MAKUENI COUNTY CLUSTER PREPARATORY EXAMINATION 2016

Kenya Certificate of Secondary Education
101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS, CLOZE TEST AND ORAL SKILLS)
JULY / AUGUST 2016
TIME: 2 HOURS

1. FUNCTIONAL WRITING. (20 marks)

You are a student of Ushindi High School. Your class has just finished reading „The Caucasian Chalk Circle" by Bertolt Bretch. They would like to perform the play at your School Hall.

a) Write a book review of the play. (12 marks)
b) Write an E-mail to the Principal seeking permission to stage the performance. (8 marks)

2. CLOZE TEST (10 Marks)

Read the passage below and fill in each blank space with an appropriate word.

Abortion is the (1)……..of pregnancy by the expulsion of a foetus or embryo (2) …… the uterus. An (3)……..can occur spontaneously due to (4) ……..during pregnancy; or can be induced. (5) …… abortion induced to preserve the health of the mother is termed as therapeutic abortion, while (6)…… induced for any (7) …….. reason is termed as elective abortion.

From time (8) ……., abortion has been induced by various methods including the use of sharp tools and other traditional methods. Currently, abortion is (9)……in Kenya except if performed to save the (10) …… of the mother.

3. ORAL SKILLS (30 marks)

a) Read the following poem then answer the questions that follow:-

A song in springs
O little buds all burgeoning with spring
You hold my winter in forgetfulness
Without my window like branches swing
Within my gate I hear a robin sing
O little laughing blooms that lift and bless!

So blow the breezes in a soft caress
Blowing my dreams upon swallows wing;
O little merry buds in dappled dress
You fill my heart with very wantonness
Oh little buds all burgeoning with spring.

By Thomas S. Jones Jr.

Questions

a. Explain what makes this poem an oral poem? (2 marks)
b. How has rhythm been achieved in this poem? (2 marks)
c. How would you perform the last two lines in this poem? (2 marks)

b) Use stress markers to identify the primary stress in the underlined words below. (4 marks)

(a) (i) His record has just been released in the market.
(ii) We have been asked to record all the transactions in the new book.
(b) (i) He subjects the detainees to a lot of torture.
(ii) The king had great respect for his subjects.

c) Complete the list below by getting another word pronounced in the same way as the ones below. (4 marks)

i) Pair, pear, _____.
ii) _____, sent, cent.
iii) Write, _____ , right.
iv) _____, chord.

d) Identify and explain two situations in which it would be courteous for you to maintain a respectable distance as you interact with people. (4 marks)

e) You are the president of the students" council in your school. You are supposed to give a speech on students

leadership during Prize Giving Day to be held in your school.

(i) What preparations would you make to ensure that your speech is a success? (3 marks)
(ii) What would you do during the actual speech delivery in order to be understood properly? (3 marks)

d) Read the conversation below and then answer the questions that follow. (6 marks)

Mr. Mwatu :Hallo, is that Ilovoto Secondary School?
Secretary : Yes, what is your name?
Mr. Mwatu :Mwatu Endelea.
Secretary : What do you want?
Mr. Mwatu :May I speak to the headteacher?
Secretary : He‟s out of the country. He attended a SMASE conference in Japan. What did you want to tell him?
Mr. Mwatu :Sorry it is confidential. May I speak to the deputy?
Secretary : He‟s not in school just as always.
Mr. Mwatu :Oh! I will call later.
Secretary : It‟s okay.

i) Comment on the secretary‟s telephone etiquette. (4 marks)
ii) Identify two instances of politeness in the conversation. (2 marks)

MAKUENI COUNTY CLUSTER PREPARATORY EXAMINATION 2016

Kenya Certificate of Secondary Education (KCSE)
101/2
ENGLISH
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2
JULY / AUGUST 2016
TIME: 2 ½ HOURS

1. COMPRENENSION (20marks)

Read the following passage and answer the questions that follow:

Calls to improve education most frequently circulate around the need for better prepared teachers, improved governance, expanded infrastructure and a relevant curriculum. Changes in these areas take time; investments in them are not easily quantifiable, and may reduce the financial attraction of the private sector.

Textbooks, meanwhile, are rarely discussed as an investment, yet they are one of the most effective ways to improve students‟ learning. For the private sector in particular, they provide a straightforward and effective way to invest in education and see tangible results.

And there is real pressing need for this investment. A new paper by the Global Education Monitoring (GEM) Report at Unesco shows that cutting through debates about the quality of textbooks is a fundamental problem: millions of children simply do not have access to such materials at all. In Kenya, as in many other sub-Saharan Africa, textbooks are becoming less accessible over time, rather than the reverse.

Without textbooks, children end up spending too many of their school hours copying content from the blackboard, which severely reduces time for engaged learning. In 22 sub-Saharan African countries, providing one textbook to every student in a classroom increased literacy scores by up to 20 percent. While the buck should stop with governments, they are currently not investing enough in textbooks. In 2012, in 36 countries with data, governments were spending less than 2 per cent of primary education budgets on teaching and learning materials on average, far less than the 3-5 percent target recommended by the World Bank.

The result is that parents are often left holding the burden; they are forced to cover the cost of learning materials for their children. For the poorest children, this creates a vicious cycle: parents have precious few funds for textbooks, serving as an additional barrier to learning.

Getting a textbook to each and every child is not as easy as it sounds. There are several steps to its production, including the development, procurement, distribution and storage, all of which have their own complications, including corruption and transport issues.

With so many parties involved in such a long process, the predictability of financing improves the chances that each child will possess a textbook. Unfortunately, it is precisely this predictability that is lacking in many low-income countries.

Consider the situation in Africa where many countries have shifted towards decentralized textbook supply systems and away from ministries of Education deciding how many books each school should receive.

In practice, this has led to schools buying different combinations of textbooks for the same subjects and grades. The result is neither cost-effective nor practical in providing uniformity across schools. At the school level, the capacity to effectively forecast the demand for textbooks and other teaching and learning materials remains tenuous.

This is why our paper has investigated the benefits of shifting to a nationally centralized textbook system, which would pool demand for textbooks and ensure long-term and predictable financing. According to our estimates, this could take upto $3 off the price of each book, saving almost $1 billion in sub-Saharan Africa alone. Kenya could save $64 million from its textbook bill.

Pooling and forecasting demand in this way would open the door for innovative financing that could present smart investments for the private sector. A similar approach has been used by the health sector to finance vaccines through the Gavi, the Vaccine Alliance.

Adapted from Dr Aaron Benavot‟s article, Daily Nation Jan 29, 2016

Questions

a. Why would the private sector find it less attractive to make financial investment in education?(2 marks)
b. Why are textbooks of great interest to the private sector? (2 marks)
c. What evidence do we have that governments are not keen on providing enough textbooks?(1 marks)

d. According to the writer, what is the best way forward to cater for demand and costs of textbooks?(2 marks)
e. What is the writer"s attitude towards parents in sub-Saharan Africa? (3 marks)
f. In not more than forty words, give examples of factual information that has been provided by the writer.(4 marks)
g. What do you find ironical in the above passage? (2 marks)
h. Getting a textbook to each and every child is not as easy as it sounds. (Rewrite this sentence using the phrase „easier said than done") (1 mark)
i. Give the meaning of the following words and phrases as used in the passage. (3marks)
Paper
The buck should stop
Tenuous

2. Read the following extract and answer the questions that follow. (25 marks)

"May the proceedings of this tribunal begin and may God save the King." intoned the DO. The twins looked at him with interest. He was actually white - not cloud white, but an indefinable translucent colour with spots of red on the cheeks, the

ears and the tip of his long nose. His hair was an amazing yellow and wonder of wonders hid eyes were blue. Nevertheless he was human and spoke with a human if strange voice - rather resonant with an unusual timbre, somewhat harsh to the ear.

"Great chief. I am a widow. My husband was the chief of Sakwa. We had two sons. The first one who would have
been chief died in the big war of the white people. His brother also died accidentally soon after taking over the chief‟s stool. He left one child, a son who is but a toddler. For this reason my late husband‟s brother has taken over the chief‟s stool supposedly in custody for my grandson. However it has become clear that he has no intention of relinquishing that seat; what is more he has grabbed all his brother‟s wealth and is now at war with me, trying to grab my own personal wealth as well. He feels that being a woman I deserve nothing. Now if this is allowed to happen, what will my grandson use to pay the brideprice and reclaim the chief‟s stool? May Were, God of the rising sun (the interpreter translated that simply as God) give his wisdom to you so that you can decide this matter fairly. Thank you." She sat down.

The DO was lost in thought for a few minutes. He had lived in this part of the country since the end of the war and he
was well aware how deeply these people were steeped in their tradition - they called it Chik. Chik governed every aspect of
the life of the people. It was the glue which held the people together, thus preventing disintegration of the fabric of society
and chaos. Without Chik to tell each person where he fitted in the exact order of things, where he came from and where he
could expect to go, there would be confusion and apprehension. Very few rebelled and were outcast, cut off from the people
like a branch from a tree. The majority were glad to avail themselves of the surety it offered; to do and to be done by.

According to Chik the brother should have married his brother‟s widow and become guardian of the grandson and custodian not owner of the chief‟s stool. Animosity must run very deep in that family for this not to have been done. He cleared his throat and spoke.

"This is a very deep and serious matter which cannot be decided in one sitting. May a team be dispatched to the village to
further investigate this matter. Then the woman may bring her appeal in three months to the visiting District Commissioner. Next case."

Akoko and her nephews left the tribunal and went back to their benefactor‟s home. They discussed the DO‟s decision. "You mean there is a bigger white chief than this diyo?" Odongo asked.

"Looks like it," replied the twins.

"Don‟t you think he should have decided? Aunts‟ case is after all so clear." "May be he should have taken a longer time to think."

"He probably does not understand the way of Chik. After all he is white."

"My sons," said Akoko. "Do not decide the wisdom of a man by the brevity of his quiet or the multitude of his words. It is only a wise man who can decide quickly that he doesn‟t know and needs to seek more knowledge. A fool knows everything. It is only a wise man who does not hide his folly behind many words. I think this Diyo will help me."

Questions

a. What had happened before this extract? (3 marks)
b. What did the boys find wondrous about the DO? (1 mark)
c. In note form outline the traditional practices of the community in this excerpt. (5 marks)
d. Apart from traditions which other three themes are evident in this excerpt? (6 marks)
e. Identify and illustrate two stylistic devices employed in this extract. (4 marks)
f. Akoko tells her nephews that she thinks this „Diyo‟ will help her. How does this happen later in the story. (4 marks)
g. „I think this Diyo will help me,"
(Rewrite the sentence and add a question tag) (1 mark)
h. What is the name of the benefactor mentioned in the extract? (1 mark)

3. Poetry
Read the poem below and answer the questions that follow. (20 marks)

Old and New
She went up the mountain to pluck wild herbs,
She came down the mountain and met her
former husband,
She knelt down and asked her former husband,
"What do you find your new wife like?"
"My new wife, although her talk is clever,
Cannot charm me as my old wife could,

In beauty of face there is not much to choose,
But in usefulness they are not at all alike,
My new wife comes in from the road to meet me,
My old wife always came down from her tower.*
My new wife is clever at embroidering silk;
My old wife was good at plain sewing.
Of silk embroidery one can do an inch a day;
Of plain sewing, more than five feet.
Putting her silks by the side of your sewing,
I see that the new will not compare with the old."

Anonymous 1st Century B.C.

Questions

a. What is the poem about? (3 marks)
b. With illustrations identify one similarity and difference in the two wives. (4 marks)
c. Comment on any two poetic devices used in the poem. (6 marks)
d. Explain the meaning of the following lines.
"My new wife, although her talk is clever, cannot charm me as my old wife" (3 marks)
e. Identify aspects of social life noticeable in the poem. (3 marks)
f. What is the tone of the poem? (3 marks)

4. GRAMMAR 15 marks

a) Rewrite the following sentences according to the instructions given after each. (3 marks)
(i) Kenya was privileged to receive two foreign dignitaries in 2015.
(begin: It was….) (ii) She is proud, but she must still obey her boss"
order. (Begin: Proud….)
(iii) Many students attended the seminar. They were from all over
Mbooni sub - county.
(Combine into one sentence using a relative pronoun)

b) Complete the following with an appropriate quantifier from the list given below. (3 marks)
(i) As the drought intensified, the school cow produced
_____ milk.
(ii) Since the game is quite risky, _____ students participate in
it.
(iii) Don"t worry , _____ paraffin will push you till mid-
night.
(some, any, little, a few, a little, few)

c) Fill in the gaps below with words to complete the idiomatic expressions used. (3 marks)
(i) Sheila _____ caution to the wind for she got pregnant.
(ii) We were told to clear the _____ in relation to the missing money.
(iii) Ask me about it. There is no _____ lost between them, that is why they cannot cope.

d) Add a suitable prefix to the underlined words. (3 marks)
(i) After the terrorists were arrested by the KDF, they
were armed. (ii) A few students could spell the
synonym.
(iii) We all felt that the coach was perfect.

e) Explain the difference in meaning between the following pairs of sentences. (2 marks)
(i) Mutunga has ten-day-old puppies in this kennel.
(ii) Mutunga has ten day-old puppies in this kennel.

f) Our school is equi-distant _____ the two shopping centres. (Fill in the blank with the correct preposition)
(1 mark)

MAKUENI COUNTY CLUSTER PREPARATORY EXAMINATION 2016

Kenya Certificate of Secondary Education
101/3
ENGLISH
PAPER 3
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
JULY / AUGUST 2016
TIME: 2 ½ HOURS

1. Imaginative Composition. (COMPULSORY) (20 marks)
Either,

a) Write a composition beginning with the following statement:

"As I walked out of the gate that day, I knew it was the beginning of a good life ahead……"

or

b) Write a story to illustrate the saying,

"A bird in hand is worth two in the bush."

2. The Compulsory Set Text (20 marks)

Bertolt Brecht, The Caucasian Chalk Circle.

"Everyone in society gets what they deserve, whether good or bad."

Write an essay in support of this statement drawing illustrations from the play," The Caucasian Chalk Circle."

3. The Optional Set Texts. (20 marks)

Answer any one of the following three questions.

Either,

a) The short story

Emilia Ilieva and Waveney Olembo (Eds.), When the Sun Goes Down and Other Short Stories from Africa and Beyond.

Using illustrations from Sefi Atta's short story, "Twilight Trek," write a composition to illustrate the problems illegal immigrants go through in the event of wanting to seek better lives abroad.

b) The play: Betrayal in the City, Francis Imbuga.

"The desire to avenge oneself on perceived enemies adds more evil and suffering in society." Write an essay to illustrate this assertion with close reference to the play.

c) The Novel: The Whale Rider, Witi Ihimaera

"Rawiri experiences racial segregation in Papua, New Guinea,"

With reference to Witi Ihimaera's novel, The Whale Rider, write an essay in support of this statement.

MAKUENI COUNTY CLUSTER PREPARATORY EXAMINATION

101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS, CLOZE TEST AND ORAL SKILLS)

Question 1: Functional writing
Book Review

Title:	The Caucasian circle	½ mark
Author:	The Betolt Bretch	½ mark
Year:	2012	½ mark
Price:	Kshs.500	½ mark
Reviewed by:	Student (name)	½ mark
Publisher:	Target Publication Limited	½ mark
	Total	3 marks

Content

- Brief summary of the text. 1 mark
- Highlight main themes.- Nepotism, abuse of power, class struggles motherhood. e.t.c1mk
- Describe the core/key conflict/general problem 1
- Give reactions to the text based on the:-
  - How you find the book - interesting, provocative
  - - interesting, provocative
- The student should end with an overall view of the book, offer opinion/advice to the potential reader.
- Weakness and strength.

Format (3mks)
Content (7mks)
Languages and tone (2mks)
Total 12mks

Email
From: jane@yahoo.com ½ mk
Date: ½ mk
To: theprincipal@yahoo.com
Cc: optional
Subject: permission to stage performance ½ mk
Content: Introduction 1mk
Request to perform 1mk
Give reasons why it is important to perform 1mk Conclusion 1mk
Signing off: Name ½ mk

Format: (2mks)
Content: (4mks)
Languages and tone: (2mks)
Total: 8mks

Question 2

1. termination
2. from
3. abortion
4. complications
5. An
6. that
7. other
8. immemorial
9. illegal
10. life

Question 3

(a)

a) - The presence of direct address 1 such as you had my winter in forgetfulness. 1
   - Repetition 1 the line "O little birds all burgeoning with spring: 1 Any 2

b) Rhythm has been achieved through

- Rhyme ½ spring/swing½
- Alliteration of sounds /I/ ½ in little laughing½
- Assonance of sounds/u/ in buds …… burgeoning Any 2

c) Tonal variation 1for instance I would have raised my tone on reciting the second last line but lower it on reciting the last line. 1

(Award any other performance aspect with appropriate example)

(b) (a) (i) His „record has just been released in the market.
(ii) We have been asked to re"cord all the transactions in the new book.
(b) (i) He sub"jects the detainees to a lot of torture.
(ii) The king had great respect for his „subjects.

(c) (i) Pare (ii) Scent (iii) Rite (iv) Code

(d)

- When queuing for service; in a bank, while voting, for an elevator, for food.
- While sharing public facilities like transport, urinals and lifts.
- When interacting with strangers.
- When interacting with elders, VIPs, leaders etc.
- When other people are being served in an office, when in consultation with a doctor.
- While interacting with people whose culture demands it e.g. no shaking of hands.
- While taking on phone.

Importance of respecting personal space

- Makes other people comfortable around you.
- Reduces suspicion of pick - pocketing.
- Is a mark of respect of other people and culture.
- Prevents misinterpretation of signals.
- Helps maintain order and enhances efficiency.

(Any 2 situations and corresponding reasons. (2x2) = 4 marks

(e) (i) - Research on the topic
- Practice before a mock audience
- Prepare topic cards/arrange your points in a logical order
- Ensure that I dress well before presentation.

(iii) - Maintaining eye contact
- Use of appropriate posture
- Use appropriate non-verbal cues i.e. gestures and facial expression - Talking to the audience instead of reading

(f) (i) - The secretary lacks telephone etiquette 1
- She is rude to Mr. Mwatu.
- She gives private information.
- She is intruding i.e. what did you want to tell him

The identification must come out to score full mark. Identification 1mk illustrations3mks

(ii) Mr. Mwatu shows politeness when he uses expressions such as - May I speak to the headteacher? 1
- Sorry it is confidential. May I speak to the deputy? 1
- Oh! I will call later. 1 Any 2

MAKUENI COUNTY CLUSTER PREPARATORY EXAMINATION 2016
101/2
ENGLISH
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2
MARKING SCHEME

1. Comprehension

a. There are constant calls to improve the education sector which require changes that take time and whose investments are not
easily quantifiable. 2

b. They provide a straightforward and effective way to invest in education and see tangible results.2

c. In 2012, in 36 countries with data, governments were spending less than 2 per cent of primary education budgets on teaching
and learning materials on average, far less than the 3-5 per cent target recommended by the World Bank. 1

d. Shifting to nationally centralized textbook system2

e. Sympathetic 2 marks - he says that the governments are not investing enough in textbooks and this has resulted to parents
carrying the burden; they are forced to cover the cost of learning materials for their children.1 (Identification and
illustration to score full marks) No score for identification without illustration)

f.
- report by GEM that millions of children do not have access to quality textbooks.1 a
- that in 22 sub-Saharan African countries, providing one textbook to every student in a classroom increased literacy scores by up to 20 per cent.1 b
- In 2012, governments in 36 countries were spending less than 2 per cent of primary education budgets on teaching and learning materials on average.1c
- up to $3 can be saved per book, which account for $1 billion in sub-Saharan alone if we shift to a nationally centralized textbook system.1d
(4 points x 1 = 4 marks)
Must be in prose, else deduct 50% of the total.

g. That though it is documented that providing a textbook for each student in 22 sub-Saharan African
countries increased literacy scores by up to 20 per cent, the governments are doing little to invest in
textbooks.2

e. It is easier said than done to get a textbook to each and every child/getting a textbook to each and every child is easier said than done.

e. Paper - research 1
The buck should stop - responsibility/the one responsible 1
Tenuous - weak/shaky/feeble/unconvincing/unsubstantiated 1

2. (a)
- Akoko had set out to go to Kisuma to seek the D.O‟s intervention over her brother-in-law‟s mistreatment of her after her husband‟s death.
- On reaching Kisuma they are met by a kinsman who hosts them in his house for the night so that he can take them to the D.Os office the following day.
- The two young men, Apiyo and Adongo accompanying her to Kisuma are mesmerized by all they see in Kisuma especially the clerk‟s dressing.
- After lodging their complains they were asked to return in three days when they meet the big white chief, the DO, the tribunal and an interpreter. (Any 3x1 = 3 marks)

(b) That his eyes were blue 1

(c)
- They practice hereditary chiefdom 1a
- In case the heir is a child a custodian of the chief‟s stool is chosen until the child comes of age 1b
- Women shouldn‟t own material 1c
- They pay bride price in marriage 1d
- It‟s a taboo to go against Chik / traditions 1e
- A brother should inherit his brother‟s widow 1(Any 5)
- Answer must be in point form if not deduct ½ m from the total

(d)
- Colonialism 1 - He was actually white……1
- Death - Akoko is a widow .
- She lost her two sons to death
- Suffering - Akoko suffers in the hands of her brother-in-law
- Religion - Were, god of the rising sun

(e)
- Dialogue - “looks like it”
- Proverbs / sayings - it is only a wise man who can decide quickly that he doesn‟t know and needs to seek more knowledge.
- Metaphor - Chik is the glue which held the people together.

(f) - Within 12 days after they left, the DO sent messengers to Sakwa to investigate on the case.
- Three months later the DO sent a messenger and two askaris to escort her to Kisuma to make the appeal before the DC.

- After Akoko convinced the tribunal that an injustice was committed, a contingent of askaris were sent to village to forcibly remove the chief.
- Otieno was meant to return all that he had grabbed from his sister-in-law.
- A council of elders was appointed to rule on behalf of her grandchild until he came of his age.

(g) I think this Diyo will help me, won"t he? 1

(h) Otuoma1

3. (a) The poem is about a woman that had been married but now divorced 1
She meets a man who had been her husband 1and enquires how the man is fairing with his new wife 1 in response her former husband concludes that there"s not much to admire in the new wife as there was in the old 1 (any 3x1= 3marks)

(b) With illustrations identify one similarity and difference in the two wives. (4 marks)

(i) Both are beautiful 1 in beauty of face there"s not much to choose 1

(ii) The old wife was more hardworking than the new one 1 The new wife can only do an inch a day of silk embroidery but the old one would do more than five feet 1
(Accept any plausible differences)

(c) (i) Repetition 1 eg. Husband, she, my new wife etc 1 creates rhythm/memorability / musicality 1 (any of the three effects 1 mk)

(ii) Alliteration 1 went ……. Wild herbs 1
mountain …… met
cannot …… could
Creates rhythm/memorability/musically

(iii) Assonance 1 will …….wilty 1

(iv) Consonance 1 down …….. mountain
Creates rhythm/memorability/musically 1 (Identification and illustration to score)

(d) His present wife maybe more educated/learned but he doesn"t find her pleasant or attractive in her talk/she doesn"t interest him with her discussion 2

(e) - Divorce and remarriage are allowed
……Her former husband
……My new wife 1
- Women kneel down before men as a sign of respect ….."She knelt down…..1
- Women"s duties involve collecting herbs, sewing and embroidery 1

(f) Ironical 1 ….. the new will not compare with the old. 1

4. Grammar

(a) (i) It was a privilege to Kenya to receive two foreign dignitaries in 2015.

(ii) Proud as she is, she must obey the boss" order.

(iii) Many students who attended the seminar came from all over Mbooni sub - county.

(b) i. Little
ii. Few
iii. A little

(c) i. threw ii. air iii. love

(d) i. disarmed ii. misspell iii. imperfect

(e) i. ten-day-old -number not given but the puppies were aged ten days.
i. ten day-old -puppies were ten in number each aged one day old.

(f) from

MAKUENI COUNTY CLUSTER PREPARATORY EXAMINATION 2016

101/3
ENGLISH
PAPER 3
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
Marking scheme

Paper 101/3 is intended to test the candidate‟s ability to communicate in writing. This 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.

NB: Examiners should not hesitate to use the full range of marks for each essay. Read through each candidates essay and
determine under which category it falls out of the following categories and then read again and give the correct mark.

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/she knows into meaningful
sentences. 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 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/she is not confident with his/her language. The subject is often underdeveloped. 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 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 over use of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is jerky. There are some errors of agreement, tenses and spelling.
B Class 11 - 15
This class is characterized by greater fluency and ease of expression. The candidate demonstrates that she/he can use English as a normal way of expressing himself/herself. Sentences are varied and usually well constructed. There may be items of merit of the one word or one expression type. Give credit for tone.
B- 11 - 12
The candidate communicates fairly with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally, but this must not be over punished by the examiner.
B 13.
Sentences are varied but rather simple and straight forward. The candidate does not strain himself/herself 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/her 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.
A Class (16 - 20)
The candidate communicates not only fluently, but attractively, with originality and efficiency. He/she

has ability to make us
share his/her deep feelings emotions, enthusiasm. He/she expresses himself/herself 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 competence of language. There is no strain, just pleasantness, clear 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 essay. Vocabulary, idiom, sentence structure, link, 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 the candidates whole self: her/his feelings, tastes,
points of view, youth, culture. This ability to communicate may express itself in many ways: wide range of effective
vocabulary, original approach, vivid and sustained account in the case of the 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/she deserves. A
very definite spark.

