to adopt the child and to dress him in rags to disguise his class identity. Pgs 39, 44 - 47, 98.

- Inheritance: The biological mother resurfaces later and demands her child. She does not even thank Grusha for having taken care of him. But her real concern is that it is Michael, the son, to inherit his father's wealth. Without her son, she is propertyless. Again the biological mother is not motherly. Pgs 18, 19, 85, 92, 97.

- The chalk circle: It is at this point that judge Azdak comes up with the ingenious way of determining who takes the child. It is the chalk circle in which the child is placed. The two women are asked to pull the child in opposite directions. The one who pulls the child to her takes the child, or so the trick has it. The biological mother takes the bait. Grusha refuses to pull the child because she doesn't want to hurt him. Judge Azdak then rules in favour of the motherly Grusha. Pgs 97 - 99, 90 - 94, 95 - 96 (background 63 - 67).

- Jussup: Grusha opts to marry a dying man, Jussup, even at the expense of her betrothal to Simon whom she loves, to give the child identity and a shelter. Pgs 44-7, 48, 49, 50, 51, 53, 54, 60, 61, 93.

**Conclusion**

We can see from the above that being motherly is what counts. The drama of The Caucacian Chalk Circle is therefore a parable that proves that it takes more than biological motherhood to be motherly. And children should be given to the motherly.

(Accept any other valid conclusion = 2 marks)
Accept any 4 developed points (expect contrast) = (12 marks)
Grammar and presentation = 4 marks

**3 Optional Set Text**

**(a) The Short Story**

**Introduction**

When HIV/AIDS was first discovered in the 1980s, it was viewed with utter dread. Those infected were shunned and were expected to die painfully sooner rather than later. However, with increasing knowledge about the disease over the years, things have drastically improved. The infected who live positively are able to lead relatively healthy lives for a long time. Steve in *When the Son Goes Down* is such an example of one who has lived long for he lives positively.

(Accept any other relevant introduction = 2 marks)

**Illustrations**

- Balanced diet: An infected person can remain relatively healthy if he or she eats a balanced diet at all times. Steve, in the story, prepares a meal of rice, "Kunde," lentils, spinach and fried liver. He urges Maureen to eat the meal if she is to hold her health. Pgs 25, 26.

- Medication: To avoid pre-mature death, it is imperative that one faithfully takes the drugs prescribed for the condition. The doctor warns Maureen that it is dangerous to stop taking drugs. The fact that she does, hastens her death. Pgs 22, 26, 28, 29.

- Positive attitude: Fighting the disease begins in the mind. A positive attitude is therefore very important. Maureen dies early because she has lost hope. On the contrary, Steve believes he can beat the disease. He tried to enlist the help of his family and friends in doing so. Pgs 18, 19, 20, 22, 23, 26, 30.
- Stigma: To live long, one must rise above the stigma associated with the disease. Steve

says he does not care what people are saying about him and his family. When Kanja refuses to take the glass of juice offered him for fear of being infected, Steve shares it with his son. This action is meant to show that sharing food and drink does not spread the infection. Maureen allows herself to be devastated by what others say about her and this severely compromises her health. Pgs 13 - 14, 16, 17, 20, 21, 22, 29.

- Status acceptance: Disclosing one's status is also helpful for it means that one is no longer in denial and can therefore fight the disease. Steve admits to Kanja that he is HIV positive and so is Maureen. Pgs 16, 17, 18.

- Self blame: Lastly, one should not be weighed down by feelings of guilt and self-blame. Maureen blames herself for having infected Steve and feels she does not deserve to live. This becomes her undoing. Steve does not hold Maureen responsible for his condition, thus avoiding feelings of bitterness. pgs 19, 21, 26, 27, 28.

- Love: One neets to love and be loved. Steve loves Maureen and this fulfils him. He says she lit the sun in his life and made him realize that family, business and friends are all vanity. He asserts to Kanja she is his friend and he is happy about it, that beauty is the promise of happiness and this is what she provided in his life. Pgs 14 - 16, 23, 25, 27.

**Conclusion**

It is indeed true that being infected with HIV/AIDS is not a death sentence. Steve proves that this is true by coming to terms with his condition and living positively with it by taking his drugs, eating a balanced diet and looking forward to a bright future.

(Accept any other valid conclusion = 2 marks)
Accept any 4 developed points = (12 marks)
Grammar and presentation = 4 marks

**(b) The play**

**Introduction**

- People go on strike because of dissatisfaction with situations at work, at school or generally in the society.
- Sometimes people get what they are asking for, sometimes they don't get it.
- Strikes have both negative and positive effects.

