ANALYSIS OF 101/1/2/3

These papers are intended to test the candidates' ability to communicate in writing.

Communication is established at different levels of;

- Intelligibility
- Correctness
- Accuracy
- Fluency
- Pleasantness
- Originality

The linguistic competence shown by the candidate carries most marks.

Paper one [101/1]

This paper is made of three questions. They are:

1. Functional writing(20mks)

Here much attention is given to the format, tone and ability to follow instructions.

-Format – layout or form

-Language – formal or informal

Passive or active voice –e.g. Report [passive]

-Grammar – tenses, punctuation, agreement, sentences construction and spelling.

Tested areas include:

1. Letters

2. Report writing

3. Notice of the meeting, agenda and minutes

4. Speech

5. Notice

6. Advertisement

7. Synopsis

8. Book review

9. C.V

10. Thank you note

11. Condolence notes

12. Recipes

13. Posters

14. E-mail

15. Diaries

16. Journals

17. Filling of forms

18. Memo

19. Autobiographies

20. Biographies

2. <u>Close test(10mks)</u>

Candidates are required to provide words that have been omitted from sentences. A student should be conversant with the nine parts of speech. This enables him/her know the specific word needed in the cloze test.

3. Oral skills (30mks)

1. Speaking and listening
2. Verbal and non-verbal cues
3. Pronunciation-homophones, homonyms
4. Silent letters in words
5. Stress and intonation
6. Poetry/oral poems -Sound patterns

- Effectiveness of these sound patterns

-Performance-line
-word(s)
-Rhyme (rhyming words),
-Rhyme scheme
-how to say a given line in poetry
-words to stress in a line of poetry and why

7. Public delivery
8. Etiquette -turn taking
9. Negotiation skills
10. How to interrupt courteously

11. How to pay attention
12. Completing a dialogue/ conversation
13. Telephone conversation
14. Oral literature - if performing this narrative how would you say -words
-lines
-what will you do for effective delivery of the narrative
-identify, features, functions
-for riddles and proverbs, can a student give some from his/her community
-Language changes in tongue twisters- what is lost?
-How to deal with fear and anxiety before any presentation
15. Giving directions

16. Interviews – what to do before and during the interview
17. Fieldwork
18. Techniques of storytelling / performance techniques
19. How to know if the audience is involved in a story
20. Qualities of a good story teller

Paper two 101/2

This paper has four compulsory questions. They are:

1. Comprehension
2. Literary appreciation
3. Poetry / oral literature
4. Grammar

Questions one, two and three requirea student to read and understand given texts.

He or she therefore needs to know the message being communicated, characters and their traits and the style employed.

Question one - there is a passage given,

-read at least three times

Question two – read and understand the compulsory set books.

-One should be in a position to:

1. Place an excerpt into its immediate context
2. Give character traits of the characters within the excerpt or outside the excerpt.
3. Give the various themes in the book and specifically those evident in the text.
4. Identify the aspects of style used in the excerpt and book at large

Question three – (***a) oral literature***

A thorough understanding of the narrative is necessary before attempting the questions. A student should therefore know how to identify the:

1. Target audience
2. Types of narratives
3. Features of narrative
4. Functions of narratives
5. Characteristics of a specific oral narrative
6. Economic activities of the community
7. Social activities of the community
8. Character and character traits
9. Themes in the narrative
10. Lesson one learns from the narrative (can summarize using a proverb)
11. Grammar and Literally styles

(b)Poetry

- Persona

-Subject matter/theme (what the poem is about)

-Stylistic devices used / literally devices

-Meaning of the words and lines in the poem

-Attitude, tone and mood

A STUDENT'S TOOL IN THE APPROACH OF ENGLISH EXAMINATIONS IN K.C.S.E
-Economic and social activities

Question four – grammar

Paper three 101/3

In essence, this paper tests among others:

1. Ability to communicate fluently in English
2. Linguistic competence
3. Levels of intelligence, accuracy, pleasantness, originality and correctness
4. Right spellings and punctuation
5. Proper presentation and punctuation
6. Ability to write clear and correct clear sentences and organize ideas in a logical sequence
7. Creativity - key

The paper has three questions with a total of six questions but a student only answers three.

