

### MARKING SCHEMES

#### ENGLISH PAPER 1

#### TABLE OF CATEGORIES

CLASS	MARK CATEGORY
A A+	19 - 20
A	18
A-	16 - 17
B B+	14 - 15
B	13
B-	11-12
C C+	09 - 10
C	08
C-	06 - 07
D D+	04 - 05
D	03
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 is the margin is used only when a construction error affects more than one line.

1. 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      vague (in margin)

**V**

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** - No more crossing cos of content

FOR PURPOSES OF IDENTIFICATION

COW to indicate that a candidate has used a pencil to make a correction.

**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 thick tick ( ✓ ) either above a word or in the margin for the whole sentence.

## GROSS ERRORS

- Almost any error of agreement
- Serious tense error
- Errors of elementary vocabulary: spelling and misuse
- Punctuation errors or missing punctuation which causes serious lack of communication.
- Elementary errors of sentence construction
- Ridiculous use of idiom that affects communication
- Misuse of common prepositions
- Misuse of capital letters. Use CAPS underline the first page and use CAPS on subsequent pages where the mistake persists.

## MARKING NORMAL SCRIPT

- Decide on the degree of communication achieved A - D normal
- After underlining decide on the mark category
- 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 - *Arises to more in paper*

- 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.
- The question is given an unacceptable or questionable interpretation.
- 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 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*)

- Decide on the category D+ D or D-
- Mark the errors on the first page of the essay
- Read the other pages, if the essay still does not communicate, draw a diagonal line across each page.
- 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.

### 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, rungus, 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.

### 1. POINTS OF INTERPRETATION

Must be a speech i.e. must have the format of speech including: Addressing the chairperson/master of ceremonies and the officials/patron present.

If quotation marks used or not ignore

If not deduct 4 marks. AD

### SAMPLE SPEECH

The Guest of Honour, (Name)

The Principal, (Name of school)

The Patron, Environmental Club, (Name)      Min 2 pple

The Officials of the Environmental club,

Fellow Colleagues

The Master of Ceremonies, Sir/Accept master of ceremony

### a) INTRODUCTION

***To show why & how or who started the club. • Must come before objectives***

I wish to start by outlining briefly how the E.C idea was born. three of us, \_\_\_\_\_ and I were watching the TV one day and saw a programme showing how the youth in \_\_\_\_\_ were responding to the challenges of environmental degradation in their community. We were challenged and resolved to take the matter up with our Geography teacher, \_\_\_\_\_. He concurred with us and kindly accepted to be patron of the Club we formed to rally the students of this school willing to join us. On the 14th of \_\_\_\_\_ we held the first ad hoc meeting and resolved to form the Club with the thereof us as interim officials. Two other meetings followed before we officially held elections under the supervision of our patron. I was elected Chairperson.

### b) OFFICIALS OF The CLUB - *Names/Designation & functions must be there/Designation both or either*

The following officials were elected to serve with me. Please stand up so that I may introduce you.

\_\_\_\_\_ was elected Organising Secretary, unopposed

\_\_\_\_\_ was elected Secretary.



Thank you. Please take your seats.

## c) OBJECTIVES OF THE CLUB

The Club was formed to undertake the following

- To estimate the members, and through them the entire school and community, on the need to conserve and protect our environment.
- To undertake to clean-up environment.
- To undertake to restore the degraded environment, say by planting trees, garbage removal, prevention of malaria by disposal of ditches and cans where water could collect, etc
- To promote organic production of vegetables in the school farm for sale to staff and local community.
- To undertake environment clean-up activities in the school and local market and community

## MEMBERSHIP

The Club membership is open to all the like minded students desiring to join and create an impact in society, upon payment of a non-refundable fee of Ksh 150.

The Master of Ceremony;

The club, in addition to the routine environmental clean up activities, plans to organize and give talks on environmental issues to the school community; to invite environmentalist to talk to the Club members; to sponsor at least five members to the World environment day celebrations held at the provincial/county headquarters every year.

## CONCLUSION

The master of ceremony,

I wish to end by thanking the Guest of Honour for coming to grace this occasion, the Principal for the support she has given us and the Patron and last but not least the members of Environmental club.