NB: If any essay is exceeding 450 words, deduct 2 marks AD. Examiners should accept both "British English and American" spelling. However, where either of the two is not used consistently, penalty should be given.

Gross errors

a) Almost any error of agreement.
b) Serious tense error
c) Error of elementary vocabulary, spelling 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

NB: The following words/expressions should be considered as currently used by all Kenyans and can be used without any quotation marks.

Panga, rungu, shamba, murram, matatu, wananchi, ugali, madarasa, harambee, matoke, maendeleo ya wanawake, salaam, ayah, askari, duka, debe, nyayo, boma, sukumawiki, goat party, [redacted]nyatta, magendo, etc.

Marking symbols

[redacted] ASTERISK - to indicate an item or sentence that the rubrics indicated should be used A tick - either above a word/expression or in the margin of the whole sentence

= Gross error (double underline)
 Gross omission
|| Major construction error in margin
- Single underline - minor
Minor omission
! Minor construction error in margin
Minor possible error
Minor possible error affecting more than one line
||| Illogical (in margin)
Vag - vague/obscure (in margin)
R - Repetition (in margin)
Br - Broken English - Br in margin

1. Imaginative composition

a) Points of interpretation
- Must be a story. If not deduct up to 4 marks (Automatic deduction)
- The story must begin with the given statement. If not deduct 2 marks (AD)
- Must be told in the first person.
- Must present a credible scenario emanating from the sentences given.
Can either present a scenario depicting a pleasant surprise, a good fortune before him because of some major
achievement.

b) - Must be a story. If not deduct up to 4 marks (AD)
- The story must be illustrative of the saying. If not deduct 4 marks (AD)
- The candidate should make no attempt of defining the saying. If it happens deduct 2 marks (AD) for digression.
- The candidate should create and sustain a scenario about someone valuing the things they have more than what they hope to get.

2. Compulsory set text

Introduction

Everyone in life gets what is due to them depending on the effort they make and their commitment towards achieving a certain end. People who refuse to take responsibility end up losing what they would have. benefitted from.
(Accept any other relevant introduction) = 2 marks.

Introduction should confirm that the candidate understands the question.
It can be - A paraphrase
- An outline

- Contextualized
- A general introduction
- Specific to general introduction

Body / content

i) Dispute over a farm land

- In the prologue, we see a dispute over a farm land.
- Two commune groups; the fruit growing commune and the goat herding commune claim ownership of a farm land.
- A delegate has been sent to arbitrate over the issue.
- The fruit growers get the farmland because they have an irrigation plan and hopes to make the land more productive.

ii)
- Governor Georgi Abashwili is motivated by greed and materialism hence ends up being beheaded.
- He has no feelings to the many beggars and petitioners who crowd the entrance of the church.
- He plans to meet an architect to plan to construct a new East Wing to the palace and ignores a messenger from the capital
  who has important military news.
- Prince Arsen Kazbeki stages a coup against the Grand Duke and his Governor. The Governor is hence arrested and beheaded.
- Because of his greed, he loses his life thus getting what he deserves.

iii) Natella lacks motherly love and instinct, hence ends up losing her baby Michael.
- During the coup, she orders a servant to place Michael on the floor so that she (the servant) can pack up Natella‟s essentials.
- All along she pays attention to her clothes and shoes and not Michael.
- Grusha is the only one who is human enough to remain behind and look after the baby till dawn and opts to take him with her.
  (pg 29)
- Grusha sacrifices alot for the sake of the baby - buys milk from a peasants‟ cottage using her weeks pay - 2 piaster‟s - after
  attempting to breastfeed him (pg 32)
- Grusha risks her life by crossing a rotten bridge.
- Eventually because of lack of motherly love, Natella loses the baby, she gets what she deserves.

iv) The Chalk Circle
- Natella wants the baby Michael after two years for the sake of reclaiming her husband‟s estate.
  ……. She had no single thought for the child for two years.
- To decide who really loves the child as a mother, Azdak uses the test of the Chalk Circle in which Grusha declines to pull the
  child violently, saying that she had brought him up and as such cannot tear him into bits. (pg 98)
- Natella through her lawyer reveals her true intention of her dire need of taking Michael back.
  Her second lawyer states categorically that her estate is closed to her as it is tied to the heir (pg 92, 97)
- Despite being Michael‟s biological mother, she dearly needs him for what the governor has left behind in his son‟s name.
- Grusha on the other hand has brought up the child, he wants to teach him how to speak all the words.
- Both Grusha and Natella get what each deserves.
- Natella‟s estates fall to the city and they are converted into a playground for the children.
- Grusha is told to take the child and be off.

v) Simon and Grusha get to marry.
- Grusha initially is forced to marry Jussup by her brother Lavrenti and sister- in-law, Aniko.
- She greatly loves Simon but because her brother‟s wife is “religious” she gets married to Jussup to uphold their reputation.
- Azdak eventually divorces Grusha from Jussup allowing her to marry her long-time friend.
- Simon has been patiently waiting to marry her but after the war returns to find her married to Jussup.
- Inspite of this, Simon supports her as she fights for the child.
- So, when Grusha‟s forced marriage is terminated, the two are left free to marry (pg 98)
- They get what they deserve.

vi) Azdak passes judgement in favour of the poor although he receives bribes from the rich.
- Azdak was sympathetic to the poor and was termed as the poor man‟s magistrate (pg 79)
  He broke rules to save the poor.
- Thus Azdak fines the rich invalid, the blackmailer, the innkeeper and the farmer all of whom have wealth and land.

(The chalk circle is also a good illustration to the point)
They all get what they deserve.
Conclusion
In conclusion, we can say that in the text, the Caucacian Chalk Circle, the direction each character takes is dependent on his relationship with others. Unless we take responsibility, finding meaning in life will elude us.

(Accept any other valid conclusion = 2 marks)
Accept any 4 well developed points.
Marks 3: 3: 3: 3 = 12 marks
Grammar and presentation = 4 marks

3. Optional Set Text

a) The short story
Introduction

When moving to a foreign country, immigrants may experience a lot of problems some of which can be adverse. In the story,

„Twilight Trek," as the illegal immigrants attempt to get to Spain, they undergo a lot of dehumanizing problems.

(Accept any other relevant introduction = 2 marks)

Body / content.

i) They have to travel using fake passports which they have to produce money to get.

- The narrator confesses that his name is not Jean-Luc nor is he from Mali as indicated on his fake passport.
- Its not that the illegal immigrants do not have enough money to fly overseas; it"s just that the foreign embassies do not grant

Africans visas. (pg 109)

ii) Immigrants travel under very hostile conditions.
- They are warned that they risk attack from moslems and bandits.
- The Tuareg driver taking the illegal immigrants to Morocco across the sahara desert stops the vehicles in the scorching heat of the sun.
- He knows, the travelers are not used to the intense desert heat.
- The Tuareg then demands for more money for the trip. If they don‟t add, he threatens to abandon them. (pg 114)
- The narrator claims that their feet become numb due to the long hazardous journey.
- The immigrants are transported in the back of trucks and the conditions are deplorable.
- A number of them perish as they cross over the sahara while others drown while crossing the sea.

iii) Pathetic hygiene conditions
- The narrator claims that they have to spit where they crouch inside the truck.
- The immigrants also reek badly as their legs are clamped.
- Patience‟s breath smells of sardines.
- A man with a skullcap says that he is suffering from piles because of constant jolts and his wheezy wife complains that she cannot breathe.
- They are coughing, scratching and slapping their arms and legs.

iv) Dishonesty that is with some of the immigrants.
- Patience proves to be a good companion during the trip across the Sahara and in the forest camp.
- Hardly does the narrator realize that he is dealing with a very cunning and dishonest person until she disappears with his money leaving him completely helpless.
- Patience deceives the narrator that she wants to arrange for their crossing over to Spain but disappears with his money.

v) Spain on their arrival at their destinations many Africans work as taxi drivers, watchmen.
- Washing dirty plates and toilet seats, sleeping in cold ghetto and streets, sex slaves etc.

(Accept any 4 well developed points)
Marks 3: 3: 3: 3 = 12 marks

Conclusion

As people migrate from sub-Saharan African countries across the Sahara desert going to look for greener pastures, they are bound to face so many challenges. It is hence more secure at home than going to other countries.

(Accept any other relevant conclusion = 2 marks)

Grammar and presentation = 4 marks

b). The Play: Betrayal in the City, Francis Imbuga:

Introduction: General Sample:

It is a human instinct to pay back evil with evil - an eye for an eye; a tooth for a tooth. It is bad to do so and can only be forestalled when people value peaceful coexistence and chastity of life as they have second thoughts and respect for peace.

However, bad leadership can instigate hate and distract amongst citizens or family members leading to a desire to hurt as sun in the play.

(Accept any other relevant introduction = 2 marks)

Body and content

i) Kafira is ruled by a tyrant - police use excessive force against rioting university students and gun down Adika, Jusper‟s brother in the university.

 Jusper avenges his brother‟s blood by killing Chagaga - the sub-chief‟s brother - believed to have pulled the trigger on Adika.

- Jusper drowns the body in a river.

 The public stones Jusper when, feigning madness, he confesses his crime.

→ All these happenings are due to bad governance.

ii) Jusper‟s suffering and loss go spiral - deaths of his brothers, parents, his arrest, that of Mosese and the attempted rape on his girlfriend Regina by the boss, among other evils;

 The opportunity to avenge himself presents itself in the tender to write the play to entertain the visiting foreign head of state to be performed by prisoners - no wonder the hitherto adamant Mosese and Jere agree to take part in the performance.

 It appears lack of props and the sick prisoner whose role the boss chooses to undertake are a ploy by Jusper in a bid to have Boss in the cast and also use live ammunition to nail the Boss.

 The government is defenselessly toppled by gun-wielding prisoners and Mulili is killed.

iii) Mulili is involved in a tussle with Kabito, a cabinet member, for the tender to supply milk to the university.

- Kabito is qualified for the tender by varsity authorities but Mulili uses Boss to have the tender given to him.
- At a committee meeting to plan on the visiting foreign head of state, the two quarrel over an irrelevant matter and Mulili

claims Kabito has insulted him. During break, Mulili falsely accuses Kabito to Boss who orders Mulili to report Kabito

silenced. During the same break, Kabito is involved in a ghastly road accident and he dies.

-Mulili avenges himself against Kabito over the tender saga.

iv) Mulili avenges himself against Jere after they differ when sent by Boss to stop the shaving ceremony on Adika‟s grave.

- It is Jere‟s home area; he respects Doga as his father‟s agemate so he wishes they let the ceremony go on as planned - Mulili

would hear none of it as he claims he has been promised a farm and „many head of cattle‟ by Boss and would not lose them

owing to the ceremony.

- Jere wishes they strike a deal akin to another in which Mulili let a fugitive Mustafa ,flee.

- Jere is irked and in the exchange of words attempts to shoot Mulili who threatens him hence;

"Hey you, what you thinks you do? You shall pays for it! (pg 15)

 Next time we meet Jere, he is in prison which can only be due to Mulili"s revenge.

v) Doga and Nina bitterly argue with Mulili over their right to conduct a shaving ceremony on their son"s grave.

 Mulili is disrespectful of old age as he dares Nina to strip naked saying:

"How many naked body I have seen and I am still Mulili with my two eyes, natural? Look, no glass goggles." (pg 9)

 The old couple curses mulili:

DOGA: Let"s forget he ever was born….."(Pg 9)
Empty words will be your downfall.
May you die the way Adika did." (pg 70)

 The old couple is bitter with the government and Mulili for mistreatment.

- In revenge, Mulili has the old couple murdered and cursed by Doga and Nina, he is in return gunned down during the final rehearsal - all these owing to bad governance.

Conclusion

It is wrong to repay evil with evil. A peaceful coexistence among citizens is the key to progress and joy. Even with poor leadership, the people can forge a common front and fight against the regime and restore democracy. Forgiveness is the anecdote for restoration of brotherly love and hence peace. Accept any other relevant conclusion = 2 marks)

Grammar and presentation = 4 marks

c) The Whale Rider, Witi Ihimaera.

Introduction

In many parts of the world, especially in Western countries - America, Britain, Australia, some white people show open contempt for people who are not of their complexion. They use derogatory terms to refer to them such as blacks or coloureds! As human beings, we should not discriminate against one another on account of skin colour but accept one another as fellow humans. Not so in Papua, New Guinea when Rawiri visits with his friend Jeff.

Body / content

i) Sydney town where Rawiri lived nick-named „Kiwi City" since inhabited by black Maori people from New Zealand;

- Kiwi a black flightless bird common in New Zealand hence term is derogatory.

ii) On travelling with Jeff to Papua, New Guinea, Jeff"s mother Clara meets them at Port Movesby.

- It is obvious, according to Clara that Rawiri is too dark despite Jeff"s explanation to her that Rawiri was Maori - She wonders how she would explain the matter to the women in the bridge club.

iii) Jeff"s parents constantly push him to associate with his own kind in the clubs and parties, not Rawiri with whom he was getting on quite well.

iv) Clara is embarrassed to take Rawiri along when the family is invited to a reception - she wanted him to stay behind.

Jeff insisted that Rawiri should accompany them.

- Clara, at the reception, says to one of the guests "He"s a friend of Jeff"s. You know our Jeff, always bringing home dogs and strays!"

v) Jeff knocks down Bernard with the family car as they drove to the plantations.

- Only Rawiri is willing to assist Bernard despite being discouraged by all.
- When out of the car, Clara orders Jeff to drive off and abandon them which he does.

Conclusion:

Human beings are equal in spite of the skin colour. We are all God"s people and as such it is sin to discriminate against God"s people. The Bible says, „Love your neighbour as you love yourself! There is need to respect one another as our roles in life are complimentary - did anyone think success in life depends on skin colour? It doesn"t. Therefore we should honour fellow man which is honouring God.

KIRINYAGA CENTRAL SUB-COUNTY EFFECTIVE FORTY JOINT EXAMINATIONS - 2016
101/1
ENGLISH
(FUNCTIONAL SKILLS)
PAPER 1
JULY/AUGUST, 2016
TIME: 2 HOURS

1. FUNCTIONAL WRITING:

You are the Chief Executive Officer of a Non-Governmental Organization and Mr. Zack Mwambia has been working under you, in the accounts department.
Your organization has opened a branch in U.S.A and has offices in London. Zack has applied for the position of a Senior Accountant in the London offices.
Write a confidential report to the manager recommending him for this position. Remember to email it to him. (20 marks)

2. CLOZE TEST: (10 MARKS)

Read the following passage and fill in the gaps with the most appropriate words.
The police frequently 1 ..... our slum village in search of hidden illicit brews. It was one of 2 ..... raids that constable Amka Twende earned himself unexpected honour 3 ..... respect
for his detective skills. 4 ..... chang"aa brewers in the village had devised several smart ways of hiding
their liquor in spots 5..... even the nosiest cops would not dream of looking. A new favourite trick was to
put the chang"aa 6 ..... twenty litre jerry cans, close them tightly tie strong sisal ropes 7 ..... the necks and dangle them down pit 8 .....
This of course necessitated boring extra opening at the back of the toilet"s structures for the jerry cans to be let down before
the holes were ingeniously covered and disguised 9 ..... soil, refuse or even green grass.

No policeman in his right 10 ..... was going to start looking for hidden chang"aa down a toilet pit, surely.

3. (a) ORAL SKILLS: (30 MARKS)

Read the oral poem below and then answer the questions that follow: (5 marks)

He couldn"t wait, eh!
For the child of my mother
To finish school

He begged, eh!
That man begged
He begged and begged

He couldn"t wait, eh!
For the child of my mother
To dress up

Questions.
(i) What makes this oral poem rhythmic? (2 marks)
(ii) Which word are you likely to stress in the second line of the first and last stanzas and why? (2 marks)
(iii) How would you say the last line of the poem? (1 mark)

(b) Identify the word with the odd sound from the following sets of words. (5 marks)

(i) Pooh	poop	pool	poor	
(ii) Tortoise	boy	join	ploy	.....
(iii) Scuttle	scythe	scullery	sculpture	.....
(iv) Gingivitis	gigolo	gist	gender	.....
(v) Cannibal	caesura	calcium	cachet	

(c) Provide another word that will form minimal pairs for the following words. (3 marks)
(i) Not .....
(ii) Play .....
(iii) Rips .....

(d) Study the genre below and answer the questions that follow. (6 marks)

The short child shot a shot of his short white wash.

Questions

(i) Classify the genre. (2 marks)

(ii) Identify consonance in the genre above. (2 marks)

(iii) State two functions of the genre above. (2 marks)

(e) (i) You are invited as a motivational speaker to give a talk to a group of people. State three factors about the audience that you must consider before giving the speech. (3 marks)

(ii) State three factors the listener ought to observe in order to gain from the speech. (3 marks)

Two friends, Mutunga and Mutiso have a debate. Mutunga strongly feels that a man should marry more than one wife.

Mutiso on the other hand argues that a man should only marry one wife. Advise them on five things they should do in order to disagree in an agreeable manner so that their conversation does not degenerate into a quarrel. (5 marks)

KIRINYAGA CENTRAL SUB-COUNTY EFFECTIVE FORTY JOINT EXAMINATION - 2016

101/2
ENGLISH
(Comprehension, Literary)
Appreciation and Grammar)
PAPER 2
JULY/AUGUST, 2016
TIME: 2½ HOURS

1. COMPREHENSION:

Read the following passage and answer the questions that follow:

You may think that expecting food to change your life is too much to ask. But have you considered that eating the right food at the right time will increase energy, help you manage weight and ward off major illness?

Researchers have found that eating a meal with plenty of protein leaves you feeling more satisfied for longer when compared to a meal loaded with low-quality carbohydrates. Your body takes longer to digest protein, leading to a gradual increase in blood sugar. The high protein breakfast will therefore carry you through the morning and more importantly, through your tea break. Many high carbohydrate meals are absorbed quickly and send blood sugar on a roller coaster ride, taking your appetite with it and depleting your energy.

Many foods contain antioxidants, but fruits and vegetables may be the richest source. Behaving like chemical warriors,
antioxidants neutralize molecules known as free radicals before they damage arteries and body cells. This protects you from heart diseases, high blood pressure, cancer and diabetes. You can now see why antioxidant foods should be consumed in generous portions.

Actually, forget pills - antioxidants work best when consumed in foods. In fact, nutritionists recommend that we eat five
portions of fruit and vegetables a day. It‟s less daunting than it sounds: a portion equals a piece of fruit, three tablespoons of cooked vegetables or a glass of fresh juice.

And do you desire to relive yourself of some baggage? Calcium is the latest weight-loss star to appear on the scene.
Scientists stumbled on its magic by accident. From study that measured the blood pressure of obese people, it was discovered that those who took one large tub of yoghurt a day in their diet lost an average of eleven pounds of body fat in one year, even though they did not eat less.

A follow-up study found that people on a high calcium diet lost weight and fat than did people on a low-calcium diet - and again, both consumed the same number of calories. Researchers believe calcium encourages fat cells to stop “getting fatter” instead, the cells burn extra fat without you having to go anywhere near a gymnasium.

It probably sounds strange to say that you can cat more in order to lose weight. Obviously, the question you should ask
immediately is, “Eat more of what?” We are talking about foods rich in fibre. They have what is referred to as low-energy
density; that translates to few calories relative to weight. This means that you can down a mountain without fear of calories overload.

Fibre also aids weight loss because it‟s filling. Most high-fibre foods take a lot of chewing, triggering your body‟s fullness sensors. Moreover, you absorb the food more slowly so you feel full longer.

Will the wonders of food ever cease? Not if researchers in nutrition keep their pace.
Let them keep the good news flowing - such as the fact that we don‟t have to starve ourselves to lose weight and keep diseases at bay.

(Adapted from Reader‟s Digest, January 2004)

(a) From the information given in the first paragraph, how can you improve your life? (1 mark)
(b) In not more than 35 words, summarize the effects of eating carbohydrates. (4 marks)
(c) Explain how free radicals contribute to the occurrence of high blood pressure and cancer.(2 marks)
(d) In what two forms can antioxidants be consumed? (2 marks)
(e) In fact, nutritionists recommend that we eat five portions of fruit and vegetable a day. Rewrite this statement as a question.

(1 mark)

(f) What is the attitude of the author towards calcium as a weight-cutting measure? (3 marks

(g) According to the passage, how can you use up excess fat? (2 marks)

(h) Identify an instance of irony in the passage. (2 marks)

(i) Explain the meaning of the following expressions as used in the passage. (3 marks)

(a) Daunting

(b) Baggage

(c) Down a mountain

2. Read the excerpt below and answer the questions that follow:

"She means everything to me." She looked at him steadily for a little while. "So do you - though I am beginning to think it"s
a waste of time. When are you going to propose if at all? We"ve known each other for six years. Six years! What I don"t
have by now I"ll never get. I am twenty six years old and you are looking at the finished product. And I am tired of being
asked when I"ll bring home the man from Ruguru - meaning the man from the west as my relatives refer to you."
"You do mean it, don"t you? It is not brain fever due to overwork and lack of sleep, is it?" He said it half in jest, half in
earnest.
"You really are too much," she said getting up.
"Come on! Do have a sense of humour. It isn"t everyday a girl proposes to me. As a matter of fact this is the first time - so forgive me if I don"t quite know what to say. But you know there"s never been anyone else since I met you. To hell with it, since we are in the age of equality, why don"t I just say that there"s never been anyone else? The answer is - yes I"ll marry you. Any day you want. Today, if we can get anyone to marry us."
"You are really a comedian, you know. What are you still doing here - an underpaid intern? You should be out there earning your millions with Bill Cosby and the rest." This is how their conversation ended. Two strong wills pitted against each other. She wondered if she was taking on more than she could manage. But he had a power over her - which even he did not know. There was no one else. There could be no one else. Still she was piqued by him.
"Point taken. But I am dead serious. You can tell your mum that I"ll be over to pay my courtesy call as soon as this
internship business is over. My intentions towards her daughter have always been good even if I am not a son of Mumbi and Gikuyu - the founders of your great tribe."
The alarm rang and cut him short.
"Yak! I"ve got to run, honey. I have gallonfuls of bloodletting yet to be done. I"ll just walk you to the bus stop and then get on with the job at hand." He grabbed his coat and opened the door. She understood. After all, she herself was an intern and at the mercy of the clock and the beck and call of others. It was one hell of a life and one hell of a courtship. Why couldn"t she fall in love with an ordinary guy who worked ordinary hours? One doctor in the house was more than enough. She wondered if the marriage would survive the onslaught of medicine. Time would tell.

Questions.

(a) Explain what happens immediately before and after this excerpt. (4 marks)
(b) Identify and illustrate any one theme evident in this excerpt. (2 marks)
(c) (i) „She means everything to me"
Who is referred to as „she" in this sentence? (1 mark)
(ii) What makes the „she" age faster than she should have later in the story? (1 mark)
(iii) Explain the meaning of the following:
„I am twenty six years old and you are looking at the finished product." (1 mark)
(d) Both Wandia and Aoro are interns in different hospitals. What challenges do they encounter as they serve as interns? (4 marks)
(e) Which trait of character is shared by both Aoro and Wandia in this excerpt? (3 marks)
(f) Illustrate any two features of style evident in the excerpt. (4 marks)
(g) Where do Aoro and Wandia meet for the first time in the story? (1 mark)
(h) „There"s never been anyone since I met you"
(Begin: Never …….) (1 mark)
(i) Explain the meaning of the following words as used in the excerpt: (3 marks)
(i) Piqued.
(ii) Internship.
(iii) Jest.

3. Read the poem below and answer the questions that follow:

THE VILLAGE WELL

By the well,
Where fresh water still quietly whisper
As when I
First accompanied Mother and filled my baby gourd,
By this well,
Where many an evening its clean water cleaned me;

This silent well
Dreaded haunt of the long haired Musambwa
Who basked

In the mid-day sun reclining on the rock
Where I now sit
Welling up with many poignant memories;

This spot,
Which has rung with the purity of child laughter;
This spot,

Where eye spoke secretly to responding eye;
This spot,
Where hearts pounded madly in many a breast;

By this well,
Over-hung by leafy branches of sheltering trees
I first noticed her
I saw her in the cool of red, red evening
I saw her
As if I had not seen her a thousand times before
By this well
My eyes asked for love, and my heart went mad.
I stuttered
And murmured my first words of love
And cupped
With my hands, the intoxication that were her breasts

In this well,
In the clear waters of this whispering well,
The silent moon
Witnessed with a smile our inviolate vows
The kisses
That left us weak and breathless.

It is dark.
It is dark by the well that still whispers.
It is darker
It is utter darkness in the heart that bleeds
By this well
Where magic has evaporated but memories linger.

Of damp death
The rotting foliage reeks,
And the branches
Are grotesque talons of hungry vultures,
For she is dead
The one I first loved by this well.

Questions:

(i) Who is the persona in this poem? (2 marks)
(ii) What is the significant of the well to the persona? (4 marks)
(iii) Identify imagery in the poem. (2 marks)
(iv) Explain the meaning of the following lines as used in the poem.
(a) Dreaded haunt of the long haired Musambwa. (2 marks)
(b) I saw her in the cool of a red, red evening. (2 marks)
(c) It is dark by the well that still whispers. (2 marks)
(v) Comment on the change of mood in the last two stanzas. (4 marks)
(vi) What is the attitude of the persona towards death? (2 marks)

4. GRAMMAR:

(a) Arrange the adjectives in the following sentences in their correct order. (3 marks)
(i) I hate blue toilet big ugly flies.
(ii) They found gold handsome round Swiss old watches.