1. *QUESTION ONE*

A STUDENT'S TOOL IN THE APPROACH OF ENGLISH EXAMINATIONS IN K.C.S.E

A student is expected to write an account of events (story) that takes any amount of time :one day, one hour ,a year e.t.c

In order to tell a story, you need three basic elements namely:

1. Conflict - a story with no direction is hard to follow. Establish the conflict early enough. It can be good vs evil, man vs nature or man vs self.

2. Climax – you cannot establish a conflict and then let the story stagnate. For a good story, you have to develop the problem and characters who are bound up in it. The climax is the emotional high point of the story, when events are at their most intense. The reader should be emotionally involved in the story and should be kept wanting more.

3. Resolution – Ensure that your conflict is has a resolution. It does not have to be positive. How does your story wrap up and what can the reader learn from the story.

In short, a student must present a problem the characters must contend with, work the problem up to a peak and then offer a fitting resolution.

A student is supposed to write one composition from the two that are given

The compositions tested here are:

a) <u>Beginning</u>

A student can be given a beginning and is therefore supposed to continue writing using his/her own words. The words used should relate with those that have been used as a 'starter'.

What is then expected of a student?

-he/she must write a story.
-must begin with the sentence given.
-must present a credible scererio emanating from the sentence given. The sentence given should lead/guide the student.

KCSE2007 - When I left home that bright Sunday afternoon, I did not realise that the events of the next few days would completely change my life.

- As I walked towards our gate holding the brown envelop the principal had given me, I wondered how I would face my father …….

- "You will serve as an example to the rest of the students in school," the principal shouted as he pushed me to the office.

KCSE 2014 – When we arrived at the crime scene……there must be a sustained account of the crime scene and the events following it.

b) Ending

-must be a story
-must end with the sentence given
-must present a credible scenario suggested by and leading to the ending sending given.

KCSE 2006..

……. It then dawned on me that perhaps this is why I had to be born."

Explanation: the narrator should outline what had landed him/her in the situation they find themselves in and what has occasioned the realization and change of attitude.

NB/ the beginning or ending statement often referred to as rubric must be used as instructed and if not, 2 marks are deducted.

c) Sayings

We also refer to them as proverbs. They are often short and rich in folklore.

Students are expected to write a story to illustrate the saying. The story must naturally lead to or emanate from the saying.

Examples

KCSE 2009

-"truth will always set you free."

Bring a story to show how truth or truthfulness releases one from guilty or can relieve one from guilt or how lying and being deceitful can.

- Write a composition illustrating the saying, "honesty is the best policy. "

-"people who live in glass house should not throw stones."

Explanation: is applied in the situation in which a person criticizes others when they also have faults that others can hit back at. It warns us to be considerate and sympathetic and not quick to criticize or accuse others test we get confronted with our short falls. If we glorify in killing the reputations of others, we should be prepared for ours also to be assaulted.

-"A stitch in time saves nine."

Must be a story and should illustrate a situation in which timely intervention saves the day. The situation could be a crack in a building, flying in bad weather etc.

It is accepted if we write on situations gone awry/bad/crooked because quick action is not taken.

-"Charity begins at home"

A story in which the saying is used to advise that a person's first responsibility is for the needs of family and friends. It can also be used as an instruction to being generous; it intimate that being a loving person in the home leads to being a loving person out in the world.

-"Experience is the best teacher,"

Must be a story to show how the candidate or the persona has had to learn through the hard school of experience.

-"You reap what you sow"

The saying is often used to indicate that actions have consequences, actions or deeds of a person repay him/her in kind. Thus, one will eventually have to face up to the consequences of his/her actions.

d) Argumentative essay / discursive essay

This is an essay on a subject in which different people hold different opinions.

A student should take a position and provide reasons and evidence. The aim here is to persuade the reader.