Thank You!

- Quotation mark used or not – ignore
- Consider title and any other relevant information on language

## 2. Cloze Test

- discharged
- lucky/frustrate
- through
- swollen/bruised
- had
- however
- then
- unable
- would
- fact/reality/truth (10 mks)

3. a) eyes/cries      despising/arising  
state/fate      state/gate  
hope/scope      brings/kings  
**Any four pairs = 2 marks)**

(possessed/least = half rhyme. But do not penalise)

- ii) me/more      when/with      with/what  
myself/my      sullen/sings  
thee/than      sweat/such  
hymns/heavens      that/then      scorn/state      featured/friends  
like/lack

**Any two instances = 2 marks**



iii) I would lower my voice and say them at a lower pitch/almost a whisper - with the appropriate, knowing facial expression.

- then the content words e.g like & lark, break & arising

- using an approp gesture - like lifting hands a smile on my face

iv) The last two lines conclude the argument of the poem.

- Therefore, to be read at a higher pitch, with more emphasis, more confidence, more slowly and more deliberately - perhaps with a knowing smile.

- I'd read it at a higher pitch rising intonation with an appropriate gesture. (2 mks)

b) Screeching, screams, bang, crash, groaning, scratch.

NB: Do not score for the idiophone: kru kru kru (4 mks)

c) i) passed / pa'st/

ii) aunt /a'nt/

iii) whole/houl/

iv) watt/wet/

v) mail/mal/

**NB: Do not accept 'ant' (5 marks)**

d) i) pycchology, receipt, coup, psyche, pneumonia, pseudo

ii) Debt, climb, dumb, comb, lamb, tomb, doubt

iii) calm, palm, balm, talk, chalk, qualms, could

iv) hymn, condemn,

v) listen, soften, moisten, ballet, buffer

e) It must be clear what and tense should pay attention to & why

i) proper/clear pronunciations of words - to convey the right/manage

iii) the right volume - projection - to be the right manage

iv) variation of voice - municality/create wood

v) the right gestures accompanying the performance - enhance effective communication/mood

vi) Body posture - show seriousness esp

vii) Proper articulation of words



**ENGLISH PAPER 2**

1. a) Culture shock is the stress/discomfort/sensory overload that a person experiences when he/she arrives in a new culture/environmental/country (2 mks)

b) - food

- language

- varied ways of doing things/shopping/transport system/using the telephone

- social behaviour/customs

- mode of dressing

- seeing new sights

- feeling a different climate (Any three = 3 marks)

c) i) miss the jokes

ii) can't make "small talk"/casual get acquainted conversation

iii) can't shop efficiently (Any two = 2 marks)

d) The person

i) has negative feelings about everything/critical

ii) actively rejects the new culture/suspicious - to see people are unfriendly

- That your landlord is trying to cheat you

iii) irritable/the food is making you sick/stomachaches/headaches/sleeplessness (Expect 3 mks)

e) a) The challenge of making friends

b) difficulty in making 'small talk'/carrying on a conversation

c) difficulty in understanding how language is used/jokes

d) difficulty in shopping/understanding the shopping system (4 mks)

f) You are able to socialize easily/ask for help/learn the language/adapt to news/have a positive attitude towards it conv) Any 2 = 2 mks

g) i) alive - alert/elated/excited/jovial/aware/responsive/rejuvenated/having vigour/spirited

ii) Obsession - something you are crazy about/a preoccupation/an addiction /something you like a lot.

iii) negotiating - communicating fluently/establishing commonness of meaning/becoming idiomatic in expression/getting understood or understanding fully/convincing. (3 mks = 1 mark each)

h) i) You can/will overcome the difficulties and frustrations of adapting to life in a new land by staying with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible. (1 mk)

If either or both comas are missing - penalize by  $\frac{1}{2}$  mk

You need/should/ought to stay in touch with friend and family, keep a positive attitude, and, above all, learn the language as soon as possible if you are to overcome the difficulties and frustrations of adapting to life in a new land.