(Accept any other relevant introduction = 2 marks)

**Illustrations**

**Negative effects**

- Loss of life: in the play Adika is killed during the strike. This leads Jusper, his brother, to kill the sub-chief brother Chagaga. His parents Doga and Nina are also killed. Pgs 4, 5, 6, 7, 9, 11, 12, 20, 33, 60.

- Untold suffering that can lead to psychological ailments: Because of the effects of the strike in the play, Jusper is mentally confused. Even when he kills the sub-chief brother he is in a state of confusion and that is why he turns himself in. Mosese too and Doga and Nina. Pgs 4, 5, 6, 7, 32, 1 - 4, 6, 9, 18, 30, 31 (Mosese).

- Imprisonment: Those arrested by the police are put in jail - Jusper, Jere and Mosese end up in prison as a result of the students' strike. Jusper pgs 45, 20 Jere 15 - 16, 22 - 23, 24, 35, Mosese 24, 67.

- Strained relationship with authorities: Because of the strike university students in the play, are viewed as rebels who are not to be trusted. Pgs 15, 38, 65, 66, 67, 68.

- Impunity: Leads to impunity on the part of the authority. Boss orders for 300 more expartriates. Doga and Nina are murdered, Regina beaten, Mosese framed. Pgs 25, 28 - 29, 60, 68

**Positive Effects**

- Brings people together / unites people for a common cause: The students are united against corruption, and their lecturer remains firm in spite of the suffering in prison. Mosese and Jere come together in acting the play. Pgs 24 - 25, 26, 64.

- Change: At times the striking group achieves their objective and change is brought to the society. In the end Jusper and Mosese succeed in revealing Mulili's true character and killing him. Pgs 64 - 75.

  Strikes can act as a check against extreme policies or practices.

- Enlightment: Strikes are eye-openers, giving enlightenment, (e.g. Jere is enlightened). Jere 13 - 15. Mosese 64.

**Conclusion**

Strikes may bring about desired change, but the negative effects could be devastating as illustrated by what happens in *"Betrayal in the City"*.

(Accept any other valid conclusion = 2 marks)

Accept any 4 developed points. (expect both negative and positive effects) = (12 marks)

Grammar and presentation = 4 marks

**(c) The Novel**

**Introduction**:

In some communities in Kenya and indeed all over the world, women and girls are treated differently and unequally compared to men and boys. This unequal treatment arises from beliefs to the effect that women and girls are inferior to men and boys.

(Accept any other relevant introduction = 2 marks)

Generally, women and girls, are assigned roles and responsibilities that are mundane and largely related to housekeeping.

- Leadership: Koro Apirana, the leader of the Maori people in the novel, cannot reconcile his traditional beliefs about leadership with the birth of Kahutia Te Rangi. (p.12, 10, 26, 64)

- Royal bloodlines: Koro tries to get three sons from royal bloodlines so as not to pass the mantle of knowledge to his great granddaughter. (p.36) Kahu loves Koro irrevocably but she doesn't receive much love from him. Kahu overlooked despite having royal/blood since a girl. Pgs. 25, 36, 37, 64.

- The classes: Girls are excluded from the classes that Koro convenes to teach young people important aspects of Maori culture. (p.26, 27, 28, 30, 32 - 33, 41, 68, 69, 70-73)

- Fishing: Similarly, women are excluded from fishing activities because such activities are considered to be sacred. (p.32, 38, 73). The sea is considered to be sacred/man is sacred but woman is not.

- Naming: Koro is opposed to the decision to name a girl after the founder of the tribe simply because she is a girl. ‘... felt that naming a girl-child after the founder of the tribe was belittling Kahutia Terangi's prestige.’ (p.14, 15, 22, 23)

- Outsider: Culturally women are considered considered "outsider" in the family, and indeed she always reminds Koro Apirana of his biases against girls and women. Pgs 10, 15, 63, 64, 65, 98, 120.

- Whales: Traditions demand that sacred work like that of communicating and returning the whales to the sea should be done by men. Pgs 91, 98, 101, 102, 104, 105.

**Conclusion**

- The Maori Society which Witi Ihimaera writes about is male centred, and women are discriminated against because of their gender.

(Accept any other valid conclusion = 2 marks)
Accept any 4 developed points = (12 marks)
Grammar and presentation = 4 marks