The essay then must have an introduction, a body and a conclusion where the student will restate his/her stand.

A student therefore uses reason and argument to bring his/her stand.

1. "Both boys and girls have equal rights to their parents inheritance." Write a composition supporting or opposing this statement.
   Indicate whether you are supporting or opposing the proposition and proceed to give points for your position / stand.
   If a student discusses both sides, he/she must in the end take a stand. If no stand is taken, then this can be treated as a minor irrelevancy and can be penalized up to 2 marks A.D

e) Expository essays/ explanatory essays

The word comes from "expose" so, a student needs to investigate, evaluate the evidence and elaborate the idea. This composition should be made of three part i.e. the introduction, body and conclusion.

Take an example of- pollution, let the reader know what pollution is, types of pollution and causes and perhaps the effects.

-discipline

-Write a composition explaining what should be done to reduce indiscipline in schools.

-Write a composition agreeing or disagreeing with the statement,"A good name is better than riches".

-Write a composition explaining how young people can overcome tribalism in Kenya.

f) Descriptive composition / essay

-Imagine that a friend has invited you to an occasion. Initially you were reluctant to attend but a sibling persuaded you to go and you really enjoyed yourself. Describe what the occasion was and why you felt so fulfilled.

-Must be a description of an occasion (if not 4 marks deducted A.D)
-Candidate must document what it was that was so fulfilling.
-Must be a personal account detailing the candidate's participation.
-The persuasion should also come out.

Irrelevancy

Consistent distortion of the question evasion of the question, writing on a totally different subject with a clumsy attempt at connecting the essay to the subject given, or even writing a memorized passage.

A linguistic mark is awarded though the composition often lacks coherence and then 4 marks are deducted automatically.

A GOOD COMPOSITION

When writing a composition, other than communicating we need to captured or enhance the interest of the reader (in this case the examiner).

How do we do this?

a) Vary your sentences –simple, compound and complex

b)Vivid descriptions

c)Employ suspense

d) Have a captivating opening / introduction

e) Choose a good title (not compulsory)

f) Use a rich vocabulary. Words used properly are awarded and whole sentences that appeal are awarded. The more they are, the better your work appears but do not over use.

g) Use language creatively, including effective use of language and adhering to the rules of grammar.

h) Punctuate your work properly

I) Avoid simple spelling mistake

j) Be relevant to the question

k) Develop your paragraphs well – paragraphing should be in a balanced way. Faulty paragraphs are penalized.

l) Write legibly and neatly

m) Be Creative.

Length – a good essay should be one and a half pages.

Planning

Planning before writing a composition is also very important. Put down the main ideas and develop them in different paragraphs.

If it is an argumentative essay / composition, put down the pros and cons in different columns then compare, take a stand.

Put down the main ideas and develop them in different paragraphs. If it is an argumentative essay or composition, have the pros and cons in different columns then compare. Take a stand and bring it in a clear way.

Language selection

1. Kenyan English –some words have been used and are now taken as English words though in real sense they are not. E.g.

- Panga
- Rungu
- Maendeleo
- Duka
- Sukuma
- Boma
- Askari
- Nyayo etc.

2. Both American and British spellings are accepted but a student needs to be consistent i.e. stick to one. A student can be penalized for lack of consistency in usage of either.

ERRORS THAT ARE CONSIDERED GROSS

1. Errors of agreement.
2. Serious tense errors.
3. Spelling.
4. Punctuation errors or missing punctuation marks which cause serious lack of communication.
5. Ridiculous use of idioms that affect communication.
6. Misuse of common prepositions.
7. Use of numerical.
8. Splitting and compounding of words.
9. Use of contracted forms (only accepted in a dialogue).

NB - Since the question tests a student's ability to be creative, a student is advised to choose the question to attempt wisely bearing in mind that in a discursive composition, the creativity of the writer is going to be limited. More of what is going to be written is factual, rather than fictitious/imaginative. Such questions will limit the candidates as he/she expresses freely. Remember, it is creativity that carries the day. Beginning, ending,descripive and sayings tend to be good in showing the creativity in a student.