2. a) Waiyaki had been unable to sleep/sleeplessness/restlessness/many thoughts about his life passed through his mind. He felt that he needed to talk to someone/He decided to go to Makuyu and talk with Kamau. (2 mks)

b) Muthoni, Nyambura's sister had run away to her aunt's home to to be circumcised (against her father's wish). After the circumcision her wound would not heal. Waiyaki used to visit her regularly and during one of these visits Muthoni expressed her wish to see her sister Nyambura. Waiyaki decided to look for Nyambura (and request her to try and see Muthoni on her sick bed. He sought her) and found/met her (drawing water from River Honia) 4 marks expect all the 4 points



- c) - Nyambura keeps looking over her shoulder/in the direction of her home (fearing she might be seen talking to Waiyaki) Nyambura wondered whether to stop or go on.  
- Waiyaki kept on thinking about what people would say if they saw them walking together.  
- Waiyaki was at a loss and did not know what to say.  
- waiyaki would have wanted to touch Nyambura (just touch her hand or her hair but he had to control himself) restrained.  
- Waiyaki is said to feel a strange uneasiness  
- His heart beat hard, beating out the darkness. (Any 4 instances 1 x 4 = 4 mks)

- d) - both are cautious/None wants to be seen talking to the other by people from their different ways.  
- Frastrurous/disobedient/both are disroyal/they do things that are against the beliefs of their leaders/Nyambura is disloyal to her father and his Christian beliefs/Waiyaki is disloyal to the people and the traditions of the tribe.  
- Both are loving and friendly, something passed between them”  
- Both are fearful. They don’t want to be seen together.

Any two illustrated traits - 2 x 2 = 4 marks

Identification 1 mark

No identification 0 zero

- c) She asked him what he was going to do there.  
- She asked (me) what I was going to do there.  
Nyambura asked Waiyaki what he was going to do there. (1 mark)

- f) i)The theme of love

In this passage the budding love between Waiyaki and Nyambura is witnessed.

- Although they do not declare that they love one another it is evident that they have deep feelings for one another. Waiyaki’s heart beat hard/beating out of darkness and he looks at Nyambura as the embodiment of serene beauty.

- Something passed between them as two human beings, untainted with religion, social conventious or nay traditions.

-Christianity/religion - Nyambura was not circumcised

Christianity did not allow it.

v) Tradition - Waiyaki sees Nyambura as uncircumcised

Yet he is the epitome of tradition/representative

- ii) Theme of education

Education is an important theme in the novel. In this exerpt Nyambura asks Waiyaki whether he is still teaching/waiyaki invites her to his school the following day after. “Are you still teaching?”

vi) Betrayal - both betrayed expectations of their sides by talking and, falling in love

vii) Alienation - Waiyaki. says it is nota crime for Nyambura. to be circumcised.

- iii) Theme of conflict

The conflict between the Traditionalists and the Christians. Waiyaki who is seen as the representative of the traditionalists is afraid that he might be seen talking to an uncircumcised girl while Nyambura is also uneasy about being seen talking with Waiyaki/She keeps glancing over her shoulder, afraid that her father might see her walking with Waiyaki.

Expect any 3. Total marks 6 mks

Identification 1

Illustration 1mk

- g) i)The author uses personification

The moon is said to be awake/glaze. These are attributes that are only associated with human beings.

- ii) Dialogue/conversation/direct speech



The dialogue between Waiyaki and Nyambura when she asks him he is still teaching and he replies he is still teaching and invites her to his school 1mk to any quotation

This is used to create interest and make the story interactive.

### iii) Omniscient narration

“Again Nyambura glared over her shoulder in the direction of her home. She wondered whether to stop...”

The author describes in detail what emotions go through both Nyambura and Waiyaki as they walk alongside each other. Nyambura for example thinks that Waiyaki wants to see Kamau so that they can discuss their activities while Waiyaki on the other hand is thinking of how he could touch her hand or her hair.

### iv) Vivid description

The author describes the effect of the moon on the lovers. The whole land is lit by the moon and seems to gaze at the two.

### v) Metaphor

- The woman is Nyambura
- Magic of the moon

### vi) Symbolism

- Magic of the moon

### vii) Irony

- Waiyaki sees nothing wrong with Nyambura not being circumcised. Yet he is the representative of tradition.