(b) Replace the underlined words with a suitable phrasal verbs. (3 marks)
(i) Grusha fainted from exhaustion.
(ii) The thief escaped with our valuables.
(iii) Vera visited Wandia.

(c) Complete the sentences using the correct form of the word in brackets. (3 marks)
(i) In summary writing, you should observe both accuracy and ……(brief)
(ii) That we cannot add one and one is …… (conceive)
(iii) Phil Collins is a famous ……. all over the world. (piano)

(d) Rewrite the following sentences according to the instructions given. (3 marks)
(i) If you have nothing more to contribute we will stop fundraising.
(Begin: Unless……)
(ii) Only the head boy among the other prefects remained in the school.

(Begin: All……..)

(iii) They had just entered the house. The shooting started.
(Join as one sentence beginning: Hardly……)

(e) Explain the meaning of the following idiomatic expressions. (2 marks)

(i) A skeleton in the cupboard.

(ii) Show one‟s teeth.

(f) Fill in the blanks with the correct preposition. (2 marks)

(i) You must not lean …….. the wall during the assembly.

(ii) Robbers broke …….. our house while we were away.

KIRINYAGA CENTRAL SUB-COUNTY EFFECTIVE FORTY JOINT EXAMINATION - 2016

101/3
ENGLISH
Paper 3
(Creative Composition and Essays Based on Set Texts)
July/August 2016
Time: 2½ hours

IMAGINATIVE COMPOSTION (COMPULSORY)

EITHER

1. (a) Write a composition ending with "…….. after that incident, I realized that it is never too late to change."

(b) Write a composition based on the following "The mobile phone is the best piece of technology of the twenty first century". Discuss.

2. The Compulsory Set Text (20 marks)
Bertolt Brecht by The Caucasian Chalk Circle
"The gap between the rich and the poor can be controlled through the use of social justice".
Using illustrations from Bertolt Brecht‟s, The Caucasian Chalk Circle, write an essay in support of this proposition

3. The Optional Set Text

(a) The Short Story:
Emilia Ilieva, Waveney Olembo - When the Sun Goes Down
The war of the ears by Moses Isegawa "Civil wars, especially those lead by militia groups can have devasting effects on a country". With evidence drawn from the story „The war of the ears‟ by Moses Isegawa, validate the above statement.

Or

(b) Drama: by Francis Imbuga, Betrayal in the City.
In African setting, elderly people normally spice up their language with proverbs to effectively communicate. Drawing illustrations from „Betrayal in the City‟ by Francis Imbuga, discuss how true the statement is.

Or

(c) The Novel: by Witi Ihimaera, The Whale Rider
Drawing illustrations from Witi Ihimaera‟s novel, The Whale Rider, write an essay highlighting the conflicts evident in the text.

KIRINYAGA CENTRAL SUB-COUNTY EFFECTIVE 40 JOINT EXAMS - 2016
101/1
ENGLISH
PAPER 1
MARKING SCHEME

SAMPLE CONFIDENTIAL REPORT
To: bobcollymore@yahoo.com
From: josephnjanja@hotmail.com
Date: 8th April, 2016 Time: 11.00am
SUBJECT: MR. ZACK MWAMBIA 1D.NO.20895876

I have known Zack Mwambia for the last three years in which he has worked as an accountant in our organization.

During this period he has worked conscientiously, diligently with very good results. He is honest and an excellent team player. Under him, the Department has continually registered growth, winning several awards for the organization. He is also quite innovative as he came up with an account‟s programme that made the department‟s numerical work easy.

However, he has a short temper but he is able to have it moderated.

I would strongly recommend him for the post of a Senior Accountant in your office as he is a strong pillar. If you wish to seek further clarification do not hesitate to write back.

Thank you,
Bobcollymore.
NB: The email should not be signed.

MARKING GUIDELINES
QUESTION 1 FUNCTIONAL WRITING

- Must be a confidential report/reference letter if not deduct (4 marks AD).
- It must be in the email format if not deduct 2 marks (2 marks AD).
- The format should include the following:-

E mail Address.
To (1mk)
From (1mk)
Date --- time (1mk)
Subject (1mk)

Body:
Expect the following.

1. In the introductory paragraph the writer should introduce himself/herself and the person being recommended.
2. The candidate should state the strengths of the person being recommended.
3. The candidate should state the weaknesses of the person being recommended (in a mild way).
4. Finally, recommend the person.

2. CLOZE TEXT ANSWERS: (10 MARKS)
   (i) raided
   (ii) those
   (iii) And
   (iv) The
   (v) where
   (vi) into
   (vii) round
   (viii) latrines
   (ix) with
   (x) senses

3. (a) (i) - Repetition of certain lines.
   - He couldn‟t wait, eh?
   - begged, begged (½mk)
   - For the child of my mother (½mk)

- Repetition of the interjection "eh" (½mk)
- The equal length of lines (1mk)
- Alliteration (½mk) my mother (½mk)

(ii) My (1mk) to signal that it isn"t any other and my closeness with the girl in question
Sound patterns
e.g. - Alliteration - for the child of my mother
- Assonance e.g. that man begged
- Consonance - He begged and begged

(b) (i) pool
(ii) tortoise
(iii) scythe
(iv) gigolo
(v) caesura

(c) (i) nut
(ii) pray
(iii) lips

(d) (i) Its pun/tongue twister
(ii) Consonance - the short child shot a shot at his shot with white wash (iii) Functions
- Promote fluency
- Promote creativity
- Teach new language
- Improve vocabulary acquisition and power of diction
- Develop ability to commit to memory

(e) (i) - The age group
- Gender
- Education background

(ii) - Observe eye contact with the speaker (avoid distractions)
- Sit in an upright posture
- Take brief notes
- Observe non-verbal cues (any three award marks)

(f) - Should observe turn-taking skills.
- They should respect each others opinion.
- Focus on win-win situations.
- Observe politeness in language.
- Avoid shouting at each other and calling each other names.
- Should interrupt politely (any 5 award 5 marks)

KIRINYAGA CENTRAL SUB-COUNTY EFFECTIVE 40 JOINT EXAMS - 2016
101/2
ENGLISH
PAPER 2
MARKING SCHEME

QUESTION 1

(a) You can improve your life by eating the right food at the right time. (1mk)
(b) Since they are quickly digested and absorbed, carbohydrates make one hungrier sooner. They greatly raise blood sugar and
subsequently one‟s appetite, leading to loss of energy. (27 words). (4mks)
(c) Free radicals, if not neutralized, damage arteries and body cells. It is these damaged arteries and body cells that cause high
blood pressure and cancer.
(2mks)
(d) Antioxidants can be consumed in the form of pills and food. (2mks)
(e) Don‟t nutritionists, in fact, recommend that we eat five portions of fruit and vegetables a day? (1mk)
(f) The attitude of the author is one of admiration, marvel. Fascination/wonderment.
He is highly impressed by the effectiveness of calcium as a weight - cutting measure for he refers to it as „star‟ and says it has
some magic. (3mks)
(g) One can use excess energy by taking a high-calcium diet or going to a gymnasium. (2mks)
(h) The irony is that you can actually eat more in order to lose weight. Usually, eating more leads to weight gain. (2mks)
(i) Daunting: difficult, challenging.
Baggage: excess weight.
Down a mountain: eat a huge amount of food. (3mks)

QUESTION 2 ANSWERS

(a) Before
Wandia has time off from Machakos Hospital to go and see her mother.
On her way to Murang‟a, she stops by to see her boyfriend in Nairobi. (2mks)
After
Wandia meets her mother in hospital. She also visits her sister and spends the
night. Her intended marriage to Aoro is discussed by both her sister and mother. (2mks)
(b) Change/transition (1mk)
Wandia proposes to Aoro, a deviation from the norm since men normally propose to women. (1mk)
(c) (i) Wandia‟s mother. (1mk)
(ii) Because of worry, overwork and lately diabetes. (1mk)
(iii) She is mature and ready for marriage. She does not require any more time to develop. (1mk)
(d) They have no time to rest or eat.
They have no time for social life
They do not have enough time to sleep and are overworked.
They interact with rude and uncompromising consultants. (4mks)
(e) Both are loving/caring.
Wandia proposes to Aoro.
Aoro confesses to Wandia.
(Identification 2mks, illustration 1mk)
(f) Direct address - „she means everything to me‟
Humour - I‟ll marry you. Any day you want. Today, if we can get anyone to marry us.‟
Rhetorical question - „why couldn‟t she fall in love
(Any two, two marks x two)
(g) At the University of Nairobi as they pursue medicine. (1mk)
(h) Never has there been anyone else. (1mk)
(i) Piqued - amused (1mk)
Internship - a period of time which a graduate (especially in medicine) gets practical experience in a job. (1mk)
Jest - not serious/jokingly. (1mk)

QUESTION 3 ANSWERS

(i) The persona is a male lover - he says, „By this well ---- I first noticed her‟
(ii) The significant of the well to the persona.
- Obtained fresh water from it when he was young.
- He met his beloved by the well.
- He has fond memories for it “----- memories linger”
- He used the water to clean himself - where many an evening its clean water cleaned me.

(iii) Imagery - Personification

- The silent moon witnessed
- Still waters still quietly whispers

(iv) (a) Dreaded haunt of the long haired Musambwa - means the persona is being haunted by the

fond memories of his lover (Musambwa) who is now dead.

(b) I saw her in the cool of a red, red evening - means he saw her in the evening when the sun was setting.
(c) It is dark by the well that still whispers - means that there is no hope and that nothing is interesting by the well now that she is no longer there.
(v) The mood in the first six stanzas is nostalgic because of the fond memories of the good times he had with his loved one.
However, in the last two stanzas, the mood is sad because his beloved is dead and what remains are sad memories.
(vi) The persona‟s attitude towards death is disgusting - of damp death, the rotting foliage reeks.

QUESTION 4 ANSWERS GRAMMAR

(a) (i) I hate ugly, big, blue toilet flies.
(ii) They found handsome, round, old gold Swiss watches.
(b) (i) passed out
(ii) made away
(iii) dropped in on/called on
(c) (i) brevity
(ii) inconceivable
(iii) pianist
(d) (i) Unless you have anything to contribute, we will stop fundraising.
(ii) All the other prefects left the school except the head boy.
(iii) Hardly had they entered the house when the shooting started.
(e) (i) a dreadful family secret
(ii) look angry
(f) (i) against
(ii) into

KIRINYAGA CENTRAL SUB-COUNTY EFFECTIVE 40 JOINT EXAMS - 2016
101/3
ENGLISH
PAPER 3
MARKING SCHEME

1. (a) and (b) IMAGINATIVE COMPOSITION (Compulsory)

Marking problem script

1. Irrelevancy

(a) Consistent distortion of question, evasion of question, writing on totally different subject with a clumsy attempt at connecting
the essay to the subject given, inclusion of memorized passages etc.
(b) The question is given an unacceptable or questionable interpretation.
(c) Essay contains long, semi-relevant digressions or lack of coherence.

Action

The examiner must mark the essay and give a linguistic mark then comment on the nature of irrelevancy. Deduct up to 4 marks for each irrelevant essay.

2. 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 count the number of words. If the essay is shorter than half the length specifies, a 2 mark penalty should apply whatever the quality of the essay presented. If the essay is on one page, deduct 4 marks AD.

Points of interpretation

1. (a) - Must be a story, if not deduct 3AD.
   - Must end with the given sentences. If not deduct 2 AD.
   - The story must involve an event that shows change of behaviour of a character possibly after an unpleasant experience due to earlier misbehavior.

   (b) - Must be an argumentative essay.
   - There must be an attempt to argue for or against both sides of the statement.
   - Candidates must clearly come up with their stand/position with reference to the statement.

2. BERTOLT BRECHT - THE CAUCASIAN CHALK CIRCLE

INTRODUCTION: Accept a general or contextual introduction e.g. The society depicted in The Caucasian Chalk Circle is one divided by social class, where people are classified on the basis of esteem and prestige acquired mainly through economic or political success and accumulation of wealth. In the play the rich can virtually get away with anything at the expense of the poor. This briefly changes when Azdak sits on the judges seat as demonstrated below.

The poor in the society depicted in The Caucasian Chalk Circle are disregarded by the rich. As the play opens, the Governor is going to church in the company of his family while the beggars and petitioners line up the streets looking for a chance to have the governor address their grievances. However, his family is sharply contrasted with the beggars "---- holding thin children, crutches -----" while on the other hand his son Michael has two doctors by his side, who never move away from him pg.14-15. Also, as these beggars plead with the governor to have mercy on them, soldiers push them back, lashing at them with thick leather whips, while a servant distributes coins to them from a purse. This incident clearly portrays the gap between the poor and the rich.

The rich in this society can buy justice while the poor who do not have the money suffer injustice. When Grusha goes to court, to defend herself in the case between her and Natella, she lashes out at Azdak because she thinks that Azdak will give the child to Natella on account of her social class. "---- because we do not talk as refined as that crowd with lawyers" Pg.94. Azdak also insinuates that justice is up for sale to those who can afford it.

He tells Grusha "you want justice, but do you want to pay for it? When you go to a butcher ------ funeral supper" Pg.94.

In the four cases that Azdak presides over after being made judge by the Iron shirts, he bends justice to favour the poor. He takes this opportunity to make sure that the voice of the poor is heard. He dispenses justice in his own style where the rich pay for crimes committed by the poor. For example, the case of the doctor who practices professional negligence but is acquired. Though we are not told directly why he acquits him, we can deduce that Azdak acquits him simply because he had performed an expensive operation on a man who perhaps could not afford it, for free. Pg.76-77. As well the case between Granny Grusinia and the three farmers the Bandit Irakli and Granny Grusinia go Scot free even when it is clear they have committed the crimes they are accused of. Once again it is Azdak

hitting back at the rich (accept any other relevant case judged by Azdak).

Azdak practices social justice, which the playwright seems to support in judging his cases. The singer describes Azdak as the poor man‟s judge. He takes bribes from the rich and gives it to the poor, in a way trying to strike a balance between the rich and the poor. “And he gave to the forsaken----- from the rich he‟d taken” Pg.79. Azdak tries to compensate the injustice that there before has been practiced on the poor. “And he broke the rules to save them --- to give the beasts of prey short measure, he became a wolf to fight the pack” Pg.82. In deed at the end of the play the singer tells us “----- the period of his judging as a brief golden age, almost an age of justice” Pg.99.

In conclusion, the playwright seems to advocate for a society that is treated equally irrespective of their social standing, thus bridging the gap between the rich and the poor. That is why he concludes the play by saying “That what there is shall go to

those who are good for it----- that it yield fruit" Pg.99.Expect 4 well developed points Introduction - (2mks)
Body - 4 x 3 = (12mks)
Conclusion - (2mks)
Language - (4mks)
Total (20mks)

3. (a) MARKING GUIDE FOR THE SHORT STORY
INTRODUCTION: Accept either general or contextual introduction e.g. Civil wars, lead particularly by militia groups have resulted to a lot of destruction of human lives and property as depicted in the story, The War of the Ears.

- Civil conflict has resulted to the destruction of the lives of most children as they are captured and forcefully recruited into the war. Major Azizima is only fourteen years old and his Boss, Colonel Kalo is only seventeen Pg.50 "major Azizima liked to -- --- was only three years older -----" In these camps they are exposed to brutal life at its best "life at the camp was an ordeal --- --- got one hundred strokes of the hippo-hide whip".
- As well, civil wars have resulted to many casualties, leaving some dead or maimed. Major Azizma"s mother, for example had been killed by another group of rebels of God"s Victorious Brigades. His own father had been killed by the government soldiers, who major Azizima believes had falsely accused him of collaboration with the rebels. Major Azizima also chops off one year of a man he finds out at night looking for medicine for his sick wife.
- The civilians live in perpetual fear - fear is an ever present phenomena in the lives of the civilians. They are either afraid of the rebels or the government soldiers. People get in early and barricade themselves inside their homes "They did not meet anybody ------ their houses by nightfall" Pg.47. Beeda had to severally remain awake at night praying that their house remains intact "He often spent ----- the rebels". Pg.54.
- Ma Beeda"s school is targeted by the rebels. She first receives a threatening letter, to either have the school closed down or they too are under threat of having their ears chopped of "ears which don"t ----- get chopped off" P.45. This affects the school badly because teacher leaves abandoning the learners. That is why Beeda, a secondary school student had to start teaching to fill in for one such a teacher. The rebels break the windows of the school, to threaten ma Beeda to close down the only existing primary school in the region. "She inspected the premises and saw the broken window. She wondered if the rebels planned to dismantle the school piece by piece". Pg.56. This means that civil wars lead to destruction of property.
- In conclusion, the events discussed above is a clear indication of how devastating civil wars can b to a country and her people.

4 well illustrated points - 4 x 3 - (12mks)
Introduction - (2mks)
Conclusion - (2mks)
Language - (4mks)
Total (20mks)

(b) BETRAYAL IN THE CITY
PROVERBS USE IN BETRAYAL IN THE CITY
A proverb is a brief, clearly, expressed figurative comment on a situation.
It gives advice about how people should live or expresses a belief that is generally thought to be true. In the African set up particularly, proverbs are mostly used by the elderly members of the society to teach, advise, solve disputes or to warn. This is exactly what happens in the play Betrayal in the City.
Doga uses several proverbs while addressing his wife Nina as a commentary on what is now facing them. At the grave, Doga and Nina find that someone had tampered with their son"s grave. Nina suggests that hey report the incident to the sub-chief but Doga cuts in with a proverb thus, „A mouse does not share a bowl with a cat." This means that he would not share a mutual relationship with someone who could harm him. This was in reference to the sub-chief whose brother Chagaga killed Adika. Doga nderstands his place. He knows that reporting such a thing to the sub-chief would be

tantamount to persecuting
oneself.

Doga also adds that „when dry thunder tears the sky before our eyes we do not forget the storm of yesterday?" He uses the proverb to highlight Nina"s failure to see futility of her actions. It is clear that Doga is determined to carry on with shaving ceremony atever the cost. The intended intimidation from Chagga is
just but empty threats and nothing can mend the damage already done by the killing of Adika.
Moreover, when Nina suggests that the ceremony should be delayed for security reasons, Doga insists that he would not have such delays and is adamant that the shaving ceremony would take place as planned. He is hopeful that things might not
actually go bad after all. He uses a proverb, „A cloudy sky does not
always cry rain."

To justify the graying of his hair, Boss observes that grey hair signifies wisdom. Boss has obviously ruled for too long and the graying of his hair is symbolic of his stubbornness to come out of the position as the head of state. He is one of those iron-fisted African leaders who hold on to power even in old
age since he believes that through his experience as the head of state, nobody equals him and nobody would rule as „well" as he does.

In summary, the conversations by the elderly characters in the play „Betrayal in the City" are sprinkled with proverbs. As has been observed, Doga"s optimism in things working out well is better captured in his great understanding of proverbs which he applies with ease in conversation. Nina on the other hand clearly understands him and his intentions.

The Whale Rider, Witi Ihimaera

Introduction

Conflicts are inevitable in life and human beings all over the world will disagree at on time or the other. The most important thing is how the conflicts are resolved. This can be seen in The Whale Rider by Witi Ihimaera through Koro Apirana,
Nani Flowers, Rawiri and Porourangi.
Accept any other relevant introduction. (2mks)

Content

- Conflict between Koro Apirana and Nani Flowers concerning the birth of Kahu. When Kahu is born, Koro Apirana is so
disappointed that he rows to the sea to sulk because he has been expecting a baby boy. The boy child who would inherit the
chiefdom which has traditionally been passed on from the eldest son to the eldest son. Kahu has broken this tradition. Nani
Flowers on the otherhand is so happy and to her it does not matter whether the baby is a girl or a boy. This conflict prompts
Koro Apriaa to start men-only classes in a bid to get a boy who can replace Kahu as chief in her generation.Conflict between
Nani Flowers and Koro Apriana over the naming of the girl Kahu as Kahutia Te Rangi. Koro Apriana suspects it was Nani
Flowers idea and is very angry because he finds this as belittling the ancestor of the village, Kahuti Te Rangi. Nani Flowers
is not bothered by this and encourages Reha. To Nani Flowers, Kahu is a symbolic name. This conflict does not influence a
change
in the name.
- Conflict between Koro Apriana and Porourangi over the issue of chiefdom in Kahu"s generation. Porourangi has no issue but
Koro Apirana is forever looking for somebody who can replace Kahu as chief in her generation. This conflict makes
Porourangi make sarcastic jokes about Koro Apriana"s attempt and he
keeps on saying that Koro is still looking for the one.
- Conflict between Nani Flowers and Rawire over Rawire"s venture outside Whangara Rawire thinks it"s a good idea but Nani
Flowers is opposed to it.
Nani asks what there is that he cannot find in Whangara. Later, when he calls to inform her that he is to fly with Jeff to Papua New Guinea, she discourages him telling him that he will be eaten up by the people of Papua. Rawire however has a
different idea. These conflicts do not stop Rawire from venturing to the outside world.
- Conflict between Rawire and Jeff"s family when Jeff"s family cause an accident in which a native, Bernard is seriously
injured, they think it is unsafe and useless to help the injured man since he is a native. This is despite the fact that he works
in their plantation Rawire chooses to help him. Due to this conflict, Jeff"s family speed in the family car, leaving Rawire with the helpless man. Unfortunately, Bernard dies of the accident injuries. This conflict makes Rawire think seriously about
going back home.
- Conflict between two parties at Wainui Beach during the incident of the stranded whales. There are those who are out to cut
up the whales using chainsaws, then get ready for a feast. The others want to help the whales back into the sea where they
belong. This conflict causes fist fights and name calling, unfortunately, all these whales finally die.
Expect four well developed points.
Mark 3:3:3:3 4 x 3 = 12mks

Conclusion

From the above illustrations, it is evident there are many conflicts in the text
The Whale Rider. These conflicts highlight various issues and help in development of the plot.
Accept any other valid conclusion. (2mks)
Grammar and presentation (4mks)
Total (20mks)

CENTRAL KENYA NATIONAL SCHOOLS MOCK JOINT EXAM 2016
Kenya Certificate of Secondary Education (K.C.S.E)

101/1
ENGLISH
PAPER 1
(Functional Writing and Oral Skills)
JULY/AUGUST 2016
TIME: 2 HOURS

1. FUNCTIONAL WRITING. (20 MARKS)
Write a review of the play The Caucasian Chalk Circle by Bertolt Bretcht. (20 marks)

2. Cloze Test. (10 marks)
Read the passage below and fill in each blank space with the most appropriate word.
More than 500 (1) _____ including experts on curriculum from Kenya and further afield, met in Nairobi (2) _____ other week with the question of the nation‟s (3) _____ system on (4)_____ of the agenda. It is right that the current system (5) _____ was put in place over these decades ago to subjected to exhaustive review.
The criticisms against the status que are numerous but the most important is that it (6) _____crammily and role learning and it does not inspire (7) _____ thinking.
The world is a dynamic place and , to survive, one (8) _____to develop their facility for creativity and adaptability. (9) _____ it is too early to know the prescriptions that emerged from the deliberations, the proposals of a taskforce (10) _____ by professor Douglas Othiambo after a good guide of the thinking among educations.

3. ORAL SKILLS. (30 marks)
(a) Read the story below and answer the questions that follow.

Long, long ago, , a hunter went to check on his trap. He was joyful to find a fat animal caught in one of his traps. He took the animal from the trap and reset the trap. Then he slaughtered the animal. He carried the meat on and set off on his way home.
The trap was one of those he had set far, far away from the village and it began to get dark when he was still far away. He became worried when he kept hearing an odd sound behind him. He put the meat down and then tied pieces of wood together. He lit the bunch of wood so that he could use it as a touch. Then he continued on his journey homewards. After sometimes, he heard the same noise behind him. He stopped to see what was making the noise.
Behind him was a huge hyena. When he moved, the hyena also moved when he stopped, the hyena also stopped. They moved in this manner until the man was near his home. Then he stopped and though and thought and thought. How could he stop the hyena from harming him? He decided that he would cover the remaining distance in the darkness; however, he would have to make sure that the hyena would have no reason to follow him.
When the hyena was out of sight, he quickly put the meat and the improvised torch on ground, and then dashed and hid behind a tree. The hyena, on seeing the improvised torch on the ground, thought that the old man had placed the fire on the ground and slept.
“What a feast I‟ll have!” The hyena thought.
The flames of the fire soon went out. The hyena came to where the meat lay and sank its teeth into it.
“That would have been. It is better to lose the meat today and live to hunt tomorrow,” said the hunter to himself as he ran home.

Questions.
i) How would you say the opening two words in the first paragraph if you were narrating this story? (2 marks)
ii) What is the effect of repetition in the second paragraph. (2 mark)
iii) The words „however‟ and „darkness‟ are found in the story. Use a stress marker to indicate the stressed syllable in each of these two words. (2 marks)

(b) Oral skills (8 marks)
She stepped out of the train, her long skirt held by he graceful left by her graceful left hand. The skirt billowed out,
Like a flower, colourful, entrancing
Her right hand held a milk-white kerchief with which

willingly dabbed her Beautifully shaped nose
To shield it from the harsh polluted air of the city
Her eyes, limpid clear, sweet spring water, beheld me.
I was riveted, instantly smitten, captured by those eyes ...
The elegance, the grace, the effortless charm.
I wondered, could she be the one I was waiting?