QUESTIONS TWO AND THREE

Communication is key here. A student therefore needs to understand the question given, interpret it and then give answers in an essay form with illustrations or examples from the set book. The illustrations are examples from the book that support the answer given.

A good essay comprises of three parts namely:

1. Introduction
2. Body
3. Conclusion

A STUDENT'S TOOL IN THE APPROACH OF ENGLISH EXAMINATIONS IN K.C.S.E
Students are awarded marks as below:

1. Introduction-2 marks
2. Body- 12 marks (3 marks for each paragraph)
3. Conclusion – 2 marks
4. Language – 4 marks (what a student scores in the body determines the marks to be awarded for language)

1.INTRODUCTION

A good introduction indicates that you have understood the question. There are three types of introductions that a student can use. They are:

1. A general introduction- a student goes out of the set text.
2. A specific introduction- a student sticks to the set text.
3. A general – specific introduction-a student can decide to use both.

All the three introductions are accepted when writing an essay. Students are discouraged from giving definitions of words in the question.

Example 1.
"Lust and greed for power are detrimental to society." Using Bertolt Brecht's The Caucasian Chalk Circle, show the truth in this statement.
Answer:

1. Craving for power is a deep rooted vice in society. Most leaders worldwide have exhibited lust and greed for power and this has consequently led to regrettable ends. A number of instances have been cited in the play.

This is a general introduction where the student has gone out of the set book and he/she can go to an extent of giving examples of African nations where leaders have the greed for power.

2. In the play, both the governor and the Fat Prince crave for power due to their greed and lust and in the end there is much that is lost and regrettable for example loss of life and displacement of people since the two do not have the plight of the citizens at heart.

This is a textual introduction whereby the student has gone directly to the set book. A student can go further and infuse the two introductions(general-specific introduction).

Example 2.

"Survival in a patriarchal male dominated society requires a strong-willed character." Justify this statement in close reference to Akoko as portrayed in The River and The Source by Margaret Ogolla.

1. In the society we live in, men tend to dominate or control everything right from our families to leadership positions. For one to survive in such a society more so the female gender, she needs to be self-driven and above all, strong willed.
2. For Akoko to make any impact, she requires self-drive and determination since the society is predominantly male controlled. Right from her childhood she isin a family with many boys and she manages to sail through due to her extra ordinarily different character.

2. THE BODY

The body answers the question and a student is should show that he/she has understood the question by giving the needed points and elaborating each with evidence from the set text.

Each paragraph should have one point that is well illustrated. A student earn marks depending with his/her ability to elaborate a point. If shallow, the lower the marks earned and if well elaborated then the examiner will not hesitate to ward a full range of marks.

If the question has a rider, ensure that the two beats come out clearly in the answer. Here are examples of questions with the rider.

1. "If we fail to to be contented with who we are and what we have, we could end up leading miserable live." Drawing examples from the lives of Otieno Kembo and Becky, write an essay illustrating the truth in this statement. (KCSE 2015)

   The student here should clearly show the contentment and the misery in each paragraph or point in that case.
   E.g. Otieno Kembo is not contented with his wives and that is why he marries one wife after the other and again still desires his brother's wife. He ends up living a miserable life in that he virtually depends on the brother to provide him with everything.

2. Being a biological mother is only a first step: the real moral challenge is to be motherly." Write an essay in response to this statement referring to the roles of NatellaAbashwili and Grusha in the play, <u>The Caucasian Chalk Circle by Bertolt Brecht.</u>

   The student should indicate or show a biological mother whose deeds are indeed not motherly and a person not a biological mother to someone but acts in a motherly way by providing what a biological mother should have.

3. CONCLUSION

This is a summary of what has been written in the body. Astudent should state his/her stand/position or feeling about the topic discussed. A student can use a proverb when doing this.

A candidate can conclude by giving a recap of the main points and should do so by thre use of the phrases;

- To conclude
- In conclusion
- To summarise
- In a nutshell
- In summary