### viii) Authorial intrusion

“Above them the moon gazed and lit the whole land.

### ix) Flashback

“Then Nyambura had been a fairly tall girl with well formed features”

**Any 2 well illustrated points = 4 mks**

Identification 1

Illustration 1

Illustration alone- zero

3. a) The poem is about a long distance truck driver who is tied to his job/gracious for his first truck.

Though the work is difficult, he is unable to leave and do something else. 1

Has inadequate time for his family. 1

**NB: Part 2 can score on its own (2 mks)**

- b) The first truck seems to have given the persona a lot of trouble, yet he cannot get it out of his system. He says he grieved when he “lost” it. (2mks)

- c) The dilemma is that his work is tough and it keeps him away from his family, but he is unable to choose something less stressful. (2 mks)

Sustaining his job or quitting it and search for a local job.

- d) i) **Personification** - The persona refers to first truck as his “first love”. The pronoun “she” is used to describe it and he talks about “when we parted” as if he had been separated from another person. ‘She played the bitch with me’ 1

ii) **Metaphor** - The persona describes his feelings about the loss of the first truck as a wound. It shows how sad he became when he could no longer drive that truck.

iii) **Repetition** - Repetition of the line “I’m married to my wheel” emphasizes his obsession with trucks “have trunked ‘trunked’

Synecdoche: - wheel/trunk

- iv) **Rhyme** - lines two and four of each stanza are rhymed (b, d)

wife, life: meal, wheel: started, pasted: night, right

- v) **Alliteration**: ten-ton truck; when we aware

Both rhyme and alliteration enhance the musicality of the poem and contribute

- vi) **Simile** “But none was ever really like the first lever had.

vii) **Irony** - The first truck gave him problems yet he grieved when they parted.



- e) i)travels long distances
- ii) seems to dehumanize him..... "I cease to feel"
- iii) is sometimes lonely 1mk / Think of his home & kids/out on the road at night.
- iv) doesn't have proper meals.
- v) keeps him away from his family
- vi) works long hours/forced to work at night if

Refer to instructions for 1

Any four (4 x 1 = 4mks)

- f) i)Sometimes I am numb/I do things mechanically like a robot/I am robbed of my ability to sense and think. (2 mks)

- i)If I can get a good salary  
If it pays well or better (2 mks)

- g) i)grieved - sorrowed (deeply)/saddened/moaned/mourned
- ii) trunked - driven/hailed/steered/drove
- NB: Overlook tense (2 mks)

4. a) "What a beautiful country Kenya is!" the tourist exclaimed/  
The tourist exclaimed, "What a beautiful country Kenya is!"/  
The tourist exclaimed, "Kenya is a beautiful country!"

- ii) "James, come here," Halima said/ **comma optional**  
Halima said, "James come here."  
"James," said Halima, "come here." (2 mks)

- b) i)Full of sweat, they left the field/sweaty/sweating,
- ii) The buyer really liked the powerful and comfortable car./  
Powerful and comfortable, the car was really liked by the buyer.  
The buyer really liked the car (: ) powerful and comfortable.  
The buyer really liked the car because/since/for/as...

- c) i)I/we
- ii) me/us
- iii) her (3 mks)

- d) i)flies/has been flying/was flying/flew/had been flying/is flying
- ii) sung/had been singing
- iii) hit
- Wrong selling = zero (3 mks)

- e) i)That the couples takes care of so many orphans in amazing/that so many orphans are taken care of by the couple is amazing
- ii) Patriotism is what we need in Kenya/We need patriotism in Kenya/patriotism is what is needed in Kenya
- iii) My students neither drink nor smoke. (3 mks)

- f) i) blade
- ii) dose/dosage
- **Wrong spelling zero (2 mks)**

## **ENGLISH PAPER 3**

### **2. Introduction - should not be definition of terms**

**(2 mks)**



- Mrs Stockmann indeed is the embodiment of reason in the play *An enemy of the People*. She alone says the most reasonable things and acts as she ought in every situation we find her.