Questions.

i) You are to perform. This oral material to your classmates. What overriding tone would you employ throughout the rendition? (2 marks)

ii) Explain the use of any two paralinguistics devices to enhance delivery. (4 marks)

iii) How would you use two non-verbal areas to enhance delivery of this material? (2 marks)

(c) Underline the silent letter in the following words. (4 mark)

i) Parliament -

ii) Rendezvous -

iii) Biscuits -

iv) Basically -

(d) Indicate whether the following sentences have a rising or falling intonation. (4 marks)

i) Shut up! -

ii) Why do you always come to church late? -

iii) This is right, isn‟t it? -

iv) No I didn‟t -

(e) Supply the homophones of the following words. (4 marks)

i) liar -

ii) shoe -

iii) file -

iv) die -

(f) Read the dialogue below and answer the questions that follow. (5 marks)

Lillian: Good morning, Aisha

Aisha: Good morning.

Lillian: (Frowning) You don‟t look happy ... what‟s the matter?

Aisha: I have just received a call from home, and ...

Lillian: Ah, these fellows from home are always calling. My mother also called me.

Aisha: Well, in my case, it is bad news. My brother ...

Rehema: As I was saying, my mother called me, and also she wanted to tell me is that they are fine. (Shaking her head absentmindedly)

Aisha: My brother was involved in a car accident. But you are not listening ...

Rehema: What did you say?

Aisha: (Despairingly) I gave up.

Questions

What kind of lister is Rehema? Illustrate your answer) (4 marks)

CENTRAL KENYA NATIONAL SCHOOLS MOCK JOINT EXAM 2016
Kenya Certificate of Secondary Education (K.C.S.E)

101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation & Grammar)
JULY/AUGUST 2016
TIME: 21/2 HOURS

1. COMPREHENSION. (20 marks)
Read the passage below and answer the questions that follow.

Sales promotion involves taking measures such as advertising, intended to win over the attach customers. Nowadays people
have more money to spend on goods produced is a highly competitive commercial world than was the case twenty years ago.
Protection of the consumer is therefore necessary. As far as the law is concerned both the seller and the buyer are treated
almost equally. However, the right of the buyers stem from the fact that the purchase of goods involved a contract between
the seller and the buyer. The law recognizes that the buyer is responsible for ensuring that he buys exactly what he sets out to
buy.
At times, consumers feel that they are exploited and they complain at other times, grievance may be voiced and yet no remedy is effected. This may be due to the consumer‟s ignorance of his tight, his unwillingness to complain or simply indifference on his part.
Consumers dealing with public utility corporations, such as Post Office, something experienced frustrations yet they are taxed in order that such institutions may be financed. However weak the consumer is he should at least be safeguarded from such trade abuses as rising prices of monopolies, poor weight and measures, false or misleading statements, description, brand
names, or trade marks applied to both goods and services and unhygienic conditions.
The Kenya Consumer organization is a voluntary organization that looks at the welfare of the consumer. It acts as a „watch
dog‟ on various aspects of consumer problems. These problems include overcharging, poor quality of goods on sale, artificial
shortages, faulty packaging and refusal to sell or conditional selling to non-regular customers. If a customer finds that what
he has purchased is not up to the expected standard, he can direct his complains to the organization. He is then asked to
forward the faulty item plus the receipt to the organization. The item is examined and if the complaint is confirmed to be
genuine, the organization sends a representative with the faulty item and the receipt to where it was purchased.
The representative explains the situation to the seller and request him either to replace the item or refund the money. If the
seller is unco-oporative, the organization then reforms the Price Control Department which takes up the matter. Should the
trader remain adamant, he will be prosecuted and fined if found guilty. Members of the organization also visit factories
involved in production of consumer commodities. The aim of such visit is to inspect the processing and general cleanliness
of such places and the quality of goods being produced and offered to the consumer. The organization then makes
recommendations and if the factory fails to make the necessary rectification, the relevant authority is notified. This may
result in legal action being take against the factory.
The Kenya Bureau of Standards is charged with the responsibility of ensuring that products manufactured in Kenya, either for
the local market or export, measure to the international standard and specification. It is also educates consumers on
standardization. The promote standardization in industry and commerce, the bureau prepares specification and provides
facilities for examination and testing of any commodities manufactured, produced and treated. It also controls the use of
standardization and distinctive marks. Where the bureau also tests necessary, imported commodities.
The weight and measures department, on it‟s part, ensues that all types of weighing and measuring instruments used in the

country are accurate. Regular inspection and examination of these instruments is therefore a requirement.

The ministry of health is charged with the duty of ensuring that foods are hygienically prepared and supplied to the consumer .

In conjuction with the Ministry of Livestock, and especially the Veterinary Department, the Health Inspectorate ensures that all slaughtered houses are clean an that meat is inspected before being supplied. Health Inspectors also visit public eating-places and market to ensue that general cleanliness is maintained. The Dairy Board is a section of the Ministry of Livestock Development, and is primarily charged with the supervision of dairy products. These include milk, butter, cheese, yoghurt and cream.

The Price Control Advisory Board carries out investigations on commodities from the point of view of both the consumer and the supplier, before putting items under price control. This departments, therefore, plays a double role; it not only controls the price but it also educates the consumer. This is extremely important because if members of the public are informed, they will not only be able to make intelligent, but they will also be in a position to detectover changing and thus get the best value for money.

The government also provides consumer protection through controlled monopoly and legal restriction of charges and profits in certain commodities and services. Nationalisation of certain services such as Post and Telecommunications, banking, transport health education and water supply curbs exploitation.

Finally, through health competition, producers both individually and as members of the Manufacturers association do promote consumer protection, though indirectly, Competition for instance, means that there are no monopolies to fix prices at will and exploit the consumer. Similarly, the manufacturers association though its rules, ensure that its members do not overcharge on any item.

(Adapted from commerce for Kenya by R.N. Gichira, Macmillan, 1982, 86 - 91)

Questions

(a) Why do grievances sometimes go uncorrected? (1 mark)
(b) How is the position of the consumer presented in this passage? (2 marks)
(c) Identify any four bodies that are concerned with consumer protection. (4 marks)
(d) What measures are taken by the Kenya Consumer Organization towards consumer protection? (2 marks)
(e) In not more than forty words, summarize the role the Kenya Bureau of Standards play in consumer protection. (4 marks)
(f) As far as the law is concerned, both the seller and the buyer are treated almost equally.
Rewrite the above sentence beginning. (Both ...) (1 mark)
(g) How is Nationalization of services important in protecting the consumer? (2 marks)
(h) Explain how a consumer can facilitate his own protection. (3 marks)
(i) Explain the meaning of the following words and phrases as used in the passage. (3 marks)
(i) Legal restrictions
(ii) Sales promotion
(iii) Curbs

2. The River and The Source (25 marks)

Read the following excerpt and answer the questions that follow.

On Saturday morning, they walked to the University bus stop and boarded a matatu van headed for Kangemi. The music was deafening, but at that hour and in that direction, at least the van was only half full - a fact for which they were very grateful. Usually the matatu would be packed with people, bodies jammed together, touts hurling insults and gyrating dangerously at the door to the beat of the blaring music. Sometimes they raced the van, grabbed a rail and swung themselves in like large monkeys and one momentarily closed one‟s eyes in anticipation of the sound of wheels crunching over a fallen body - and sometimes, though rarely, this did happen, rarely because the touts were masters of their art.

They arrived a little late, for the matatu kept stopping to solicit even disinterested bystanders to get into their van maned Apollo II - the rocket which took the first man to the moon. Between stops, the matatu hurtled down Waiyaki at speeds approaching the supersonic- in defiance of a sticker stuck on the windscreen just next to the driver entitled. A Speed Song and which ran something like:-

80 K.P.H - Guide me Oh Thou Great Jehovah
100 K.P.H - God will Take Care of You
120 K.P.H - Nearer My God to Thee
140 K.P.H - This World is not My Home
160 K.P.H - Lord I am Coming Home
Over 180 K.P.H - Sweet memories.

The girls were almost becoming „sweet memories‟ when the matatu screeched to a halt and deposited them at the gate of Parkview College. It sped off down the road to Sodom, which was the name of the slum just before Kangemi and MaryAnne, a little shaken, led the way into the compound.

“I think we‟ll take a bus back to campus.”

“You can say that again,” agreed Vera.

The two girls went into a stone building rather bare-looking on the outside. They were met by a young woman who said something briefly to Mary-Ann, she nodded then opened the door, and another into a small chapel in which several people were already gathered. The room was in semi-darkness except for a pool of light from a desk lamp which fell on a book from which a priest in a white cassock was reading. Mary-Anne bowed to one knee, hitting the floor with a light thud. Vera, not used to such a complete genuflection, just bent a knee and then slid into a pew next to her friend.

“A chapel” she thought, looking around at the unusual decoration on the ceiling and on the altar. A beautiful statue of the Virgin, resplendent in a crown stood in one corner. A candle flickered near the tabernacle, and two others on the altar. There was a smell of incense in the air. It was a while before Vera could collect her wits enough to listen to what the priest was reading and saying, but even before then she felt the peaceful stillness of the place steal into her sour like a fragrance - something that just came and against which one had no resistance.

“It makes me very sad to see a Catholic, a child of god, called by baptism to be another Christ - calming his conscience with a purely formal piety, with a religiosity that leads him to pray now and again, and only if he thinks it worthwhile,” read the priest and Vera thought to herself, “What! Is the guy reading my mind or something?”

“He goes to Mass on holidays of obligation,” went on the priest relentlessly, “though not all of them, while he cares punctiliously for the welfare of his stomach,” Her mind turned in on itself and she could see the outlining of something hazy, forming itself and she could see the outlining of something hazy, forming itself, trying to push itself to the surface of her consciousness, but it was still to amoebic to be grasped.

Questions

1. Briefly explain the circumstances that have lead to Mary-Ann taking Verah to the chapel on that Saturday morning. (2 marks)
2. What indicates that Verah is uncomfortable in this excerpt? (4 marks)
3. Identify and illustrate any two aspects of style used in the excerpt. (4 marks)
4. Briefly describe aspects of theme of the novel that come through in the excerpt. (4 marks)
5. Identify and explain two character traits that Verah and Mary-Anne share in this excerpt. (4 marks)
6. In note form, describe the peculiar characteristics of the Kenyan matatu industry as brought out in the excerpt. (6 marks)
7. The two girls went into a stone building rather bare looking on the outside.
   (Rewrite the above sentence without changing the meanings. End: ...girls) (1 mark)

3. POETRY (20 marks)
Read the poem below and answer the questions that follow. Your Cigarette Burnt the Savannah Grass.

Come
Listen to a boiling pot
torch its heart and tell me
What do you hear?
the sun sent down sowers of it
that burnt to cinder your eddying conscience
the earth at the touch of your fingers
cracked

Colour melts at your stare
Orange white blurred and all
are the same to you
Your cigarette burnt the savannah grass
The scorpion bit me and I cried.

Charles Owuor

i) Identify and illustrated any three appeals the persona puts across to his adversary (3 marks)
ii) What is the subject matter of this poem? (3 marks)
iii) Identify and explain any three aspects of style and explain their functions. (6 marks)
iv) Explain the meaning of the following lines. (4 marks)
(a) „Come
Listen to a boiling pot"
(b) „ the sun sent down showers of it that burnt to cinder your eddying conscience!
(v) What is the mood of the poem? (2 marks)

(vi) What is the persona"s attitude towards his adversary? (2 marks)

4. GRAMMAR.(15 marks)
a) Rewrite the following sentences according to the instructions given after in each. (4 marks)
i) Mary and Suzzy had stolen her dress.
(Begin: Mary accused ....)
ii) John is a perfect example of a modern husband.
(Replace the underlined with one word)
iii) The bridge had been weakened by successive storms and was no longer safe.
(Begin: Weakened ...)
iv) Without the tour guides warning we would have walked right into the _____ lair.
b) Rewrite the following sentences correctly. (3 marks)
i) Sitting under a tree, an orange fell on Munene.
ii) Uhuru Kenyatta who is the president of Kenya has gone to U.S.A.
iii) Take care you do not loose your purse.
c) Explain the difference in meaning between the following pair of sentences. (2 marks)
i) He stopped to smoke.
ii) He stopped smoking
d) Complete the following sentences with the correct order of adjectives in brackets. (2 marks)
i) The principal sank into his _____ (leather, new, comfortable, Kenyan) chair.
ii) I had to wear _____(grey, wooden, expensive) jacket.
e) Use the correct form of the word in brackets to complete the sentences. (2 marks)
i) It is important to follow for _____ (syllabus) when revising for various subjects.
ii) For us to win the game we had to take part in several _____ (strain) exercises.
f) Replace the underlined words with phrasal verbs formed from the words to brackets. (2 marks)
i) Mary asked Martin not to involve himself with her family matters. (keep)
(ii) James accidentally met Joyce along Uhuru highway in the city. (run)

CENTRAL KENYA NATIONAL SCHOOLS MOCK JOINT EXAM 2016
Kenya Certificate of Secondary Education (K.C.S.E)
101/3
ENGLISH
PAPER 3
(Creative Composition and Essay Based on Set Tests)
JULY/AUGUST 2016
TIME: 2 ½ HOURS

Answer three questions only.

1. Imaginative composition (compulsory) (20 marks)
EITHER
(a) Write a composition ending with the words;
... never before had the neighbourhood heard or witnessed such a bizarre incident.
The culprit blankly as the police led him away.
OR
(b) Write an essay on ways in which candidates can help each other to prepare adequately for an exam.

2. Compulsory Set Text. (20 Marks)
Bertolt Bretcht, The Caucasian Chalk Circle.

"What there is, shall go to those who are good for it ..."
Basing your arguments on "The Caucasian Chalk Circle" demonstrate the truth of the above statement.

3. Optional Set tests.
Answer any one of the following three questions. (20 marks)

EITHER

(a) The Short Story. (20 marks)
When the Sun Goes Down.
Using illustration from the „Diamond Dust" by Anita Desai, show how obsession can lead to self-destruction.

OR

(b) Drama (20 marks)
Francis Imbuga, Betrayal in the City.
"It was better while we waited. Now we have nothing to look forward to."
Illustrate the validity of his statement in reference to the test Betrayal in the City.

OR

(c) The Novel. (20 marks)
With Ihimaera. The Whale Rider,
Discrimination of whatever kind causes member of a society to fail to live to their fullest.
Using illustrations from the Whale Rider, justify the above claim.

CENTRAL KENYA NATIONAL SCHOOLS JOINT MOCK - 2016
101/1
ENGLISH
PAPER 1
MARKING SCHEME

1. FUNCTIONAL SKILLS.
Title: ½
Author: ½
Publisher: ½
Letter: ½
Price: ½
Reviewed by: ½
Body: ½

(Must be a book review, if not add 4)

F - 06
C - 11
L - 03
20

Body
The student should assess the work on the bases of;
(a) Plot (2 mks)
(b) Setting (1 mk)
(c) Characterization (2 mks
(d) Style (2 mks)
(e) Entertainment value (1 mk)
(f) Conclusion.
Must express the reviewer opinions / comments on the efforts of the novel on him / her and expected potential renders. * Recommendation to be brought or not, suggested improvements. (2 mks)
Tone - Should be critical. (1 mk)

2. CLOZE TEST
1. delegates
2. the - article
3. education - noun
4. top - adverb
5. which - pronoun
6. encourages - verb
7. critical - adjective
8. needs - has
9. while - noun
10. chaired - verb

3. ORAL SKILLS

i) Overriding tone: Admiration - The elegance of the wanted girl,
- Awe - The beauty, elegance and mannerisms of the girl.
- Captivated.
- adoring.

Tone 1 mk Explanation - 1 mk

ii) What are paralinguistics? - All aspects of voice other than the vocalized (words) - Vocal cues
- The tone
- Rate Speed of talking, pauses
Framing - Pausing before and after.
- Inflection - Voice modulation.
- Volume (loudness - audibility in this case moderately soft volume)
No shouting.
- Voice quality - avoid
: breathing voice
: raspy
: Nasal
: Husky etc

Any of the above: 1 mk for each + 1 mk for explanation.
NB: You con give 1 mk for correct identification of this aspect. iii) Non - verbal cues: Gestures - hands holding skirt.
Holding the handkerchief.

b) i) I would prolong the vowel (1 mk) and say the words slowly (1 mk)(2 mks)

c) Rendezvous - z, o, s (any of the three)

Biscuits - u
Basically - a (the second)
Parliament - r, i (any of the two)

d) Indicate whether the following sentences have a rising or falling intonation. (4 mks)
i) Shut up! - Falling
ii) Why do you always come to church late - Falling
iii) This is right, isn‟t it? - Rising
iv) No, I didn‟t - Falling

e) i) liar - lyre
ii) shoe - shoo
iii) file - phial
iv) die - dye

f) What kind of a listener is Rehema? (4 mks)
Non-emphathetic (1 mk)
She is impatient
She is dismissive / selfish / impolite.
(any two well illustrated points)

CENTRAL KENYA NATIONAL SCHOOLS JOINT MOCK - 2016
101/2
ENGLISH
PAPER 2
MARKING SCHEME

1. COMPREHENSION.

(a) Why do grievances sometimes go uncorrected? (1 mk)
Through ignorance, unwillingness to complain and indifference to the situation.

(b) How is the position of the consumer presented in this passage? (2 mks)
He is vulnerable to exploitation as long as he remains ignorant of his rights. He is also shown as one requiring protection.

(c) Identify any four bodies that are concerned with consumer protection. (4 mks)
- Kenya Consumer Organization.
- Bureau of Standards.
- Price Control Department.
- Departments of Weight and Measures.
- The Dairy Board
- Health Inspectorate
- Price Control Advisory

(d) What measures are taken by the Kenya Consumer Organization towards consumer protection? (2 mks)
Educating the consumer, inspecting the factories, investigating consumer complaints, taking up cases against the seller and informing the price department who in turn can prosecute the seller in case he is found guilty.

(e) In not more than forty words, summarize the role the Kenya Bureau of Standards play in consumer protection.

It ensures that goods put on the market are of good standards and that there is controlled standardization, provide facilities for testing any manufactured commodities so that they are of international standards, control the use of standardization and distinctive marks.
As far as the law is concerned, both the seller and the buyer are treated equally.

(f) As far as the law is concerned, both the seller and the buyer are treated almost equally.
Rewrite the above sentence beginning. (Both ...)(1 mk)
Both the seller and the buyer are treated almost equally as far as the law is concerned.

(g) Explain how a consumer can facilitate his own protection. (3 mks)
By being educated, reading extensively, when he stops being indifferent and when he seeks help.

(h) Explain the meaning of the following words and phrases as used in the passage. (3 mks)
(i) Legal restrictions - lawful control
(ii) Sales promotion - publicize matters concerning trade
(iii) Curbs - control / restrains

2. 1. Vera has been struggling with her spirituality when Mary - Ann suggests that they go for a recollection. (2 mks)

2. - She is not used to the genuflection displayed by Mary-Ann who bowed in one knee, hitting the floor with a light thud.
- She finds the decorations in church (on the ceiling and floor) unusual. It was a while before she could collect her wits
enough to listen to what the priest was reading and saying. (4 mks)

3. Dialogue - between Mary-Ann and Vera
Use of local diction - Matatu
Simile - Like large monkeys.
Allusion - Apollo II
Personification - In defiance of a sticker that was stuck on the windscreen next to the driver.
Metaphor - Sweet memories to mean “no longer alive” (4 mks)
The style‟s effect should be explained.

4. Religions.
- Vera and Mary-Ann have gone to the chapel to worship.
- The menace of speeding public service vehicles. (4 mks)

5. Cautious - They both agree to use a bus back to campus rather than the reckless matatu.
Spiritual - They both take time to go to worship and saying to her spiritual life. (4 mks)

6. (a) - The music was deafening
- People packed bodies fammed together.
- Touts hurling insults.
- Gyrating dangerously at the door.
- Grabbed a rail and swung themselves like monkeys.
- Matatu kept stopping to solicit even disinterested bystanders to get into the matatu. (6 mks)

7. Into a stone building rather bare looking on the outside went the two girls. (1 mk)

3. POETRY (20 mks)

(i) The persona appeals for three things.
Sight - "colour melts at your stare"
Touch - touch in heart
Hearing - "listen to the boiling pot" (3 mks)

(ii) The subject matter of the poem.
- The persona making an invitation to his foe / adversary.
- Accuses him for being the cause of discomfort he"s experiencing.
- Persona is offended by the adversary and suffering - in pain. (e.g colour melts your taste) (3 mks)

(iii) Aspects of style.
(a) Rhetorical question - "What do you hear"?
- Provocable to readers" / audience feeling.
(b) Personification - „touch its heart" - the boiling pot is personified to have a heart.
(c) Imagery - metaphor „boiling pot" (6 mks)

(iv) (a) The persona calls / invites his adversary to come and experience the trouble / discomfort that he has caused.
(b) It implies an incitement that has resulted to betrayal of his disappearing conscience. (4 mks)

(v) Desperate/ hopelessness / disillusion (mood) - "The earth at the touch of your fingers cracked"
the scorpion bit me and I cried." (2 mks)

(vi) Attitude
- Dislike / disdainful / unforgiving.
- The persona feels betrayed his adversary. (2 mks)

4. GRAMMAR

(a) (i) Mary accused Suzzy of having stolen her dress.
(ii) embodiment
(iii) Weakened by successive storms, the bridge was no longer safe.
(iv) But for the tour guide"s warning, we would have walked right into the beat"s lair. (4 mks)

(b) (i) Sitting under a tree, Munene had an orange fall on him.
(ii) Uhuru Kenyatta, who is the president of Kenya, has gone to the U.S.A.
(iii) Take care you do not lose your purse. (3 mks)

(c) (i) He stopped somewhere so as to take a puff or to smoke.
(ii) He quit smoking / the habit of smoking. (2 mks)

(d) (i) Comfortable, new, Kenyan, leather
(ii) excellent, grey wooden (2 mks)

(e) (i) Syllabi
(ii) strenuous (2 mks)

(f) (i) keep off
(ii) ran into (2 mks)

CENTRAL KENYA NATIONAL SCHOOLS MOCK JOINT EXAM 2016
101/3
ENGLISH
PAPER 3
MARKING SCHEME

1. Imaginative composition.

a) Must be a story. If not deduct 4 mks.
If it is just a discussion, teat as irrelevant and deduct upto 4 mks.

2. Caucasian Chalk Circle.
Compulsory text.
The candidate must show a point of interpretation of the question.

i) Identify the incident / circumstance.
ii) The conflict around it / contention.
iii) How one character / one party is better suited to get the things / receive the favour than the other.
Example.

1. The conflict between the fruit farmers and the goat herders.
The fruit farmers want the valley, the goat herders previously occupied, to put it to greater production.
The goat herders are demanding their valley back after the war.
However the fruit farmers win the day and get the valley for the simple reason;

- That they had grand plans for that valley.
- They planned to build a dam across the mountain lake that would enable them water 100 acres of infertile land.
- With that the farm could not only grow more fruits but would also support vineyards thus they needed the valley to put the
plans to action.
- This plan would also benefit the good herders in the food production.
In this case the fruit farmers deserve the valley for they would put it to good use.

2. Grusha and not Natella deserves to keep Michael.
Natella is Michael‟s biological mother but Grusha is the one who shows concern and takes great risks for the child in ensuring his security (from the Ironshirts) and his general welfare.
Natella, the biological mother forgot her own and only heir in her escape from Nuka. Which mother does that.
As if that wasn‟t gross enough, she comes back to claim Michael for the sole purpose of accessing the vast wealth Georgi had put under Michael.
Grusha will not give up the baby without a fight.
When the case is brought before judge Azdak Natella pulls the child out of the circle because she wants to win at whatever cost.
Grusha will not dare harm the child and refuses to pull him out of the chalk circle.
The judge rules in favour of Grusha because she is best suited to keep the child. She is motherly in every way and will nurture the child unlike his mother. So the child is left in the hands of the one who will bring out the best in the child.

3. Between Simon and Jussup, Simon is best suited to be with Grusha.
Simon before going off to war makes a promise to Grusha that he will come back and even gives her a cross as evident of their engagement. Though he stays long at war, he eventually does come back to Grusha.
A promise is fulfilled Jussup, buy unlikely circumstances marries Grusha. He is harsh on her and constantly keeps at her.
When Michael is taken by the Ironshirts back to Nuka, Simon follows her and stays with her throughout.
He is even willing to testify that the child, Michael, is his just to save and help Grusha keep Michael.
So, when judge Adzak “mistakenly” divorces Grusha instead of the old couple, we say that it is all for the best for Simon was good by Grusha unlike Jussup who harassed her all the time. It is also not lost to us thatGrusha herself loves Simon and not Jussup when she get married to for convenience. So, she should go to Simon.

4. Azdak deserves to be judge and not prince Kazbeki‟s nephew. The nephew, being fronted by Kazbeki who has just executed
his own brother, G.B the governor if made judge would like his predecessors, just serve the rich Azdak on the other hand
proves to be the saviour of the poor neglected Glusinians.
Thus he deserved to be the judge for he would change the status que and offer respite to the poor.

Introduction	- 2
3 : 3 : 3 :3	- 12
Conclusion	- 2
Language	- 4
Total	20

3. (a) Essay: Betrayal in the City by - Francis Imbuga.

"It was better while we waited. Now we have nothing to look forward to." Illustrate the validity of this statement in reference to the text Betrayal in the City.

Before independence and even before Boss came to power through a coup d"etat, people looked forward to change of a better Kafira. Kafira was the under social and political oppression.