**Accept any other relevant introduction**

- i) She is able to appraise the situation and advise accordingly.  
She warns the husband against fighting with the authorities as it would lead to his dismissal and misery for the family.
- ii) She knows what is good for her husband and for her family and sets out to fight for it pp.41 - 43: She goes to the press and confronts Hovstad et al of misleading her husband.
- iii) She uses tact "But Peter dear." p.5 and tactfully withdraws the boys to protect them from vulgar/wicked talk p.15 and Petra to allow Thomas and Peter to talk freely p.32 and agreeable to both the warring parties and even the press representative. Peter says "Kathrine, I imagine you are the most sensible person....p.40
- iv) When her husband and family are assailed, she opts to stand by them and bravely supports her husband. "But this too shameful (betrayal)... I am going to stand by you Thomas" p.66
- v) She maintains peace - she attempts to placate the Mayor "surely you can share the credit as brothers" - separates the brothers when about to come to blows p.41  
Restrains Petra pp 39 - 40

**Conclusion**

Mrs Stockmann can be said to be one of the most admirable characters, because of her ability to adopt the most reasonable stand and candidly say the most reasonable things in the situation.

3. a) candidates must show their understanding of the term "racial prejudice". Racial prejudice refers to unfair unjustified distorted...opinion held about a group of people belonging to a certain race. It is normally an unfavourable opinion based on predetermined attitudes towards certain races.  
There are numerous illustrations of racial prejudice against black people in Homwana's short story.  
Accept any other relevant introduction.
  - i) Black people were slow in evolving from animals to Homo sapiens - "the palms of the black's hands are much lighter... because only a few centuries ago they walked on all fours" (p.116)
  - ii) Black people are dirty, but God made them to serve white people as their servants. To protect white people against the dirt of these servants, "god made their hands lighter like that so they wouldn't dirty the food they made for their masters, or anything else they were ordered to do that had to be kept clean" (p.116)
  - iii) Black people are second-rate human beings, having been made out of "second-hand moulds" of clay (p.116)
- Black people are "creatures" (p.116) not humans  
  
Black people are scum: there was no room for them in the heavenly kilns so they were hung in the chimneys - "smoke, smoke, smoke - and there you have them, black as coals (0.116)
  - iv) Blacks are not people in the sight of God - when God made people He told them to bath in the heavenly lake "the people were nice and white" (p.17)
- This could also imply blacks are not beautiful - they are dirty and ugly - when they were told to bathe they only wet the palms of their hands and the soles of their feet (p.117)

**The author's attitude**

- v) Blacks are beasts of burden -/slaves or servants - their hands are like this because they spend their time gathering cotton & washing (p.117)



- He is against black people being exploited/he is against prejudices which are used to justify exploitation of black people.
- vi) The mother's explanation is the author's voice. Mother's version
- viii) Father Christiano's version
- Blacks were even better than us, their hands were lighter their hands were better...
- Expect any 4 well developed points

3. b) **Introduction** (2mks)

The three main characters in John Ruganda's play, Shreds of Tenderness, are motivated and driven in whatever they do by the one single factor.....sibling rivalry taken to excess proportions, even murderous propositions.

Accept any other relevant introduction. (2 mks)

**Content**

- R (i) Odie informs on wak and causes his flight in to exile (p 118, 122-124, 127; 132-1333)
- SRB can kill puts Wak life to risk
  - Betrayal to SRB
  - Odie fabricates stories to incriminate Wak
- R (ii) Odie dispossess Wak of the inheritance. Odie publishes a false obituary about Wak in order to dispossess him (pg 18-22, 75-76, 118-121; 126)
- Puts the picture in the Aigus - bribes the law office
  - didn't put the picture of father though died.
- R (iii) Odie's hostility on Wak's return. For fear of discovery, Odie becomes hostile (p8, 16,35, 52-54, 73-75;77)
- Violent when told Wak had called pest - parasite
- Bloody and unfavourable brothers should be shot denies Wak.
- R (iv) Struggle for leadership in the Primer. (p59-72) Odie rejects the results of the elections, grabs the Chair and goes ahead to physically assault Wak.
- Sibling rivalry has gone so far that even after losing the election little Janet accepts the results. Wak chokes the leadership.
- R (v) Odie's bid to woo Stella to his side against Wak. When he fails, he intimidates and blackmails her. (p29, 33, 49, 50)
- He reminds her of Gen. Ali (*details expected*)
  - Reminds of Stella of nasty things - intended to hurt her deeply.
  - Rape by the soldiers
- Expect any 4 well-illustrated
- Mark 3:3:3:3
- Grammar representation = 4mks

**Conclusion** (2 mks)

One can rightly conclude that had there been no sibling rivalry, the entire play might not have had a foot to stand on. This is because the rivalry triangle triggers and feeds the action and binds together the plot of the play.

3 c) **Introduction**

Many immigrants from the Caribbean to the Americas and England especially, soon discover that they do not quite fit in the lands of plenty. Sooner or later, they start to long for and realize that they must return to their homeland. The case of David and Edith is typical of this category of emigrants (Accept any other valid introduction) 2 mks

H i) **Greener pastures**



They sell off what they owned in the Caribbean and set out to seek prosperity in England. Edith quits her teaching job and trains as a nurse in anticipation of the plentiful jobs. She, in deed, lands one immediately they arrive. David who was a carpenter back home finds it a little harder going. He settles for factory jobs (pg, 5, 6, 7)

Contrasts: Warm reception from friends/David even opens up to Charley and even agrees to go to milk River/There is laughter and joy. "I was enough to be in Jamaica....drinking coconut water on a Sunday Morning with her long-time friend" (pg 11) Ease with which they do their work at home (community service) pg 33, 35, 112-115)

## H ii) **Healing process**

The healing at home psychologically and physically is faster e.g. in England the baths were not meant for blacks and did not seem to be effective (pg 15, 16, pg 45). The working environment and the people were also very hostile. Contrast: the baths at home have boosted their recovery. David therefore enjoys the baths at home and he heals faster/the friendly and relaxed working environment which is also voluntary makes David heal faster even to the surprise of Laura (pg 16, 17, 32, 45)

## H iii) **Friendship and relations**

In England they do not have friends relative to make their lives comfortable. David's workmates are pretenders (pg 20, 31) Contrasts: In Jamaica there is friendship and warmth/"Charley is the best thing that could happen to David, better than any doctor medicine."/To the milk River with friends: (pg 9, 10, 11, 34) / The get-together party organized by Laura (pg 46, 47)

## H iv) **Society**

The beauty of the landscape and attractive sites: The milk River/The canefields/Mt Ranges/Cashew trees/ (pg 12, 13). Contrast: England is cold and grey (pg 7, 16)

## H v) **Homecoming and attachment**

In England when he fell sick, he was dependant on Edith on everything/and even before the situation was hard. (pg 4, 7) Contrast: He never forgot his background always sent money back home to take care of his parent's graves (pg 22) When he fell sick he says that when he died they should use his savings to send his body home (pg 31)/When he sent back home alive he felt so stronger and even heals faster".....almost as if just being back in this country was medicine....."(pg 31)/They never sold their house. (pg 45)

## H vi) **Restoration of their marriage**

In England their relationship was estranged because of pressure of work, weather etc (pg 7) Contrast: In Jamaica it is restored e.g. they are happy together like the restoration on Brother Stramm/reading and sharing jokes. pg 26, 27, 31-32, 42-44)

## H vii) **Lifestyle**

In Jamaica their situation is changed. They have a new life e.g. they have a house help and even have time for good breakfast (pg 41) They have time part-time handwork (pg 45) initiated community service in the church and school (pg 33, 35, 112, 113, 114, 115) Contrast: In England they did not have time or themselves/even having breakfast in Brimingham was difficult (pg 41, 94)

## H viii) **Culture**

They enjoy celebrations at Mento Yard and St. Ann's Bay. It reminds them of their past and they are happy (pg 116, 117, 120, 121)

Contrast: The same celebrations in England lacked the special and local flavour. They never enjoyed (pg 122)

Mark 4 well developed contrasts

3:3:3:3

## CONCLUSION



David's health is restored and their lives improve, their marriage is revamped. They are once again able to renew their old acquaintances and to play a useful role in the society. It is true. East or West, home is best/Any valid conclusion

Mark 2 marks

Grammar 4 marks

Total 20 mks