People had hope and optimism of respect for human rights and the rule of law, economic empowerment and employment

opportunities, political tolerance, freedom of expression among others. Now they are face with disillusionment, hopelessness, despair, fear and helplessness.

- Poor of hopeless leadership: Boss, Muliili, Tumbo, Expertiates, Frustrated professionals.
- Family disillusionment: Doga"s family, Mosese"s.
- Violation of Human Rights.
- Unemployment despite Africanisation and Nationalization policies.Expatriates, illiterates and the unqualified take up the

available jobs.

- Political intolerance: Brutality, Assassinations, Extra-judicial killings, oppressions, detention without trial.
- Dictatorship of oppression: Impurity, Brutality and Oppression.
- Misuse and abuse of power.
- Injustice and absence of the rule of law: Unprosecuted killing, extrajudicial killings, detention without trial etc.

(b) Obsession is when someone thinks about something or someone all the times. Sometimes obsession can be unhealthy and can head to self destruction. Obsession can make one an eccentric person. This obsession makes Mr. Das appear as one who has lost his mind as illustrated below.

When Mr. Das first brings the puppy home, he cuddles the dog in his own brown jumper, lowering his voice to a whisper and tiptoes as if afraid of alarming the sleeping creatures (pg. 73). The canine was to be fed with lukewarm milk; the attention he gave the puppy is something that not even his first born son or his grandchildren ever got.

When he comes from the work, he would greet the dog before greeting Mrs. Das, his grandchildren or anyone at all. This would be with the joyful cry, "Diamond, my friend!"

At Lodi Gardens, Mr. Das would be overjoyed to see Diamond race across the park after chipmunks. His eyes shown when he saw diamonds coat gleaming. He would lumber up to him, would fondle his head, ears and murmur words of love to entice him away from the scolding creatures in the leaves.

Mr. Das scandalizes his neighbours and colleagues when romping ridiculously in a rose garden imagining that he is hidden away from view. He chases or lets himself be chased around the rose bed by the dog.

His colleagues find this quite ridiculous as they discuss amongst themselves. They feel that Mr. Das has taken leave of his senses.

Mr. Das obsession with Diamond has made him become very insensitive. When diamond breaks loose the chases the

children until they fall sprawling in the dust or their heels get hurt, he says those are only scratches.

The dog has also become a threat to the telephone repair men, garbage collectors, the board of electricityofficials and the mail man. All Mr. Das says is that no thief would dare approach their house. He does not see Diamond as a threat to his

neighbours and the community at large.

When the dog disappears for sometimes, Mr. Das behaves almost mad. He walks all over looking for him. He walked the dusty streets in the land heat of June, hatless, barefoot and calling out diamond"s name. He went to the filthy outskirts of the market place and even along the reeking canal where disease lurked and where no sensible person dared to go.

When the dog disappeared the second time Mr. Das could be seen pitifully limping through the dust in search of his Diamond, like some forlon lover (pg. 81). This has even affected his work and even rebuked his superior, all he could think about and kept saying was that Diamond was missing.

He has come down with flu, but he does not give up the search.

Mr. Das obsessive behavior leads to his tragic behaviour when he chases the van carrying Diamond. He runs with a speed no one would have thought possible. When the van brakes, he fell onto his back and his head stuck the stones in the street. He could not survive this fall. All this because of his obsession with Diamond.

(c) The Whale Rider.

Expectations of the question.

i) Identification of the discrimination.
ii) The character / class of people it affects.
iii) Illustrations (at least 2)
iv) How that discrimination affects the character.

(Limiting their full potential, suppresses their ability or creates fear in them)

Example (What to expect in the content)

1.
- Racial discrimination, which affects Rawiri at Papua New Guinea.

- Clara think Rawiri is still to dark despite his being Maori and she is not enthusiastic to introduce him to their friends.
- She and her husband steer Jeff to consort with her kind pushing Rawiri to hang out with the natives. For that, he was becoming unhappy.
- Clara at one time refers to Rawiri as; „The dogs and strays Jeffs brings home." We are told that Rawiri had heard these remarks and that „her laughter had glittered like knives".
- The accident that cost Bernards life leaves Rawiri feeling detached from Jeff"s entire family and even afraid that next of it would be him. He is acutely missing his family at Wangara and he definitely leaves Papua N. G the next month. All this experience left a friendship broken and Rawiri who had helped so much in the plantation had to leave everything and leave.

2. Benard, a native is hit by a motor vehicle driven by Jeff and the whole family wants to abandon him on the road but for Jeff.
Benard succumbs to the injuries. Jeff"s family Segregates Edward just because he is not of their class and race. As a result of this a young man"s life with a bright future a head of him is cut shot.

3.
- Koro Apirana discriminates against his great grand-daughter from taking up leadership just because she had broken the male lien of descent.
- He keeps her away from the language school in the meeting house. Often he showed her out.
- He skips her break up ceremony at school though she had even reserved a special seat for her great grand-father, Koro.
- When he realizes she eaverdrops, he takes his lesson (to the boys) out to sea where she couldn"t listen on the teachings.

All these things hurt Kahu who loved her great grandfather unreservedly. Often she would wish she were a boy so that her great grandfather would love her.
Koro"s blindness prevented him from perceiving that Kahu had all the qualities of the leader he was looking for. Had he known perhaps he could have nurtured her early enough for the destiny awaiting her.

MURANG"A EAST JOINT MOCK EXAMINATION 2016
Kenya Certificate of Secondary Education

101/1
ENGLISH
PAPER 1
(Functional Skills, Cloze Test, Oral Skills)
JULY / AUGUST 2016
2 HOURS.

1. Functional writing. (20 marks)

You passed very well in your KCSE. Your former school is holding a prize-giving ceremony. You have been invited through

a letter as one of those receiving awards. However you have lost a neighbour through a road accident and he will be

laid to rest on the same day and he will be laid to rest on the same day and so you will not attend the prize giving ceremony.

a) Reply to the letter declining the invitation. (12 marks)
b) A condolence note to your neighbour"s parents. (8 marks)

2. CLOZE TEST. (10 marks)

Read the passage below and fill in each blank space with the most appropriate word.

(1) _____ several occasions in the past, the government (2) _____ announced that it had recovered large (3)

_____ of stolen money stashed (4) _____ foreign accounts and pledged to have the cash repatriated. The most (5) _____ was the announcement by the Narc Administration in 2003 of the (6)_____recovery of sh 100 billion, which was to be remitted to Kenya.

However, it is a matter of concern that talk about (7) _____ and repatriating such money is always (8) _____. Never is it followed by any concrete action and it appears the (9)_____ are just meant for (10) _____ gallery.

3. ORAL SKILLS. (30 marks)

a) Read the poem below and answer the questions that follow. (8 marks)

SWEET AND LOW

Sweet and low, sweet and
low.
Wind of the Western sea,
Low, low, breathe and
blow,
Wind of the Western sea!
Over the rolling waters go,
Come from the drying moon, and blow,
Blow him again to me;
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest, on mother"s breast;
Father will come to thee soon;
Father will come to his babe in the nest,
Silver sails all out of the West
Under the silver moon;
Sleep, my little one, sleep, my pretty one, sleep.

QUESTIONS

i) Describe the rhyme scheme of the oral poem above. (2 marks)
ii) Apart from rhyme identify and illustrate any other two sound patterns used in the poem. (2 marks)
iii) What is the effectiveness of using repetition in the poem above. (2 marks)
iv) How would you recite the last line in the poem above if you were to perform it before an audience? (2 marks)

b) Pride comes before a fall.

i) Identify the genre above. (1 mark)
ii) State the functions of the genre identified above. (2 marks)

c) You are addressing Form one students during the orientation programme and then you notice they are not attentive to what

you are telling them. Highlight four things that you could have noted in order to conclude that they are not attentive.

d) For each of the following five words, write another word that is pronounced the same. (5 marks)

i) block -
ii) horse -
iii) guilt -
iv) our -

v) faze -

e) For each of the following words, underline the silent letter(s). (5 marks)

i) knob -

ii) legue -

iii) fracas -

iv) gnaw -

v) aisle -

f) Read the dialogue below and answer the questions that follow. (4 marks)

Tout: You woman! Give me the fare.
Passenger: I was the first one to give you the money please.
Tout: Do you think I am mad? I know what I am talking about. Give me the money.
Passenger: (shocked and trembling) Excuse me, has the fare to Nanyuki gone up? I gave you one hundred shillings and in fact I
was expecting some balance.
Tout: You woman! I will throw you out of the vehicle. If you don‟t give me the money.
The fare is still fifty shillings.
Passenger: Then I ... (rudely interrupted by the tout)
Tout: Shut up. You want to teach me how to work.

i) Identify instance of politeness in the dialogue above. (2 marks)
ii) In what ways does the dialogue above potray the tout‟s lack of conversational etiquette? (3 marks)

MURANG"A EAST JOINT MOCK EXAMINATION 2016
Kenya Certificate of Secondary Education
101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation & Grammar)
JULY / AUGUST 2016
2 ½ HOURS.

1. COMPREHENSION.
Read the following passage carefully, then answer the questions that follow. (20 marks)

The word „transformation" mesmerises us these days. So many of us seek a change that is as dramatic as it is quick.

Individual who feel trapped in a prison of low achievement imagine there is some formula out there for a personal makeover.

They read the autobiographies of the rich and famous in order to pick up some clues. They attend motivational talks and watch shows about personal success. They want a few bullet points, a summary of what"s needed-as long as it"s easy, and it"s quick.

Corporations periodically go into transformation mode. Or rather, they go into „turnaround" mode. A turnaround, Gary Hamel once observed sharply, is a transformation tragically delayed. Companies whose revenues are flagging and whose margins are shrinking invariably look for management consultants and advisors, or seed to „benchmark" themselves against the best out there. They want to know how they can be more like Uber or Apple or Facebook.

Nations, especially emerging ones, are also seduced by the transformation bug. They believe they can use new technology to „leapfrog" others in the development race. They believe they can accelerate economic growth by building more roads and power stations and connecting more people to the internet. Their leaders travel the world to learn from the best, and then employ expensive advisors and set ambitious tenor twenty-years targets to become „middle-income" nations.

Do you notice a common thread? Whether it is persons, organisations or countries being considered, they all first rush to „look out there" somewhere. Salvation is believed to lie in the external world. It"s a question of getting the best advice, of setting the best strategy, of learning from someone else.

Individuals enrol themselves in programmes and techniques designed by other individuals. Companies adopt the latest management method that has a long list of success stories behind it. Nations seek to recreate the magic of the Asian tiger economies.

I don"t have anything against anyone seeking advice. As a business advisor. I make a living from providing it. But I do with many more understood an essential fact of life: The only true transformation worth having comes from within, not without. If you want to make a big change in your life, it begins and ends with you.

Individuals who succeed undergo the hard grind of educating themselves, slowly developing distinctive skills, and creating uniquely compelling propositions for the world, that generate an economic return. They do not themselves enrol in simple 7 - point programme; they do it the hard, long way.

Companies that get marked as stars learn their own lessons. They try things out, fail at them, change them, fail again, and then generate deep-sealed insights about how to engage employees and captivate customers. Through repeated action, a pattern of good practice emerges. If that practice is strong and sustainable, it becomes adapted by others as an industry standard. Great companies do not follow the latest fad in the hot new best-seller.

Nations that elevate their people do not do it in one election cycle, or even five. The struggle to come out of poverty is a long, difficult one full of setbacks and reversals. Institutions have to be designed and built. Typically, they are then corrupted and have to re-emerge from the dust, stronger. A culture of lawful behaviour has to be cultivated over a long time, until it becomes an accepted, enforced norm. No matter how many people you connect to, the mobile internet, you will not raise national productivity if those people cannot protect their property and ideas, or run their lives free from the shenanigans of overlords and masters.

Questions

a) From paragraph one, why does transformation mesmerise us according to the author. (2 marks)
b) Highlight the various ways in which those who feel trapped in a prison of low achievement try to transform

their lives.

(3 marks)

c) How does companies whose revenues are flagging try to address the challenge? (2 marks)

d) What is ironic about how people perceive transformation? (3 marks)

e) In note form highlight how emerging nations respond to the effect of the transformation bug. (4 marks)

f) Describe the attitude of the writer towards people who seek transformation. (3 marks)

g) Corporations periodically go into transformation mode.
(Rewrite the sentence adding a question tag) (1 mark)

h) Give the meaning of these words as they are used in the passage. (2 marks
(i) „leapfrog"
(ii) „Turnaround"

2. Read the except below and answer the questions that follow. (25 marks)

"Mami!" she said, her creased face creasing even further as she smiled at her daughter. She had aged beyond her years due to worry and overwork and lately from the ravage of diabetes; but around her was
a calm serene air - a spirit at peace with itself and the world. "I did not think they would let you come so easily!"
"My friends offered to cover me for the next two or three days. And how are you mother?" She asked trying to sound matter of fact. It was all she could do to refrain from uncovering her leg.
"Very well. They look after me very well here. The foot is much better. In fact I should go home to attendto my coffee now, instead of sitting here doing nothing."
"You and your coffee! It isn"t as if you still need so much money now that we are all grown up. You should take it easy.
What started the foot anyway?"
"Oh-it was a tiny cut from a carelessly placed piece of barber wire-nothing really. I don"t know why it has festered so." "But I told your mother. Any kind of wound however small will fester in a diabetic; so you should take more care of your feet. I told you!" Her voice rose - betraying her fear and anxiety.
Yes you did, mami. Don"t worry. Everything is in the hand of God. I shall be all right." The old lady was a saved Christian and believed firmly that God was in charge. Looking at her, even the agnostic Wandia had to admit that may be faith
did work wonders - else how had she managed to survive at all, let alone perform such an excellent job at rearing her children?
"Sister!" she called out to a nearby nurse."This is my daughter. The one I told you about - you know, the doctor.
"How are you, doctor?"
"Fine, thank you sister. I"d like to have a look at that foot, if you don"t mind."
"Sure." She removed the swathes of bandage from the foot. "It was much worse when she came.
We were afraid we would have to amputate. But she has responded very well to treatment."
True enough the foot was not as bad as she feared. It was dry and the unhealed part was red and heathy. There wasn"t the tell tale grey black sogginess characteristic of gangrene. Thank God! It was a load off her mind.
"So! When are we to see this man from ruguru?"
"Oh mother!"

Questions.

a) Place the extract in its immediate context. (4 marks)
b) With illustration highlight one major characters trait for each of the following characters. (4 marks)
   i) Wandia
   ii) Wandia"s mother
c) Why is it said of Wandia"s mother „... but around her was a calm serene air - a spirit at peace with itself and the world."
   despite her being in the hospital? (2 marks)
d) With illustrations identify two stylistic features used in the excerpt. (4 marks)
e) From the excerpt, Wandia"s mother is said to have performed an excellent job in rearing her children. From the novel, name
   two of Wandia"s siblings whose careers have been mentioned and give the careers. (4 marks)
f) Who is being referred to as „...this man from Ruguru? And what is his relationship with Wandia? (2 marks)
g) Illustrate one major them from the extract. (2 marks)
h) You should take it easy. (1 mark)
   Rewrite the sentence inserting question tag)
i) Give the meaning of the following word as they have been used in the extract. (2 marks)
   Agnostic
   Amputate

3. Read the poem below and then answer the questions that follow. (20 marks)

A TAX DRIVER ON DEATH BED. (By Timothy Wangusa)

When with prophetic eye I peer in to the future
I see that I shall perish upon this road
Driving men that I do not know
This metallic monster that I now dictate,
This docile elaborate horse,
That in silence seems to simmer and
strain Shall surely revolt some
tempting day.
Thus u shall die: not that I care
For any man"s journey,
Nor for proprietors gain

Nor yet for the love of my own.
Not for these do I attempt the forbidden limits.
For those deft the traffic - man and the cold cell,
Risking everything for the little little more.
They shall say, I know, who pick up my bones
„Poor chap, another victim to the ruthless machine”
concealing my blood under the metal.

Questions.

a) What is this poem about? (3 marks)
b) What is the attitude of the persona toward his fate? (2 marks)
c) With illustration identify the persona in the poem. (2 marks)
d) What is the irony in the poem? (2 marks)
e) With illustrations identify and comment on any other two stylistic devices used in the poem. (6 marks)
f) Comment on the following line.
„poor chap, another victim to the ruthless machine? (2 marks)
g) How will the persona‟s death come about? (2 marks)
h) Give the poem another title. (1 mark)

4. GRAMMAR. (15 marks)

a) Rewrite the following sentences according to the instructions given after each. Don‟t change the meaning of the original sentence. (3 marks)

1. The excited funs ran into the field to congratulate their goal keeper.
(Begin: Into ...)
2. Unless you are able to define the course of your problem, there is no way you can solve it.
(Begin: There ...)
3. They always bring their relatives. Use a passive voice.

b) Replace the underlined phrasal verbs with the most appropriate words. (3 marks)

1. After exam results were announced George was unable to face up his disastrous performance.
2. They all took to their new teacher at once.
3. The mob set upon the two robbers killing one instantly.

c) In each of the following sentences, replace the underlined word with one word. (3 marks)

1. The rising value of the shilling has positively affected the economy of the country.
2. He is a person talented in the prediction of events by reference to the star.
3. He was accused of eating too much food.

d) Complete the following sentences using the most appropriate form of word in brackets. (3 marks)

1. The dog barked _____ at the stranger. (menace)
2. The queen‟s _____ impressed everybody. (elegant)
3. The beautiful girl danced _____ (grace)

e) Complete the following sentences using the most appropriate word from the ones given in brackets. (3 marks)
(any, each, few, a few, every)

1. _____ single seedling had been stolen.
2. I‟ve scarcely had time to read _____ books this term.
3. It had already stopped raining, but _____ drops were still falling.

MURANG"A EAST JOINT MOCK EXAMINATION 2016
Kenya Certificate of Secondary Education

101/3
ENGLISH
PAPER 3
(Creative Compositions and Essays Based on Set Texts)
JULY / AUGUST 2016
2 ½ HOURS.

Answer three questions only.

1. Imaginative Composition (Compulsory) (20 marks)

EITHER

a) Write a story ending with the following words;
... And that was the last time we ever heard of him.

OR

b) Write a composition on the benefits and challenges of free education in the country.

2. The Compulsory Set Text.
The Caucasian Chalk Circe by Bertolt Brecht.
The society has lost its moral values using The Caucasian Chalk Circle for your illustrations, show the truth of the statement.
(20 marks)

3. The Optional Set Texts. (20 marks)
Answer any one of the following three questions.

EITHER

a) The Short Story:
Emilia Ilieva and Weveney Olembo; When the Sun Goes Down.
Using illustration from Moses Isegawa"s story, "The War of Ears", write an essay to show how civil wars have affected the general development in some of the African states.

OR

b) Drama
Francis Imbuga, Betrayal in the city.
Betrayal in the City is a play about betrayals. "Basing your arguments on Francis Imbuga"s play, "Betrayal in the City, show the validity of this statement.

OR

c) The Novel.
Witi Ihimaera, The Whale Rider
Our pet name for our Koro wsa „Super Maori"-------- The Maori man of steel.
Using the novel The Whale Rider for your illustrations justify the above assertion.

MURANG"A EAST JOINT MOCK EXAMINATION 2016
ENGLISH
101/1
MARKING SCHEME
PAPER 1

1. (a) Must be an official letter. If not deduct 2 AD.
Sender"s address (1 mk)
Date (1 mk)
Recipient"s address. (1 mk)
Salutation (1/2 mk)
RE: (1 mk)
Content.
- Introductory sentence / statement (1 mk)
Identification (writer) (1 mk)
Paragraph I (2 mks)
- Reason (1 mk)
Indicate when to pick award. (1 mk)
Paragraph II (2 mks)
- Concluding remark (1 mk
Paragraph III (1 mk)
Yours faithfully (½ mk)
Signature (½ mk)
Name (½ mk)
F - 06 mks
C - 04 mks
L - 02 mks
12 mks

(b) Must be a condolence note. If not deduct - 2 AD
Salutation (1 mk)
- Expression of condolence (1 mk)
- Relationship with deceased / experiences shared (1 mk)
- Concluding remark (1 mk)
Writer"s name (1 mk) (Total 4 mks)
F - 0 2 mks
C - 04 mks
L - 02 mks
08 mks

2. Cloze Test.
1. on 6. alleged
2. has 7. recovering
3. sums / amounts 8. hollow
4. in 9. announcements
5. notable 10. public

3. (a) (i) ababaabc dededdef regular
(ii) Alliteration - Wind, Western; silver sails
breath, blow
Identification (1) Illustration (1) *must underlined to score
(iii) - Enhances memorability.
- Creates rhythm / musical
- Makes it interesting. (2 x 1 = 2 mks)
(iv) Falling intonation - mark end of the poem.
Softly - to lull the baby to sleep.
Body movement - rocking / swinging the baby to sleep.
NB: One must be verbal and the other one non-verbal (1 x 2 = 2 mks)

(b) (i) Proverbs.(1 mk)
(ii) Warn / caution (1 mk)
Educate (1 mk)
To flavour spoken language. (1 mk) (any two)

(c) (i) Failure to establish eye contact.
(ii) Making noise
(iii) Sleeping
(iv) Unnecessary movements.
(v) Not responding to jokes. (1 x 4 = 4 mks)

(d) (i) bloc

(ii) hoarse
(iii) gilt
(iv) hour
(v) phase (1 x 5 = 5 mks)

(e) (i) knob
(ii) league
(iii) fracas
(iv) gnaw
(v) aisle (1 x 5 = 5 mks)

(f) (i) Please (1 mk)
Excuse me (1 mk)

(ii) (a) Shouting
(b) Rude interruption
(c)Abusive language (1 x 3 = 3 mks)
(should illustrate answer)

MURANG"A EAST JOINT MOCK EXAMINATION 2016
ENGLISH
101/2
MARKING SCHEME
PAPER 2

1. COMPREHENSION.
(a) Transformation mesmerises us because we seek a change that is as dramatic as it is quick. (2 mks)
(b) They try to transform their lives by;
Reading autobiographies of the rich and the famous,attending motivational talks and watching shows about personal success.
(c) They look for management consultants and advisors, or seek to „bench mark" themselves against the best out there.
(d) It is ironic that people seeking transformation think that inspiration will come from other people whereas for
transformation to take place, inspiration must come from within. (irony my be clearly brought out)
(e) NB: The answer must be in point form.
- Enforce use of new technology.
- Build more roads and power stations.
- Their leaders travel abroad.
- Employing expensive advisors.
- Connect more people to internet.
- Setting ambitious ten or twenty-years target. (any four points 1 mk each - Total 4 mks)

(f) Critical attitude / skeptical attitude - He criticize people seeking advice from external source without evaluating the role they
should play individually.
(g) Carporations periodically go into transformation mode, don"t they? P¹ (The candidate must rewrite the whole statement
before inserting question tag.
(h) Meaning of words.
i) Leap frog - defect P¹
ii) Turnaround - Transformation that is tragically delayed. P¹

2. a) Before.
- Wandia had visited Aoro on her way to see her sick mother in hospital.
- Wandia had proposed to aoro and he agreed.
- Aoro had promised to pay a courtesy call to Wandia"s mother after intership.

After
- Wandia discussed about Aoro with her mother.
- Wandia reported to her mother that Aoro had planned to call on them after intership.
- They discussed about Wandia"s mother farming activities.

(any two points for before and any two for after)

b) Wandia.
i) Concerned / loving - Had decided to visit her sick mother despite her tight schedule as an intern / „and how are you mother?"
Respectful - Request for permission from the sister to inspect her mother"s illing foot.
ii) Wandia"s mother -
Hardworking - „I should go home to my coffee now instead of sitting here doing nothing."
Religious - „Don"t worry. Everything is in the hands of God.
c) She had succeeded in rising all her children and were now independent and in stable jobs. (2 mks)
d) Dialogue - Between Wandia and her mother.
Local dialect - „Mami" „Ruguru" (1 mk)
e) Esther - A teacher (1 mk)
Kamau - A bank manager. (1 mk)
f) Aoro - He is Wandia"s fiance. (1 mk)
g) Theme of love - Wandia has a lot of love for her mother.(2 mks) Any appropriate with proper explanation)
h) You should take it easy, shouldn"t you?
NB: Candidate must rewrite the sentence.
i) Agnostic - One not having strong faith in God.
Amputate - to cut off in an operation because of a disease.

3. POETRY
a) It is about a taxi driver who predicts his death due to careless driving. (3 mks)
b) A resigned / pessimistic attitude - The taxi drive predicts that his death will be caused by an accident and he accepts it. (2 mks)
c) The persona is a taxi driver. The title (2 mks)
d) The tax driver predicts that his death will result from a road accident yet he is still doing the job. (irony must be brought out clearly)
e) Alliteration. - „That in silence seems to simmer and strain. (1 mk)

It enhance rhythm / musically making the poem memorable and interesting. (1 mk)

Metaphor - Metallic monster - to refer to the taxi as a monster to show that the taxi will lead to his death just as a monster eats its prey.

f) To mean that the will be part of the statistics of those who have perished through road accident. (2 mks)

g) A road accident through overspeeding. (1 mk)
Attempt the forbidden limits. (1 mk)

h) Any relevant / appropriate title. (1 mk)

4. GRAMMAR. (15 marks)

a) 1. Into the field the excited funs ran to congratulate their goal keeper.
2. There is no way you can solve your problem unless your are able to define it.
3. Their relatives are always brought along.

b) 1. accept
2. liked
3. attacked

c) 1. appreciating
2. astrology
3. greed / gluttony

d) 1. menacingly
2. elegance
4. gracefully

e) 1. Every
2. any
3. a few

MURANG"A EAST JOINT MOCK EXAMINATION 2016
ENGLISH
101/3
MARKING SCHEME
PAPER 3

1. Point of interpretation.

a) This must be a story.
If not mark as irrelevant and deduct - 4AD.
If the story is not related to the concluding statement - 2AD.

b) This is a exporsitory composition. If not mark as irrelevant and deduct - 4AD.
It is the linguistic ability that will determine the marks but not the number of points. Refer to the marking scheme and categorise the essay and award marks.
NB Length of all the three essay should not exceed 2 pages of a foolscap.
Deduct 2AD if the length exceeds 2 pages.

2. Introduction 2mks
The candidate must show that he or she understands the question. Definitions should not taken as introduction.
Body
Should highlight at least 4 areas that portray moral decadency in the society i.e. in the Caucasian Chalk Circle. Should be well illustrated.
(i) Greed (at least 2 illustrations for each vice).
- Governor
- Natela (etc)
(ii) Corruption - embezzling funds
- taking bribes
(iii) Materialism - Natella
(iv) Hypocrisy - Aniko
- Monk
(v) Arrogance - Governor, Natella
(any other vice)

Mark 3 3 3 3 3 $^{12}/_{12}$
For any paragraph to score 3 marks It must have 2 - 3 illustrations Mark 2 for a good conclusion

3. (a) Wars of ears.
Introduction. - Any valid introduction.
Education.
Students drop out of school to join militia groups, e.g major Azizima and colonel Kalo. Most of the schools have been closed down due to insecurity - teachers abscond duty. Poor infrastructure.
Businesses are affected e.g small shopping centre because a ghost town with dilapidated buildings which have been abandoned. These buildings are used by the militia to waylay their victims.
The village is in darkness as the transformer has been vandalized.
Psychological trauma.
Many people are affected by this - especially the youngsters who commit / witness the violence. Mayor Azizima witnesses the killing of the mother. He cut her ears as well. He is haunted by this all through his life - he does the same probably from the trauma.

Abuse of human rights.
There is a lot of killing torture, rape and child abuse e.g children are conscripted into the militias.
These children miss school therefore affects development both of the state and as individuals as they don"t receive any formal education.
Breakdown of social order.
The crimes are committed with impurity. It leads to the dysfunction of families. Others disintergrate totally.
This affects the growth/development of the state as the family unit is fundamental in the growth of any state.
Any other valid point as well brought out / discussed.
Conclusion.
Any valid conclusion
Mark any four
3: 3: 3: 3: 12
Introduction 2

Conclusion 2
NB: Refer to question 2 marking scheme

(b) Betrayal in the City.

Introduction (sample)

Relationship and friendships are based on trust. However quite often in life we are betrayed by the very people we trust.

Body

i) The government betrays the masses. Boss and his government betrays the masses of Kafira. The people of Kafira are exhibited from expressing their rights like freedom of expression as seen in the case of Doga and Nina.

ii) Mulili betrays Boss. Mulili is a cousin to Boss and Boss has helped him to become what he is. However, in the end Mulili betrays him during the rehearsal.

iii) Mulili betrays Jere. Mulili does not support Jere in allowing Doga and Nina to continue with the shaving ceremony.

However, previously the two had conspired in allowing Mustapha to go across the boarder.

iv) Boss betrays his wife Mercedes. Boss is involved in extra marital affairs and is said to have a weakness for women.

However, when his wife complain he locks her in a cell.

NB: Any other relevant betrayal that is supported with illustration.

Conclusion.

Accept any relevant conclusion.

c) The While Rider.

Introduction. 2mks - Must show that he/she understand the question

Illustrations

Wanted to maintain the fact that only a

- Male could lead - Annoyed with the birth of Kahu (more illustrations) still looking for the one.
- Naming - against naming Kahu the name of the ancestor - wanted to uphold their respect to Kahutia.
- Attending meetings on behalf of the tribe. “He‟s been in Wellington on Maori Council business” - Attend meetings on land disputes for his people.
- Makes sure the geneology of Maori is transfered from one genration to the other and starts classes for them. Teacher the boys on the culture of Maori.
- Concerned about the lift of the whales “If it lives we live if it dies we die” Gathers all men to help take the whale back. He is so devasted by the stranding of the whales.

(Any other relevant)

Mark 3: 3: 3: 3 Language use question 2 marking

Conclusion 2 marks

NANDI NORTH AND NANDI CENTRAL JOINT EVALUATION 2016
101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS)
JULY / AUGUST 2016
TIME: 2 HOURS

1. FUNCTIONAL WRITING
(20mks)

You are the President of your School. It has come to your notice that some students make a lot of noise during morning preps. Write a memorandum to the students warning the noise makers against the habit. In your memorandum, remind the students of the importance of maintaining total silence at this time and the punishment for those who will fail to adhere to this expectation. Remember to send a copy of your memorandum to the principal.

2. CLOZE TEST (10mks)

Read the passage below and fill in the gaps using the most appropriate words.

The way (1) _____ which you structure (2) _____ present your answer in easy writing is absolutely critical.
A (3) _____ structured and clearly presented essay conveys exactly (4) _____ sort of impression that gets examiner
(5) _____ your side straight away. In (6) _____, if he can see that your plan and structure is logical and he can easily pick (7) _____ the key points, or even just the key words, it may well be that he won‟t (8) _____ read the essay in detail. He‟ll just quickly (9) _____ the marks for the key points and then move on. he will have been able to see easily and quickly recognize that you know what you‟re doing so he can feel confident that he needn‟t (10) _____ time going through your answer with a fine toothed-comb.

3. ORAL SKILLS (30mks)

(a) Read the Oral Narrative below and answer the questions that follow.

GIKUYU AND MUMBI

In the beginning, Ngai or the creator, made Gikuyu. He gave him wife called Mumbi. The two lived in a cave under a Mugumo tree at a place called Mukurwe wa Gathanga in Murang‟a.
Ngai, the creator, lived on top of Kirinyaga from where he ruled the entire universe. One day, he lifted up Gikuyu to the top
of the mountain from where he beheld a panorama of the beautiful land stretching from miles before him. He saw a land of
Ravines, Rivers and ridges. It lay between the mountains of Kirinyaga, Kiandarua, Kihanji nd Kiambiruiru.
“Do you see all this beautiful land sprawling before your eyes?” Ngai asked. Yes I do” Gikuyu answered.
“Well then. All that land I give you. It is land flowing with milk and hone (Uki na ngorono). It belongs to you and to your
descendants.”
But Ngai also told Gikuyu to worship him also facing Kirinyaga and occasionally offer sacrifices of fat rams under the Mugumo tree.

Gikuyu and his wife, Mumbi lived together quite happily. They had nine daughters but no son. This worried Gikuyu so
much as he didn‟t see how he could propagate his house. And he sacrificed to Ngai and made his fear known. But Ngai told
him not to worry for he, Ngai would send him nine handsome young men who would marry Gikuyu‟s nine beautiful
daughters.
And true to his word, Ngai sent him nine handsome young men who married Gikuyu‟s nine daughters. They brought forth children and each daughter started her own clan.
These are:-
Acera (Njeri)
Agachiku
(Wanjiku)
Airimu (Wairimu)
Ambui (Wambui)
Ethaga
(Wagathigia)

Aithrandu
(Waithera)
Angari (Wangari)

This myth explains the origin of the Agikuyu and how they came to have nine clans. It also explains the link between the clans and the common female names found in the tribe.

QUESTIONS

(i) Before telling this story to the audience, list down three things the narrator must do to capture the audience‟s attention. (3mks)

(ii) “Do you see all this beautiful land sprawling before your eyes?” Ngai asked. (Line 7)
“Yes I do,” Gikuyu answered (Line 8)
How would you perform the words of Ngai? (2mks)

(iii) Which intonation would you use for Gikuyu‟s words? Explain your answer. (2mks)

(iv) At the end of the performance of this oral narrative, signs of inattentiveness were noticed from the audience List down three such signs. (3mks)

(b) Underline stressed syllables in the following words:
Sedimentation
Noteworthy
Conflagration

(c) Identify the odd word out according to the pronunciation of the underlined sound. (2mks)

(i)	Said	Head	Paid	Red
(ii)	Shepherd	Philosophy	Phase	Surface

(d) (i) Grusha patiently waited for Simon Shashava to return from the war. Explain the meaning of the sentence when the following words are stressed: (3mks)
Grusha
The war
Simon

(ii) You have been called on to speak to the youth of your church on the dangers of drugs and substance abuse. Introduce yourself to the audience. (2mks)

(iii) Assume that you are the principal of Excel High School where the Head of State makes a visit. Introduce John Rashid (a medical doctor) who is a member of the Board of Management to the Head of State. (2mks)

(e) Mike has been sent to a neighbouring school to participate in a group discussion. Suggest ways that will make him benefit from the group discussion. (8mks)

NANDI NORTH AND NANDI CENTRAL JOINT EXAMINATIONS 2016

101/2
ENGLISH
PAPER 2
JULY / AUGUST 2016
TIME: 2 ½ HOURS

Question 1: COMPREHENSION:
Read the following comprehension passage and then answer the questions that follow.

Corruption is defined as an act done with intent to give some advantage inconsistent with official duty and the rights of others. It includes bribery, but is more complex because an act may be corruptly done, though the advantage to be derived from it is not offered by another. Sometimes corruption is understood as something against the law; such as, a contract by which the borrower agrees to pay the lender usurious interest. It is said in such a case, that it is corruptly agreed etc.

The causes of corruption are many and complex. The emergence of political elite who believe in interest-oriented rather than nation-oriented programmes and policies, such an elite would not mind and fleecing the national coffers at the expense of what they are to get from it.

An artificial scarcity created by the people with malevolent intentions wrecks the fabric of the economy. Corruption is caused as well as increased because of the change in the value system and ethical qualities of men who administer. The old ideals of morality, service and honesty are regarded as anachronistic.

Tolerance of citizens towards corruption; a complete lack of intense public outcry against corruption and an absence of strong public forum to oppose corruption allow corruption to reign over citizenry.

The vast size of the population coupled with illiteracy and poor economic structure contributes to the endemic corruption in public life.

In a highly inflationary economy, low salaries of government officials compel them to the road of corruption. Graduates from reputable universities earn less than junior civil servants serving under them.

Election time is a time for corruption to reap big. Big industrialist fund politicians to meet the high cost of election and in turn they would seek personal favour. Bribery by politicians - buying of influence in order to get elected is a ritual that is repeated every election season.

A number of measures have to be put in place to curb corruption: fool proof laws should be made so that there is no room for discretion for both politicians and bureaucrats.

The co-operation of the citizenry needs to be sought in fighting the vice, citizens should be able to wield the stick on their errant leaders.

Funding of elections is at the core of political corruption. Several reforms like state funding of election expenses for candidates, strict reinforcement of statutory requirements like holding in - party elections.

Making political parties get their accounts audited regularly and filling income tax returns, denying, persons with criminal records a chance to vie in an election should be brought in.

More courts should be opened for speedy and inexpensive justice so that the cases do not linger in courts for years and justice to be delivered in time.

Local bodies, independent of the government like Lokadalats, and vigilance commissions should be formed to provide speedy justice with low expenses.

A new fundamental right: Right to information should be introduced which will empower the citizens to ask for the information they want. Barring some confidential information which concerns National and International security. Other information should be made available to the general public as when required.

Corruption is an intractable problem. It is like diabetes, it can only be controlled and not eliminated. It has a corrosive impact on our economy and that is why it should be eliminated.

Questions

(a) How is corruption corrosive to the economy? (2mks)
(b) Why are the causes of corruption considered as complex? (2mks)
(c) Identify and explain two ways in which the citizens contribute towards corruption. (2mks)
(d) In note form, identify four causes of corruption as identified by the passage. (4mks)
(e) Rewrite the sentences below as one.
Corruption is an intractable problem. It is like diabetes. It can only be controlled and not eliminated. (1mk)
(f) What does the writer suggest should be done to eliminate corruption? (3mks)
(g) According to the passage, can corruption be eliminated? Explain. (2mks)
(h) Explain the meaning of the following words as used in the passage. (4mks)
(i) Fleecing:
(ii) Malevolent:

(iii) Endemic:
(iv) Intractable:

Question 2:

The River and the Source

by Margaret Ogolla

Read the passage below and answer the questions that follow: (25mks)

……..that her father had been a woman- her grandmother Akoko. Now her mother was ill, probably dying and she experienced completely different pain from the one she experienced at her grandmother‟s death. There is a bond that exist between mother and child that is completely primeval in nature and only comes to the surface of the conscious mind in all its primitive force when either mother or child is in some sort of peril-not surprising considering that as a child lies in its mother‟s womb, the first sound it hears is her heartbeat and the first human voice it recognizes is hers. For the next many months, the child‟s most satisfying experience will be to lie next to her heart, nursing at the breast-so that the powerful connection is not severed with the cutting of the cord.

Maria Nyabera had been a good mother to Elizabeth and her cousin Peter and in her own generous way, had given unstintingly of herself to them and to her own mother. Elizabeth remembered how tenderly she had looked after Akoko when she became old and ailing and she hoped with a sick despairing dread that she would get the same chance to show her mother how much she cared in spite of the distance between them.

“I have failed her”. These were the first words she had spoken since their departure from Nakuru and now they were

approaching the outskirts of Kericho town. Mark cautioned himself to tread carefully for he remembered only too clearly how

she had almost broken off their engagement at her grandmother‟s death, blaming him for God alone knew what.

“How have you failed, dear?” he asked cautiously.”Don‟t keep on calling me dear! You know very well I should have visited

her more frequently- instead of just staying with you, who are young and healthy and don‟t need me!”

Mark knew better than to point out that not more than two months had ever passed without Elizabeth dashing west to see her

mother; or the great sacrifice they had both made in giving up two of their children to her. He knew her well enough to know

that she would only bite off his head and he liked it well enough where it was-firmly attached to his body. He was lucky for

he had many brothers staying at home with his own mother so he didn‟t have to constantly worry on that score. He really

understood her predicament.

“You don‟t understand anything at all!” the lady declared asif reading his mind. “You don't know how torn I‟ve often felt, how I long to divide myself in two, so that I can be in both places at once!”

Mark said nothing but thought to himself that marriage was a very useful thing: there was always someone to vent one‟s fury on however and especially unjustifiably. Elizabeth kept on alternating between long silence and irrational self accusatory statements until they were a few miles from Aluor. She then kept completely quiet. It was dark by then but when they approached the hut they found a crowd of people gathered there and both their hearts sank. She must be dead!

The twins rushed out into their parent‟s arms, and the people surrounded them; but Elizabeth had no eyes for anyone-she just walked into the hut. She had to see that beloved face one last time.

“She is not here. Father Thomas took her to the hospital at Maseno.” So she was not dead yet, thank God. It must have been eight O‟clock but she simply turned on her heels and went out to the car again despite the protests of the villagers. This night would not pass without her seeing her mother. Mark and the twins followed her out. They knew the argument was of no use. When they finally reached Maseno at about nine O‟clock, they had to plead to be allowed in. they found Maria, who had suffered a massive stroke, still in a coma. The clinical officer on duty held out no hope but suggested they return in the morning to confirm with the doctor. It was then decided that Elizabeth stay with her mother and Mark take the children home. He would return in the morning.

Elizabeth pulled up a stool and sat by her mother all that night listening to the changing patterns of her breathing; first it was stertorous but steady; then she went into periodic breathing with lapses so long that her daughter, afraid that she had stopped altogether, would squeeze her hand at which she would start breathing again. Once she actually opened her eyes and Elizabeth tried to talk to her but got no response. She would have bombarded the nurses with her questions but she was afraid they would throw her out.

Questions

(a) What happens immediately before this excerpt. (2mks)

(b) Elizabeth, in this excerpt, seems angry with Mark. What evidence is there of this? (2mks)

(c) When else in the novel does Elizabeth project her anger at Mark, almost in similar circumstances? (2mks)

(d) “I have failed her”, she said. (Rewrite in the reported speech). (1mk)

(e) Discuss one character trait of each of the following. (4mks)

(i) Mark:

(ii) Elizabeth:

(f) Make notes on the causes of the bond between mother and child. (3mks)

(g) From this extract, discuss one thematic concern that comes out clearly. (4mks)
(h) Explain the idiomatic expression "Elizabeth had no eyes for anyone." (1mk)
(i) What happens soon after this extract? (2mks)
(j) Discuss two aspects of style used in this excerpt. (4mks)

Question 3: POETRY: Read the poem below then answer the questions that follow. THE WAR LORD

Cut, thrust, plunge
Slash, slit, stab
Starve, maim, shoot
Torch, burn, scar

The trumpets herald you with regal glory
Epaulettes glisten and medals gleam

Plunder, loot and steal
Blind, brand, rape
Curse, crush, kidnap
Smash, torture, kill

Your arrival is welcomed with carpets of steel
Ramrod backed your subjects hail you

Bind, bludgeon, bury
Garotte, impale, castrate
Order, imprison, enslave
Censor, cajole and destroy
Your scarlet cape billows as you sense fresh converts
Ever more shrill their praises grow.
Barren, bleak, blackened
Shattered, sterile, stricken
Torn, poisoned, defiled
Bloodied, emtombed, rotting

The prize presented on some stolen silver
A maggot riddled remnant of a once serene world.

Questions

(a) Briefly explain what the poem is talking about. (3mks)
(b) What is the attitude of the persona to the warlord? Elaborate your answer. (2mks)
Explain the relevance of having separated words for stanza one, three, five and seven. (3mks)
(c) Explain the irony in the poem. (3mks)
(d) What is the meaning of the following lines as used in the poem?
(i) The trumpets herald you with regal glory.
Epaulettes glisten and medals gleam. (2mks)
(ii) The prize presented on some stolen silver.
A maggot riddled remnant of a once serene world. (2mks)
(e) Apart from irony, which other stylistic device has been used in the poem? (2mks)
(f) Identify one thematic concern of the poem. (3mks)

Question 4: Grammar (15 Marks)

(a) Fill in the gaps below with the correct relative pronoun. (2mks)
(i) The bicycle _____ he bought ten years ago is still in good working order.
(ii) The girl _____ the minister gave the prize to was in form two.
(b) Complete the following sentences using the "as . . . as" construction and the adverb in brackets. (2mks)
(i) He does not correct his work _____ he should. (thoroughly)
(ii) He speaks English _____ he speaks French (well).
(c) Supply the correct article to complete the following sentences. (3mks)
(i) It was _____ inexplicable problem.
(ii) He was enrolled at _____ prestigious university.
(iii) Of all the cats _____ cheetah is the prettiest.
(d) Rewrite the following sentences according to the instructions given in brackets. (4mks)
(i) Kiptoo has very little money. (Rewrite using any)
(ii) His father constructed those magnificent buildings. (Rewrite in the passive voice)
(iii) He will not be given a road license. He passes the road test. (Rewrite as one sentence using unless).

(e) Order the adjectives in brackets correctly to complete the following sentences.
(i) The supplier delivered a _____ machine (modern, duplicating, large)
(ii) Cheptoo bought a _____ carpet. (multicolored, square, beautiful)
(f) Supply the correct phrasal verb formed from the words in brackets to complete the following sentences.
(i) The clerk _____ the data. (key)
(ii) The fans were _____ by the mismanagement of the event.(Put)

NANDI NORTH AND NANDI CENTRAL JOINT EVALUATION 2016

101/3
ENGLISH
PAPER 3
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
TIME: 2 ½ HOURS

Answer THREE questions only

1. Imaginative Composition (Compulsory). (20mks)

Either

(a) Write a story beginning with the following words:
Everybody in the house was suddenly quiet ……

Or

(b) Write an essay showing how the government can combat leakages in National Examinations in Kenya. (20mks)

2. (Compulsory)

The Caucasian Chalk Circle by Bertoit Bretch.

The only way that Azdak can uphold justice is by being unconventional. Write an essay that justifies the unusual things that Azdak does as a judge. (20mks)

3. Optional Set Texts

Either

(a) Short Stories, When the sun Goes Down and other stories.
Using relevant illustrations from Sefi Atta‟s “Twilight Trek” discuss the plight of illegal immigrants. (20mks)

OR

(b) Drama, Francis Imbuga, Betrayal in the City.
An efficient leadership system anywhere is a major source of social, political and economic problems. Write an essay in support of this statement using illustrations from Francis Imbuga‟s Betrayal in the City. (20mks)

OR

(c) The Novel, Witi Ihimaera, The Whale Rider.
One needs to be aggressive and rational in order to survive in a patriarchal society. Using Nani flowers from “The Whale Rider”, Write an essay in support of this statement. (20mks)

NANDI NORTH AND NANDI CENTRAL JOINT EXAMINATIONS 2016
101/1
ENGLISH
PAPER 1
MARKING SCHEME

FUNCTIONAL SKILLS

1. (a) Must be a memo, if not deduct - 2AD..
Format

- Name of institution (Letterhead) √½
- Heading (Internal Memo) √½
- Ref. No. √½
- To: The recipient√½
- CC: Should be addressed to Principal √½
- From: writer / sender√½
- Date √½
- Subject: should be in capital letters or highlighted. √½
- Signature√½
- Name and Designation√½ (Total - 5 marks)

Content

- Stern warning to students√2
- At least 2 reasons why silence is important. √4
- Punishment. √2 (total - 8 marks)

Tone: 2mks
Language: 5mks
A 5mks
B 4mks
C 2 - 3 mks
D 1mk Total - 20 marks

2. CLOZE TEST
1) in
2) and
3) well
4) the
5) on
6) fact
7) out
8) even
9) award
10) waste

Penalize by awarding zero (0) for:

- wrong punctuation - all words must begin with small letters.
- Wrong spelling.
- Wrong tense.

3. (a) (i) - Pose a relevant proverb / riddle.
- Sing a relevant song
- Beat a drum
- Clap your hands
- Clear your throat. Accept three correct answers - 3x1 = 3mks

(ii) You say the words by stretching your hands outwards when pointing out a the sprawling beautiful land, accompanied by facial expression of happiness and rising intonation at the end. (Give one mark for verbal and one mark for non-verbal)

(iii) I would use falling intonation because Gikuyu"s words are a statement of accepting in humility Ngai"s promise. (1mk for intonation, 1 mark explanation)

(iv) Signs of inattentiveness
- Yawning
- Looking at the watches constantly
- Murmuring
- Passing notes to each other
- Constantly peering out through the window.
- Not maintaining eye contact.
- Not constantly adopting good posture.
- Dosing / sleeping

Accept any three correct answers - 3 x 1 = 3mks)

(b) Sedimentation√1mk
Noteworthy√1mk
Conflagration. √1mk
(c) (i) Paid√1mk
(ii) Shepherd√1mk (1 mark each)
(d) Grusha - means it is Grusha and nobody else who waited for Simon. √1mk
The war - emphasizes where the place Simon was returning from i.e. from the war and no other place.√1mk Simon - means that it was Simon who was waited for and nobody else. √1mk
(i) My name is x y, a social worker at Kenyatta University.
(ii) Your Excellency, meet Dr. John Rashid, a member of the School‟s Board of Management (2mks)
(e) Ways of benefiting from a group discussion
- Listening to pauses in partner‟s speech.
- Employ turn taking.
- Interrupt politely.
- Excuse himself to offer personal opinion.
- Contribute generously during the discussion.
- He should be courteous in his speech.
- He should be time conscious.
- He should concede space.
- He should take note of partners body language. Any eight (8) well stated points - 8 x 1 = 8mks)

NANDI NORTH AND NANDI CENTRAL JOINT EXAMINATIONS 2016
101/2
ENGLISH
PAPER 2
MARKING SCHEME

1. COMPREHENSION

(a) - It is corrosive because what would have been for the public good is made private.
- Laws that would have made industry prosper are undermined, hence undermining industry.(1 mark per point)

(b) - The causes of corruption are considered complex because it involves a number of players as well as many factors. For example, it involves the politicians, the citizens, the value system, structural designs and judiciary. (2mks)
- The tolerance of citizens towards corruption, a complete lack of intense public outcry against corruption and absence of strong public forum to oppose corruption.
- The citizens bribe those in authority.
- Illiteracy and a poor economic structure makes the citizens vulnerable - they do not have information enabling them to question. (2mks)

(c) - A political elite that believes in interest oriented rather than nation-oriented programs.
- Change in the value system - ideals of morality, service and honesty are considered as anachronistic.
- Lack of public participation in fighting corruption.
- Illiteracy and a poor economic structure.
- Poor pay structure not commiserate with the education or experience.
- Politicians buy influence. (any four 1 mark each)

(d) Corruption, just like diabetes is an intractable problem that can only be controlled but not eliminated. (1mk)

(e) Fool proof laws should be made so that there is no room for discretion for both politicians and bureaucrats.
- The cooperation of the citizenry should be sought.
- State funding of election expenses for candidate alongside strict reinforcement of statutory requirements like holding in- party elections.
- More courts to dispense justice promptly.
- Local bodies independent of the government like Lokpals, Lokadalats and vigilante commissions.
- Right to information. (any 3 points, 3 marks)

(f) - No, it is an intractable problem that can only be controlled but not eliminated.
- Answer “NO” - 1 mark, explanation 1 mark.

(g) Fleecing - stealing from / acquiring illegally e.g. money.
Malevolent - ill, wishing harm to others.
Endemic - Prevalent, Widespread
Intractable - Not easily managed or controlled.

2. THE RIVER AND THE SOURCE BY MARGARET OGOLA- PG. 200 - 203
(Begin “….Yes, dear. I‟ve already spoken to the headmaster.
End:… but she was afraid they would throw her out)

(a) What happens immediately before this excerpt?
- Mark and Elizabeth get a telegram informing√1 them of Maria‟s illness.
- They leave for Aluor. √1

1) Evidence of Elizabeth anger.
- “Don‟t keep calling me dear√1 ..”
- “You don‟t understand√1 anything…”

2) After the burial of Akoko√1. Mark and Peter find her at the stream, she tells Mark to go away and she never wanted to see him again.

3) She said (that) she had failed her.

4) One character trait of each of the following
Mark
- Caring / loving + ill
- Responsible - sees that Elizabeth gets to Aluor to see her sick mother.
- Patient - bears the anger / guilt of Elizabeth.
- Understanding - he really understood her predicament.

Elizabeth
- Loving - loves her mother and feels that she has neglected her.
- Appreciative - acknowledge that her mother had been a good mother.
- Unfair / unjust - she vents her fury on Mark unfairly.

5) Notes on causes of the bond between the mother and child.

- Child hears the heartbeats of the mother.
- First human voice it recognizes is the mother‟s.
- Child lies next to her mother‟s heart as it nurses. (Must be in note form if not mark * ½)

6) One thematic concern that comes out clearly

- Family relationships commitments + ill

- Mark loves Elizabeth
- Elizabeth loves her mother
- Elizabeth was a good mother
- Akoko was a good mother . (1 mark + 3 illustrations)

7) Explain the Idomatic expression, “Elizabeth had no eyes for anyone.”
She was angered / emotional to comprehend any happenings in her surrounding / to give her attention to anyone.

8) What happens soon after this extract?
- Maria Nyabera dies. √
- She is buried at Aluor by Bishop Peter Kembo assisted by Fr. Thomas.

9) Two aspects of style used in this excerpt.
- Dialogue√ + ill√1
- Flashback√ + ill √1

3. POETRY

(a) The poem talks about an army that is approaching a village and the things that are done by the army - cutting, thrushing,
slashing etc. The reaction of the people is that of subservience, for they are barren, bleak, blackened, shattered, sterile, and
stricken.

(b) The poet is contemptuous towards the warlord. The warlord‟s actions are condescending and the poet doesn‟t admire what
they do.

(c) The separated words reveal the kneejerk decisions made that aim at destruction e.g. cut, thrust, plunge etc. they mimick the
destruction meted on the people by the members of the warlord‟s army.

(d) As the warlord strives to concur, he destroys what he/she desires to concur. The praises he gets are as a result of coercion that
is why it is „shrill.“

(e) (i) Glory awaits the warlord - with regal glory and glistering epaulettes.
(ii) Through the warlord is overjoyed by all the “success” the people concurred are unhappy their voices are sharper and sharper.
Metaphor - „A maggot riddled remnant of a once serene world.“ Effects of war
The citizens groan under the atrocities committed by the warlord and his/her army - The plunder, rape, castration, torture,
killing etc have devastating effects on the citizens.

GRAMMAR

(a) (i) Which
(ii) whom

(b) (i) as thoroughly as
(ii) as well as

(c) (i) an
(ii) a
(iii) the

(d) (i) Kiptoo barely has any money.
(ii) Those magnificent buildings were constructed by his father.
(iii) He will not be given a road license unless he passes the road test.

(e) (i) large, modern, duplicating.
(ii) beautiful, square, multicolored.

(f) (i) keyed in
(ii) pissed off

NANDI NORTH AND NANDI CENTRAL JOINT EXAMINATIONS 2016
101/3
ENGLISH
PAPER 3
MARKING SCHEME

1. (a) Imaginative composition
Points of Interpretation.
Must begin with the given sentence, if not deduct 2AD marks.
(b) Points of interpretation.
Must clearly show possible measures to curb cheating.

2. Introduction
Though Azdak dispenses justice in an unpredictable / unusual / unacceptable means, it is the best form of justice to Gruisha. (Candidates to highlight the cases, how unusually he judges them and how they serve justice).
Ti Azdak strange justice is always at the service of Grusinia (poor) rather than of the vested interests of the ruling cliques
and landowners.
Tii In his appetite for justice, he insists on being punished as form of furthering justice unlike the Duke and others who are
hiding.
Tiii He is obsessed with justice and announces a new age of spontaneous justice is at hand; the old law is overthrown.
Tiv Divorces Grusha and Jussup so that Grusha marries Simon which could never happen in real world.
Tv He cannot resist the lure of justice when invited to play the role of the Grand Duke in a mock trial even on presence of Kazbeki who has threatened him with jail.
Tvi Love, kindness and friendliness (motherly) portrayed by Grusha makes Azdak to hand Michael to Grusha something that would never have been possible in normal justice.

3. Optional Set Texts

(a) Short Story - Twilight Trek by Sefi Alta
Introduction - 2 marks

- The political and socio-economic situation in some African countries triggers illegal immigration to other countries.
- In the process immigrants go through a lot of problems as depicted in the story, Twilight Trek by Sefi Alta.

Pi - Travel documents

- The immigrants have to acquire fake visas as the narrator changes his identity to Jean Luc.
- The foreign embassies do not grant Africans visas.
- The travelers have to wait until nightfall to travel.

Pii - The immigrants travel under very hostile conditions

- They are warned that they risk attack from Moslems and bandits.
- Trucks often breakdown and no rescue is guaranteed.
- In the desert the sand is like needles to their eyes and ants in nostrils.
- The travelers cough and wheeze.
- The narrator‟s tongue swells.
- The Tuaregs exploit the travelers.

Piii - Pathetic hygienic conditions

- Travelers in the truck reek badly patience‟s breath smells of sardines.
- The camp is like an open sewer, people have not seen water.
- They cough and scratch.
- The air they breathe carries plagues.

Piv - The immigrants have difficulty reaching the foreign land.

- Obazee is beaten by guards on patrol.
- Dinghies capsize and people drown.
- The pregnant Nigerian woman dies together with her child.
- He Sierra Leone man tries to scale the barbed wire which practically shreds him.
- Immigrants swim across the salty water.
- A man from Mali crosses the Sahara on foot, he is apprehended by Moroccan security forces and he‟s repatriated and told to
find his way with the same two legs he had used.

Mark any other relevant point
3:3:3:3 = 12 marks
Conclusion - 2 marks
Language - 1 - 4

b) Introduction
Bad leadership is the source of all problems in a society as seen in Betrayal in the City through its leaders. (2mks)
Li - Boss, the head of Kafira is not competent in the way he governs the country and this affects different sectors in

Kafira.

- Employs and delegates official stat e duties to incompetent people like Muli and Boss.
- He thoughtlessly allows prisoners to use real guns in the rehearsals and acts as chief of staff.
- Employs more expatriate yet many people in Kafira are unemployed.

Lii - Tumbo‟s inefficiency leads to the palace coup.
- Does give a chance to other playwrights but simply picks Jusper‟s play without knowledge of the contents.
- He does not read Jusper‟s play before rehearsals to establish whether the plot was relevant.
- Informs ….. to explain to Boss about the play yet he is chairman of the entertainment.

Liii - Mulili‟s inefficiency leads to many social and political problems.
- He is semi-educated government official who misadvises Boss and gives him false reports.
- His betrayal of fellow citizens leads to his tragic end.
- He blackmails his boss when he realizes he is in danger and he even recommends that he should be shot.
- As a result of his inefficiency and perpetration of impunity in Kafira, he is shot dead by Jusper during the palace coup.

Liv - The government‟s inefficiency in addressing issues affecting citizens leads to dissatisfaction among them.
- Boss hiring of expatriates sparks off riots by university students.
- Jusper is affected by his brother‟s death and bays for his brother‟s killers.
- Jusper tells his girlfriend Regina that he will never rest. That he would avenge the killers of his entire family.

Any relevant conclusion (2mks)

(c) Introduction

The society in the “Whale rider” is a male dominated one and takes the assertive and demanding nature of Nani Flowers to be heard. (2mks)

N(i) - Nani flowers is a strong-willed character in a patriarchal community and aggressively defends herself and other females in her household.
- She is adoring / loving / caring. She defends her great grandchild against Koro Apirana‟s prejudice despite it being a man‟s name.
- She supports Porourangi‟s decision to name her „Kahu“ despite being a man‟s name.
- She hits the narrator for overworking Kahu and taking her to the movies.
- She encourages Kahu to pester Koro Apirana for attention.
- Although she disapproves Koro Apirana‟s mannerisms, she truly loves him and fondly calls him „Old paka.“

N(ii) - She is assertive / independent minded as a wife and a grandmother.
- She tells Koro Apirana that she will divorce him to marry Waari if he continues to annoy her.
- She pulls Koro‟s boat back to the beach as he sulks after quarrelling with her.
- She insists on bringing back to the community Kahu‟s afterbirth and birth cord despite Koro‟s opposition.
- She demands that women should participate in meetings of saving the ancient bull whale.

N(iii) - She is courageous and resilient.
- She says she is descendant of the Muriwai people whose fierceness is legendary.
- Koro Apirana agrees that her Muriwai blood is too strong which has led to the birth of a girl.
- She defends the decision to name Porourangi‟s child, Kahu and challenges and quarrels Koro Apirana on almost everything.

N(iv) - She is foresighted / visionary.
- She notices the extra ordinary abilities and qualities in Kahu.
- She encourages Kahu to attend men‟s meetings by threatening Koro Apirana whenever he sends Kahu away.
- She and the narrator notice that Kahu is no ordinary girl when she is retrieving the carved stone and when communing with dolphins.

MOKASA JOINT EVALUATION EXAMINATION
Kenya Certificate of Secondary Education
101/1
ENGLISH
Paper 1
(Functional Skills)
Time: 2 Hours

FUNCTIONAL WRITING (20 marks)

1. You are the school captain in your school. The school has been performing dismally and you are asked to visit a top performing school for benchmarking for three days. Write a report of your findings and give recommendations that would benefit the school

CLOZE TEST (10 marks)

Read the passage and fill the blanks with an appropriate word

2. Olive oil is good for the bones, a two-year (1).....has found. People who consume olive oil have higher amounts of osteocalcin, a special (2).....that is found in bones which helps keep (3).....strong.
They also found that osteocalcin lowers the risk of osteoporosis a (4) ... . in which bones lose density and become fragile and more likely to fracture. In addition, osteocalcin was found to (5)... ...in metabolic regulation. These findings help explain (6).....people from the Mediterranean area of (7).....are the least prone to developing osteoporosis. These people consume a lot of olives and olive oil, along with 8... ..and vegetables.
Other (9).....of olive oils include reduced stroke and breast (10).....risk and liver protection.

3. ORAL SKILLS (30 marks)

a) Oral Poem

Read the following oral poem and answer questions that follow (8 marks)

One hand cannot manage work
A threshing stick cannot thresh millet with
One hand
Some hands breed hatred at eating time
Nobody hates being assisted

Let millet be threshed
Let it be threshed, let it be threshed

Cut a threshing stick for me
A lazy wife
Is taken back to her parents
When the rain fails
It blames the wind
And a lazy woman
Blames the threshing stick
Cut a threshing stick for me-ii
My co-wife, cut me a threshing stick
You woman, owner of this occasion
Remember that work is the stomach
Take care not to starve us
The threshing sticks are sounding
Let the millet leave the threshing ground

(Adapted from Oral Literature of the Embu and Mbeere by CiarunjiChesaina)

Questions

1. Identify and illustrate two mnemonic effects (sound devices) in the poem. (2 marks)
2. You"ve been asked to perform the above poem. Explain how you will prepare for it. (2 marks)
3. What non-verbal aspects would you use in the performance of the poem and where? (2 marks)
4. While performing the above poem you notice that members of the audience are murmuring what could the problem be? (2 marks)

b) Give another word with the same pronunciation as the word given (3 marks)

(i) Bone
(ii) Heard

(iii) Gamble
(iv) Core
(v) Some
(vi) Isle

c) Identify the silent letter in the following words (3 marks)
(i) Poignant
(ii) Debut
(iii) Patois
(iv) Tomb
(v) Lesson
(vi) Subtle

d) You attend a prize-giving ceremony in your school. When the chief guest is speaking. You notice that he is sweating profusely, he is inaudible, he stammers a lot and avoids eye contact with his audience. What could be the cause of such behaviour?
(4 marks)

e) The underlined indicates the stressed word in the sentence below. Briefly explain what each sentence means (3 marks)
(i) Tom visited Mary yesterday
(ii) Tom visited Mary yesterday
(iii) Tom visited Mary yesterday

f) Indicate rising or falling intonation for each sentence in the following dialogue. Use the words „Rising" and „Falling"
(2 marks)

Mother: Have you had something to eat?
Daughter: No.
Mother: You must be very hungry then.
Daughter: Not just hungry, I"m starving

g) Read the following conversation and answer the questions that follow. (7 marks)

Becky: (Shouting) What does she have to do to be punished - commit murder?
Vera: Go easy on her.
Becky: (Irritably) But you know he does anything she asks him to do. It"s not fair.
Vera: Grow up! ...
Becky: (Screaming) You hate me! You never liked me! You only came to my school to spy on me because you are jealous of me
you ugly witch, you pretender.
Vera: (Tears welling) I sacrificed my golden chance to be with you stupid girl and you return it with nothing but insults!

(i) Enumerate points on Becky"s shortcomings in her conversation to Vera. (4 marks)
(ii) What good conversational skills should they have employed to enhance communication? (3 marks)

MOKASA JOINT EVALUATION EXAMINATION
Kenya Certificate of Secondary Education

101/2
ENGLISH
Paper
(Comprehension, Literary
Appreciation and Grammar)
$2^1/_2$ hours

Read the passage below and answer the questions that follow (20 Marks)

Recently a friend remarked to a group of us that Kenyans love inspiration but are not too hot on perspiration. This, of course, comes from the saying that success is one percent inspiration and 99 percent perspiration. The true meaning of this saying seems lost to many Kenyans today, who are seeking 99 percent inspiration - whom I shall call the 99ners.

If you had doubt on the abundance of 99ners in our society, please take the time to observe them in action. The first lot will be found in churches, where gullible believers are persuaded to plant „seed" with pastors, so that from such seed shall come an abundance of fruit. Of course, the fruit comes in the form of palatial homes, top-of-the -range cars, and business class air travel for the pastors, but the poor „seed" planters mostly come up empty handed. However, they continue to be encouraged by the fruit-eaters to keep planting more seed so that one day, they too may achieve their „breakthrough".

The second lot includes the various dreamers and sometimes entrepreneurs who have excellent visions and ideas of doing business. They are excellent at thinking up new things and new ways of doing the obvious, but are unable to turn these into a proper business that actually makes money. Among this lot are our budding information technology start-ups that constantly burst on to the scene with new apps and technologies, but rarely become a going business.

The reasons may be many. We have a few angel or venture capitalists, our markets are small and our people think local rather than glocal, and we have few mentors to help these mainly young people succeed. But I suspect the greatest impediment to growth for these great ideas is the geniuses behind the mistake making the app or technology for the 99 percent, instead of the 1 percent achievement that really is.

A third lot is that of rich individuals whose source of income and wealth remains mysterious. Typically, they have no specific businesses or farms they own and run, do not seem to have shares in any public or private companies, or any investments one can put their fingers on. Some are associated with corruption, others are said to dabble in unmentionable enterprises, while others still are said to be beneficiaries of diabolic oaths and practices - the converse of the seed planters in their choice of deities and spirits. This is the only lot of the three that has loads of money to dish around.

The fourth lot is those individuals who do nothing but believe their siblings, parents, and relatives owe them a living. They blame everything, tribe, gender, religion, and even deities for the fact that they don"t seem able to get or keep jobs. Despite this small fact, they expect to live their full life on other people"s money, and carry themselves with a strong element of entitlement to a good life at other people"s expense. Then we have the thieves and robbers, beggars, and all other elements of our society that want to live on others" earnings.

The main concern is that we seem to have taken up a culture that seems to prefer these 99ners and see them as smarter than folks who believe in sweating for their livelihood. The hardworking people in all walks are looked down upon as not being „very smart" because the fruits of their honest labour look modest compared to that obtained by our 99ners. They are mocked and laughed at, while the 99ners become the socialites, opinion leaders, and even political leaders.

We need, as Kenyans, to ask ourselves a very basic question - why would anyone, or any society, want to admire or imitate such folks, and yet we all know or are supposed to know there is no lasting or true success without hard work. One wonders how we can admire and aspire to become like Singapore, Japan, South Korea, or even America and Europe, without realizing that those countries, their chequered histories taken into account, are largely built on cultures that prize enterprise, thrift, and hard work. Indeed, there are no known short-cuts to becoming a developed country, and the values we are beginning to admire and adopt cannot become the foundation and roadmap to national economic and social prosperity.

In fact, if one looks at our key challenges - corruption, insecurity, poverty, ethnicity, and unemployment - Kenya will

need to go back to its initial motto of Uhuru na Kazi. Liberty will spark the one percent inspiration to solve these problems by
identifying the so-called „killer apps", followed by 99 percent perspiration in the form of focused, tenacious and disciplined
striving over the next three to four decades to transform our country into a world class country.

a) Explain the irony in the first paragraph. (2 Marks)
b) Who are the 99ners? Cite the evidence that the Kenyan society is full of them. (2 Marks)
c) Explain how „seed" planting works and for whose benefit. (2 Marks)
d) Briefly describe the various groups that the writer discusses in the passage. Give your answer in about 60 words.(5 Marks)
e) Describe the attitude of the writer towards the 99ners and to Kenyans generally. (2 Marks)
f) What characterizes the culture which encourages and ensures a country"s true success? (2marks)
g) If you had doubt on the abundance of 99ners in our society, please take the time to observe them in action. (Rewrite,
beginning, Should …) (1 Mark)
h) Why do dreamers and entrepreneurs fail to actualize their visions? (2 Marks)
i) Explain the meaning of the following as used in the passage. (2 Marks)
ii) gullible believers
iv) diabolic oaths and practices

Read the excerpt below and answer the questions that follow (25 Marks)

Nyabera was full of bitterness and she decided that a change was necessary. For her there was obviously not meant to be the comfort of a husband and children around her knees. When it came to making ruthless decision, she equalled her mother. She would cut herself off from her people. She would seek another life, a different way. She had had enough. For the first time she felt quite lucky to have a daughter. A son held one under much more obligation than di a daughter for he must be firmly rooted in his people from whom he would inherit land and from whom he was inherit land and from whom he was inextricable. You might wander the world with your son but in the end you had to take him back to where he belonged - his father‟s people. A girl, on the other hand, was a wanderer who would settle anywhere and marry anywhere. Nyabera felt free to go.

Now in that village, a man had once come dressed in a white robe and speaking of a new God who made meaning out of sorrow and suffering and who particularly liked the poor, the orphan and widow. The man said the latter two were poor in spirit, for having no earthly support, they could better trust in God. In fact he said that this God so loved people that he had sent his only son to live, suffer and die like man. Nyabera had had to leave at that point to attend to her chores. In any case she had only listened with half an ear, but having a retentive mind, she had occasionally mulled over his words wondering what he might have meant. Two villagers had gone with the man - one a barren woman who was totally neglected by her husband; the other a man, one of the footloose types found in every village. The man returned a year later sporting a new name Pilipo - but what he said made no sense and no one took him seriously. The woman never returned.

Nyabera looked up this man and talked to him at length using his new name, much to his delight. His tongue was further loosened by a pot of beer and a tough looking cockerel which rolled its beady eyes in disbelief each time the man launched into the different parts of his tale.

“Pilipo,” began Nyabera, “I know you are a much travelled man. You have learned the new religion of the white man and in gratitude they have given you a new name.”

“Yes, yes!” replied Pilipo reaching eagerly for the pot. “But I can tell you it is hard. Very, very hard, I failed several times to answer the questions they asked me but eventually I got the hang of it.”

“Were they kind?”

“Yes, very kind but they made me work so hard.” Pilipo did not like work at all. “What did they teach you?”

“Hard-things my sister. I doubt a woman could understand them.” “You mean there were no women?”

“Er…er….of course there were women. In fact there were more women than men.” “So what did you learn?”

“Er…about a God-man called Kristo who was the son of God, his father. He came to die for our sins, to save us. His mother was called Maria - and she was very pure. They said something about God being three but only one but I didn‟t understand that very well.”

a. Plan the excerpt in its immediate context (5 marks)
b. Describe any two aspects of Nyabera‟s character brought out in this excerpt (4 marks)
c. Highlight the dominant character trait of Pilipo (2 marks)
d. Highlight two major themes (4 marks)
e. From elsewhere in the text, Nyabera says “You know my life is a painful wound to me and much as I try …” In note form, identify the suffering Nyabera has gone through (3 marks)
f. Nyabera felt free to go. Add a question tag (1 mark)
g. Using illustrations, identify two stylistic devices used in the excerpt and show their effectiveness (4 marks)
h. Explain the meaning of the following words and phrases as used in the excerpt (2 marks)
   (i) Foothold
   (ii) Inextricable

Read the following poem and answer the questions that follow. (20 Marks)

Operating Room, By John Reed

Sunlight floods the shiny many-windowed place,
Coldly glinting on flawless steel under glass,
And blaring imperially on the spattered gules

Where kneeling men grunt as they swab the floor.

Startled eyes of nurses swish by noiselessly,
Orderlies with cropped heads swagger like murderers;
And three surgeons, robed and masked mysteriously,
Lounge gossiping of guts, and wish it were lunch-time.

Beyond the porcelain door, screaming mounts crescendo
Case 4001 coming out of the ether,
Born again half a man, to spend his life in bed.

a) Describe the setting of the poem. (3 marks)
b) Briefly explain what the poem is talking about. (4 marks)
c) Who is the persona in the poem? (2 marks)

d) Illustrate the use of the following styles and state their effectiveness. (4 marks)
i. Metaphor
ii. Hyperbole
e) What is the tone of the poem? (2 marks)
f) Discuss the general mood of the poem. (2 marks)
g) Why do the men grunt as they swab the floor? (1 mark)
h) Explain the meaning of the following phrases as used in the poem. (2 marks)
i) Robed and masked mysteriously
ii) Case 40001 coming out of ether

GRAMMAR

a) Rewrite the following sentences according to the instructions given. (3 marks)
i. There are eleven players in a football team. (Begin: A football…)
ii. You said Anna might take a different class the following day. (Write in direct speech)
iii. The book donated by the state will be …….. to the primary school pupils.(use the correct form
of the word: value)

b) Replace the underlined words with the appropriate phrasal verbs. (2 marks)
i. Where can I fit the sweater?
ii. She wants to discover the truth.

c) Fill in the gaps in the following sentences with the correct article (2 marks)
i……. one Mr Mwangi is calling you.
ii. He loved going to …… Netherlands.

d) Provide the most appropriate preposition in the following sentences. (3 marks)
i. The exercise was conducted accordance ……the regulations.
ii. When you smile …… me like that, I"ll do anything for you.
iii. Akinyi arrived at the airport just ……time to catch the plane.

e) Use the adjectives provided in brackets in their correct orders (2 marks)
i. Derek likes the…… bags. (Stringed, brown, tea, Kenyan)
ii. East Africa has …….. forces. (Combined, military, powerful)

f) Punctuate the following sentences correctly (2 marks)
i. the art of writing by patel shamji is a good book for upcoming writers
ii. i ate irio yesterday

g) Use the verb below transitively to construct a sentence. (1 mark)
Describe

MOKASA JOINT EVALUATION EXAMINATION
Kenya Certificate of Secondary Education

101/3
ENGLISH
(Creative Composition and Essays Based on Set Texts)
Paper 3
Time: 2½ Hours

1. Imaginative Composition (Compulsory) (20marks)

Either

(a) Write a story to end with
…….she looked at me and shook her head.

Or

(b) Expectant school girls should be allowed to continue with their education. Discuss.

2. The Compulsory Set Text (20 marks)

Drama: Caucasian Chalk Circle - BertoltBretch

"The judge was always a rascal! Now a rascal is a judge." Write an essay in support of the statement basing your illustrations on The Caucasian Chalk Circle: By BertoltBretch

3. The Optional Set Text

Answer any one of the two questions (20 marks)

Either

a) The Novel:
The Whale Rider - WitiIhimaera

"Determination is key to success" Using illustrations from WitiIhimaera"s novel The Whale Rider, write an essay showing how Nani Flowers contributes to Kahu"s success.

Or

b) Drama
Francis Imbuga, Betrayal in the City

When people try to practice their rights under an intolerable government, they land in trouble. With reference to characters in the Betrayal in the City by Francis Imbuga, illustrate the statement.

MOKASA JOINT EVALUATION EXAMINATION
Kenya Certificate of Secondary Education
MOKASA EXAM
ENGLISH 101/1 - MARKING SCHEME

1. Functional writing- Recommendation report- 20marks
It must be a report, if not deduct- 4AD
Format -Heading: A REPORT ON.....1mk
- At least 4 sub-headings... ..1mk
- Conclusion.....1mk
- Recommendations...…….1mk
- Report compiled by...….1mk
(5 marks)

Content - suggested sub-heading eg
- Syllabus coverage
- Teachers
- Classrooms
- Discipline
4 well-explained points - (8marks)

Language - A -5
B-4
C-3-2
D-1
(5 marks)

Tone - Should be formal
- Passive voice should be used
(2 marks)

2. Cloze test- 10 marks
i) study
ii) protein
iii) them
iv) condition
v) aid
vi) why
vii) Europe
viii) fruit
ix) benefits
x) cancer (10 marks)

3. a) Oral poem - 8marks
i) Repetition-one hand
-Let it be threshed
Idiophone- Me-ii
Onomatopoeia-Thresh
Any 2- half mark for identification, half for illustration-2marks

ii) a) Preparation
- Rehearse to thoroughly memorize the poem
- Prepare appropriate costumes
- Practise the appropriate dramatization
- Practise the appropriate tone/voice to use
Accept any other, half mark each- 2 marks
b) performance
- Appropriate facial expressions i.e. to show/express someone working etc
- Gestures- use finger to point....“you woman“
Half mark each-2 marks

iii)
- Performance is not audible
- Lack of tonal variation
- Inappropriate costume
- Performer is not confident, lacks eye contact
- Performer has forgotten the lines
Any other relevant point- half mark each-2 marks

b) synonyms-3 marks
i) bone-borne
ii) heard-herd
iii) gamble-gambol

iv) core-corps
v) some-Sam/psalm
vi) isle-aisle, I‟ll

c) silent letters- 3 marks
i) /g/
ii) /t/
iii) /o/
iv) /b/
v) /o/
vi) /b/

d) Question on stage fright-4 marks
- Lack of preparation / research
- Improper grooming
- Unfamiliar environment
- Did not write or highlight points to discuss
- Did not rehearse
- Did not arrive at the venue early enough
- Did not breath in and out to reduce tension

(Accept any other relevant point)

e) Sentence stress- 3marks
i) It‟s only Mary and no one else that Tom visited.....1mk
ii) Tom did nothing else apart from visit Mary.....1mk
iii) Tom visited Mary, not on any other day, but yesterday....1mk

f) Intonation-2marks
i) Rising
ii) Falling
iii) Falling
iv) Rising

g) Conversation-7 marks
i) -Rude/impolite
-Lack of courtesy
-Poor turn-taking-she cuts in/ interrupts Verah‟s speech
-Use of wrong intonation (shouts, screams), this hinders appropriate communication
-she is impatient, use of abusive language Any 4 points-4 marks

ii) - Use of appropriate intonation
-Politely interrupting
-Allow for turn-taking
-Use of polite language Any 3 points- 3marks

MOKASA JOINT EVALUATION EXAMINATION
Kenya Certificate of Secondary Education

101/3
ENGLISH
(Creative Composition and Essays
Based on Set Texts)
Marking Scheme

1. (a)
- Must be a story
- Must end with the given statement, if not, deduct upto 2marks
- should relate with the ending words.

1 (b)
- Must be argumentative
- Must have points for and against.
- Must take a stand at the end of essay.

Betrayal in the City.
Introduction 2mks
Issues of basic human rights such as freedom of expression, justice and others are at times not a priority in many African
countries, therefore those who push for the same end up being in problems with the government as seen in Francis Imbuga‟s Betrayal in the City.
OR
When individuals like Jusper push for what he feels was a right,he together with other characters find themselves in trouble with the government which lands him in prison.
NB.The introduction can be specific or general.
Ri. Adika who was a university student leader, leads students to participate in a strike to protest the employment of
expatriates at the expense of qualified Kafira citizens which they felt was a violated right . This gets him killed.
Rii. Jusper,Adika‟s brother decides to fight for justice for his brother‟s brutal death by killing the alleged brother‟s killer Chagaga, the sub-chief‟s brother. This leads to him being arrested and imprisoned.
Riii. Mosese, a university lecturer,tries to exercise his freedom of expression during Adika‟s funeral, against the directive of the state. A drug is planted in his car to enable his arrest which eventually leads to his imprisonment.
Riv.Regina, Mosese‟s sister in her quest to have her brother freed from prison,goes to plead his case to Boss at Tumbo‟s advice. She is almost raped by Boss and is forced to to jump out of a ten-foot high window.
Rv.Doga and Nina,Jusper‟s parent insist on carrying out their son‟s Adika‟s shaving ceremony which they had been asked not to. With the aid of Jere, they go ahead and carry it out. They are later murdered in cold blood.

Expect any four(4) well explained points.Award 3:3:3:3
Conclusion. 2Mks
It is true that when people practice their rights, they end up being in trouble with the government. Grammar 4mks.

2. CAUCASIAN CHALK CIRCLE
Introduction;
Change is good and sometimes necessary but there are times when the person who takes over an office may have undesirable
qualities just like his predecessor. These are ironies of life. Azalar who is rogue takes over from a judge who was equally a
crook as brought out in The Caucasian Chalk Circle, true justice is not served.
“Accept any relevant introduction” (2 marks)

1. Azdak who is the new judge lacks decorum, he sits on the judges chair and peels an apple (p 75) he also sits on the statute
book (pg 90). He exchanges words with Grusha in court (pg 95) ... and you silly girl...
2. Azdak openly asks and receives bribes (pg 77), (pg 75), (pg 94,95)
3. He is unconventional in the way he administers justice
   - He allows an accused person to sit on the judge‟s chair and he sits on the floor (pg 81)
   - He at one point move from the courtroom to the crime scene (pg 77) “It does justice good to be done in the open ...”
   - He shaves in court (pg 83) Azdak sits in the floor, shaving...
4. Azdak is drunk he allows drinking to take place in the court room. He shares his drink with the accused pg

84.
He says “they will hang for drunkness (pg 81)”
“Azdak sits on the floor, glass in hand ... ...” (pg 82)
Pions man, empty a pitehec of wine...

5. He favours the poor and let‟s them get away with crimes. (pg 84), pg 82), pg 87), pg 92) he favours the weak and the
oppressed.
6. His rulings are not based on the rule of law. He uses unuthodox means and ancient wisdom to divide on cases (pg 97) he
makes a test to decide who the mother to Michael is.

Conclusion;
Azdak is presented as a rasial in his manner of dispensing justice and character. He comes out as corrupt, dishonest and irrational. Though his era as judge is described as golden, he has glaring weaknesses, which leads to skewed justice. “Accept a relevant conclusion” (2 marks)
Lang max 4 marks

3. WHALE RIDER

Introduction (2 marks)
In life whenever one has a strong will, they will always get what they want. This is clearly brought out by Nani flowers in her struggle to make Kahu succeed in the text Whale Rider by WitiIhimaera.

She supports porourangi‟s suggestion of naming Kahu after the founder of the tribe KahutiaTeRangi‟s. This move meant that Kahu was going to be linked to her father‟s people and the land forever. It will therefore necessitate her close protection and care from Nani flowers.
She organized and presided over the burial ceremony of the birth cord umbilical cord near the carved figure of
KahatiaTeRangi‟s to signify full acceptance and care of Kahu throughout her life. This determination of burying the cord signified that no matter where Kahu goes she will always return and never be lost to her father‟s people.
There was a lot of struggle to have KoroApirana appreciate Kahu as one them. She made him not to growl at the child
anymore and she was excited when Kahu bit KaroApirana‟s toe. All these were due to her persistence to see Kahu succeed. She was upset and even hit Rawiri for having taken Kahu to the movies.
Nani flowers did not want to take chances.
She was so protective now that she had hoped that Kahu would grow to become the leader of the Maori people.
Her determination is also seen when she reluctantly lets Rawiri take Kahu out to the sheaving session and when they come back and she hears the many things the girl did, she is corss with Rawiri for overworking the poor child.
When Kahu dived into the water to retrieve the stone Nani flowers screamed she thought the girl had drowned. She
instructed Rawiri to search for her. When Rawiri didn‟t find her, she grabbed the mask and tried to swim in search of her. She was keen on seeing Kahu survive to be the savour of her people.
Even during the exercise of pushing of the Whales that were stranded on the beach. She did not want Kahu to participate. She wanted her to remain on the beach so that in case of anything she is safe. This gesture is a clear indication that she wanted Kahu to succeed.
She attempt to build Kahu into a leader was seen when she forceful puts her in the hands of KoroApirana at least to bless the child with leadership skills.

Conclusion 2 marks

In conclusion it is extremely clear that Nani flowers effort to make Kahu succeed as the leader of the „man‟ people despite a lot of rejection from KoroApirana bore the fruit.

LONDIANI SUB COUNTY JOINT EXAMINATION

101/1
ENGLISH
PAPER 1
Functional Skills

Question 1 (20mks)

Imagine you are the school captain of Amani Secondary School and students have been complaining of incidences of insecurity in the school. The Principal has asked you to carry out an investigation and come up with recommendations on how to curb insecurity in the school. Write a Report.

Question 2 (l0mks)

Read the passage below and fill in each blank space with an appropriate word.

We are on the verge 1 an economic renewal if we consider the recent 2 of mineral resources in several parts of the country. There have been discoveries of titanium in Kwale, oil and water in Turkana, 3 coal in Kitui. Kenya has joined the 4 of other countries in Africa endowed with natural resources. These discoveries should provoke 5 to consider 6 questions; how well are the resources 7 to be managed? What mechanisms are we putting in place to promote accountability and transparency in the 8 of these resources? Given our track 9 in managing public funds, how 10 we assure the citizens of accountability by properly managing the natural resources?

Question 3 oral skills (30marks)

a) Read the poem below and answer the questions that follow.

Burry me in a free land

Make me a grave where‟re you will,
In a lowly plain, or a lofty hill;
Make it among earth‟s humblest graves,
But not in a land where men are slaves.

I could not rest if around my grave
I heard the steps of a trembling slave;
His shadow above my silent tomb
Would make it a place of fearful gloom.

I could not rest if I heard the tread
Of a coffle gang to the shambles led,
And the mother‟s shriek of wild despair
Rise like a curse on the trembling air.

Watkins Harper (USA)

i) Identify the rhyme scheme of the above poem and describe it. (2mks)
ii) Which paralinguistic features would you employ when reciting the above poem before an audience? (2mks)
iii) How will you know that the audience is fully participating during the recitation of the above poem? Illustrate(2mks)
iv) Which three words would you stress in the last line of this poem and why? (2mks)
v) Identify and underline the silent letter in the word “tomb” as used in the poem above, (1 mk)

b) Read the item below and answer the questions based on it (4mks)

The needle might be tiny but it sews.

i) Classify the genre above? (1 mk)
ii) Provide another item that has the same meaning as the one above. (1 mk)
iii) For what audience would the genre be suitable? Give reasons for your answer (2 mks)
iv) For each of the words below, place a stress mark or underline the stressed syllables that make the following words to be
nouns. (4mks)

Reject
Rebel
Subject
Produce

(d)

i) You recently received an invitation from your neighbouring school to participate in a debating session. List five steps you would follow in order to be effective during the debate. (5mks)
ii) During a school prize giving day, an invited motivational speaker invited to address the students on

how to pass an
examination notices restlessness in the audience. What could be the five reasons in your opinion which caused such
reaction from the audience? (5mks)

iii) Provide three solutions appropriate for the above situation. (3mks)

LONDIANI SUB COUNTY JOINT EXAMINATION
101/2
ENGLISH
PAPER 2
Comprehension, Literary Appreciation and Grammar
Read the passage below and then answer the questions that follow (20 marks)

When the scalding salt flat began to crack under my boots, I knew I was approaching the lowest point in America. Death Valley is 225kilometres long, 24 kilometers wide and in the Centre 86 metres below sea level.

Rain falls in the surrounding mountains and then rolls into the valley where most of it immediately evaporates. The rest flows in a steaming muddy bag that lies just under a brittle salt crust, which refuses to support the weight of a man. It takes the boot to the ankle, then the leg to the calf, the knee...

Photographer Nick Nicole and I were trudging across the flats, brooding on rumors that in some places, a team of horses or man had been instantly sucked out of sight. It was two in the morning, and we had been walking for hours. With every step, the sharp crust scrapped our shins and then rubbed salt into our wounds. ' The desert sky was so clear I felt as if I was stranded in space. The mountain-waiting to reveal themselves in the light of the rising moon- whispered to one another in warm, gusting breezes that swept across the valley. The hot crusty floor, under the cold light of the twinkling stars, emitted a faint glow, like the radium dial of a watch.

Standing stock still, I seemed to be sinking deeper. My legs, which had been knee-deep in hot mud, were now braised to midthigh. It was hard to breathe as I felt slightly faint.

I make my living writing about adventure. I have trekked through section of the amazon and Congo basins, lived with mountain gorillas in central Africa, run some nasty rapids and surfed my kayak through ice floes on waves thrown up by flowing glaciers. But I was quickly discovering that I knew next to nothing about the desert. What had I got myself into?

The idea this time was for nick and I to hike from the depths of death valley to the highest point in the continental united states, the 4418 metres summit of mount Whitney, a mere 160 or so kilometres to the west.

Officials at the Death Valley national monument had tried to discourage us. Mount Whitney was fine, they said, but Death Valley in June was a blast furnace.

A couple of groups had previously tried to make trips in summer, a ranger had told nick but he knew only a few who had made it. “Ninety per cent of them quit the first day,” he said. “It‟s psychological. Either that or poor planning.”

Since we were determined to walk from the bottom to the top of America, the chief ranger Dick Rayner asked us to file an itinerary. He told us that natural springs in the valley were undependable, so we stashed food and water along the route.

The night before we left, Nick studied Death Valley‟s victims, looking at the photographs of corpses baking on the floor of the valley. “We‟re going to die,” he said.

(Adapted from an article by Tim Cahill, readers digest July 1990)

a) According to the passage, Death Valley is 86 metres below sea level in the middle. What effect does this depth have on the temperatures in the valley? 1 mark

b) Confining yourself to paragraph three, give one reason why the writer and Nick Nicole were trudging across the flats.2 mks

c) What figures of speech are used in paragraph four of this passage? Illustrate your answer. 4 mks

d) “It takes the boot to the ankle, then the leg to the calf, the knee. Why do you think the writer uses dots at the end of this statement? 2mks

e) What frightened Nick and his friend before they began their work? 2mks

f) Make notes on the adventures the writer has experienced during his/her writing career. 4mks

g) But I was quickly discovering that I knew next to nothing about the desert. (Rewrite ending with ...discovering.) 1 mk

h) “We‟re going to die,” he said. Rewrite in reported speech. 1 mk

i) Explain the meaning of each of the following expressions as used in the passage. 3mks
stranded in space
surf;
Blast furnace

2. Read the following excerpt and answer the questions that follow (25marks)

“My sister Vera and I have had differences, but I have no doubt that she would have made an excellent mother - much than I

ever was. The children love her. So it is with confidence that I leave every aspect of their care in her capable hands with the assistance of whichever family members she chooses for I appreciate that the nature of her calling may not allow her to establish her own home. I want her to know that I love my children though my way of expressing it may not have satisfied her. I expressed it by making sure that they will never lack in the things I believe in. it is true that money cannot buy happiness or I would have been happy; buy it can buy pretty well everything else. OK, it cannot buy life either - for I am dying and will die in the slowest most painful way possible, but I am not sorry for the way I have lived; for I found out however late, that everything, everything has a price. This is the price of living the way I have lived. So be it; I will pay it"

Vera wept afresh when the will was read out. What could make anyone so bitter? They had had good loving parents and all her brothers and her other sister were happy warm-hearted people with ordinary faults, but not with such bitterness - the bitterness of gall - and that in someone so beautiful! She had been only thirty- three and until the last six months of her illness she had still been the loveliest person Vera had ever seen.

1. Place this excerpt in its immediate context. (4mks)
2. What is Becky‟s attitude towards the life she lived according to the excerpt? (3mks)
3. From your knowledge of the text, who are Becky‟s children referred to in the excerpt? (2mks)
4. State and illustrate the character trait of:
   - Becky (2mks)
   - Vera (2mks)
5. Identify and illustrate two stylistic devices used in the excerpt (4mks)
6. State and illustrate two thematic concerns brought out in the excerpt (4mks)
7. From your knowledge of novel, write in note form three things that Becky believed in. (3mks)
8. Rewrite the following sentence according to the instructions given, (l mk)
   Vera wept afresh when the will was read out (Add a question tag)

1. Read the poem below and answer the questions below. (20 marks)
   Theme for English B.

The instructor said,
Go home and write a page tonight.
And let that page come out of you.
Then, it will be true.

I wonder if it is that simple?

I am twenty-two, colored, born in Winston-Salem.
I went there, then Durham, then here
To this college on the hill above Harlem,
I am the only colored student in my class.
The steps from the hill lead down into
Harem,
Through a park, then I cross St
Nicholas,
Eighth Avenue, seventh, and I come to
the Y
The Harlem BranchY, where I take the
elevator
Up to my room, sit down, and write this
page:

It‟s no easy to know what is true for you
or me At twenty-two, my age. But I guess
I‟m what I feel and see and hear. Harlem,
I hear you:
Hear you, hear me-we two-you, talk on
this page. (I hear New York, too) me-
who?
Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn and understand life.
I like a pipe for a Christmas present,
Or records- Bessie, bop, or Bach.
I guess being colored doesn‟t make me not like
The same things other folks like who are other races.

So will my page be colored that I write?
Being me, it will not be white.
But it will be A part of you, instructor.
You are white
Yet a part of me, as I am part of you.

That‟s American.
Sometimes perhaps you don‟t want to be part of me.
Nor do I often want to be part of you.
But we are, that‟s true!
As I learn from you,
I guess you learn from me- Although you are older- and white- And

somewhat more free. This is my page for English B.
(Langstone Hughes)

Questions.

a) Who is the speaker in the poem? Illustrate your answer. 2 mks
b) Identify two themes in the poem. Explain. 4 mks
c) Describe the mood of the poem? What details contribute or help establish that mood? 2mks
d) What point does the speaker seek to make by listing the things that he or she likes? 2mks
e) What is the tone of the poem? Explain 2 mks
f) Identify the use of personification in the poem. 2mks
g) In what ways is the speaker and the addressee similar and different? 2mks
h) Describe the relationship between the persona and the addressee 2mks
i) i) "I wonder if it is that simple." Rewrite as a yes/no question.
ii) Rewrite the following beginning with: neither...
You don"t want to be part of me. Nor do I often want to be part of you 1 mk

GRAMMAR (15 marks)

a) Re write the following sentences according to the instructions given after each. Do not change the meaning. (5mks)

1. Lilian Gilbert invented the step-on garbage can. Her children wrote about her life.
2. (join into one sentence using 'whose'.)
3. My brother and me have been taking piano lessons for six years. (Correct the grammatical error)
4. The frog states an old African proverb does not jump without a reason, (punctuate the sentence correctly)
5. Women can run faster than Johnston. (Rewrite to remove the repetition in the sentence)
6. He was very sick and so he could not go to work. (Re write using too - to)

2. Use the correct form of the nouns given in brackets (3mks)
   1. These (student) phones were confiscated.
   2. There are many (hero) who fought for our independence.
   3. This must be your (father - in - law) car.
3. Complete the gaps in the following sentences correctly by using one word. (3mks)
   - Each of their children ..... been to a university recently.
   - Neither the teacher nor the students to blame.
   - The new set of books delivered yesterday.
4. Complete each of the following sentences by filing in the blank space with the correct preposition. (2mks)
   - They plan to build a new bridge the river.
   - When the twins stand each other, you cannot tell who is who.
5. Fill in the blanks with the correct alternative from the choices given. (2mks)
   - An elephant looks after calf (it"s/its)
   - If she (comes, came) late again, she"ll lose her job.

LONDIANI SUB COUNTY JOINT EXAMINATION

101/3
ENGLISH
PAPER 3
CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS
JULY / AUGUST 2016

Question 1.
Imaginative composition (Compulsory)
Either

a) Write a composition that starts with this statement
„I sat in the cold police cell desperately trying to author some lies "
Or
b) Write a composition on how the youth can help to solve the problem of examination cheating in Kenya today.

Question 2.
The Caucasian Chalk Circle. (Compulsory)
It is only through a lot of strive that even the most humble people sustain their existence when faced with difficulties. Using Grusha as an example write an essay to justify this statement basing your answer on "The Caucasian Chalk Circle" by Bertolt Brecht.

Question 3.
Answer only one question in this section.

Either

3. The short story
Ilieva Emilia and Waveney Olembo (Ed.),When the sun goes down and other stories
Life is what you make it" Write a composition to illustrate this statement. Cite you evidence from Moyes G. Vassanji"s
"LEAVING"

Or

4. Drama
Francis Imbuga, Betrayal in the city.
The true picture of the government of Kafira is well reflected in Mulili. Write an essay to illustrate this statement drawing your illustrations from Francis Imbuga"s "Betrayal in the city".

Or

5. The Novel
Witi Ihimaera, the Whale Rider
In a world where male chauvinism abounds, only those with very strong character survive. Assess the truth of this statement
with reference to Nani Flowers in "The Whale Rider" by Witi Ihimaera.

LONDIANI SUB COUNTY JOINT EXAMINATION

COUNTY JOINT EXAMINATION 2016
MARKING SCHEME
ENGLISH FP1

1. The report should consists of the following
1. TITLE
   Should be plausible
   REPORT ON THE INCIDENCES OF INSECURITY IN AMANI SECONDARY SCHOOL (lmk)
2. Introduction (3 marks)
- Introduce the topic and give background information
- Writer's opinion is acceptable
- Terms of reference
- Duration
- Members

3. Findings (4 marks)
- Should be presented in points form
- Doors left open due to carelessness/negligence
- Collusion with support staff Poor fencing
- Irresponsible security guards

   Any four plausible observations @ 1 mark 4x1 = 4

4. Conclusion (2 Marks)
5. Recommendations; 4 plausible recommendations drawn from findings given
   4x1 = 4 marks
   Recommendations should be presented in POINTS FORM. If in prose deduct up to 50% of 4 marks
   Marks distribution
   Language - 3 marks
   Format - 3 marks
   i.e
   - Headings ½ mark
   - Sub-titles ½ marks
   - Introduction ½ mark
   - Findings ½ mark
   - Conclusion ½ mark
   - Recommendations ½ mark

Q 2. Cloze test

l. of 2. discovery 3. And 4.league 5.us 6. some 7. Going 8.expioitation 9. Record 10. Will

- Should ail begin with a small letter, If not no mark.
- No mark for wrong spelling.

QUESTION 3 Oral skills (30mks)

(a) Poem

i) Rhyme scheme
   aabbccddeeff (1mk)
   Regular (1mk)
- There should no space between the letters.
- No mark if the first letter "a" is capitalize.

ii) No mark for a mentioned pattern without illustrations.

iii) Paralinguistic's features(any two illustrated)
- Tonal variation
- Gestures
- Facial expressions
- Dramatization
- Body movement

iv) Audience signs of participation
- Nodding of the head
- Through facial expressions (laughing and sadness where necessary)
- Clapping
- Maintaining eye contact with the speaker (any 2 for 2mks

v) Stressed words
- rise, curse, trembling, air (1mk)

- they are the content words(1mk)

vi) Silent letter
Tomb-Tomb

(b)
(i) A proverb (1 mark)
(ii) Do not judge a book by its cover
(2mks)
- Appearances can be deceptive
- All that glitters is not goid.

Any one relevant proverb (2 marks)
(iii) Youth (1mk)
Reason - to war n them that they should not entirely rely on appearance to make choices or else they are likely to make mistakes (1mk)
- To advise the youth that the physical size does not show what one can do.

(c) Stress marks to mark them nouns
'Reject
'Rebel
'Subject
'Produce
Or
Reject
Rebel
Subject
Produce

(d)
1. Things to do for an effective debate
- decide on whether you are supporting or opposing the motion
- think about enough points about your stand through research
- put the points in the right logical order
- jot down the your points so as not to forget while presenting
- channel your points convincingly and confidently through the speaker
- listen to your opponent's arguments and if need to interrupt, do so courteously
- use only time allocated to you
- follow the procedure of the house (Any 5 for 5mks)

2. Reasons for restlessness
- lack of audience involvement to capture their attention
- lack of dramatization where necessary speaker‟s speech
- possible unpreparedness through researching about the topic before presentation day
- possible poor mastery of the content
- lack of tonal variation appropriately to capture audience's attention
- possible poor sound projection to reach out to all the audience
- poor stage management/utilization (any 5 for 5mks)

3. Possible measures the speaker could have done to have audience's attention
- involvement of the audience through question and answer, songs or rhetorical questions
- proper preparation, research on topic of discussion early enough
- Rehearsing before mock audience to master the content
- applying appropriate tonal variation during presentation
- proper stage utilization and management while presenting. (any 3 for 3m

LONDIANI SUB COUNTY JOINT EXAMINATION -2016
MARKING SCHEME
ENGLISH
PAPER 2

1. COMPREHENSION

(a) Melts the land in valley/ makes the land muddy.
(b) To find out whether a team of horses or a man had been sucked.
(c) Personification- mountain waiting to reveal themselves in the light of the rising, moon whispering
Simile- like the radium
(no mark if the illustration is wrong)
(d) To show the gradual sinking I the mud.
(e) Studied death valleys victims
Looking at the corpses baking on the floor of the valley,
(f) - Trekked through sections of the amazons and congo basins
- Lived with mountain gorillas in central Africa.
- Run nasty rapids
(g) - Suffered kayak through ice floes.
(if not in note form, award ½ mark per point)
(h) Next to nothing about the desert is what I was quickly discovering.
(i) He said (that) they were going to die.
Abandoned
To ride per point
Too hot/ terribly/extremely hot.

2. EXCERPT

Before

1. Becky has died
The family had decided that Aoro and Wandia adopt the children (Becky‟s)

After

- Daniel suffers from leukemia
- Aoro comes home late and Wandia picks up a quarrel with him.
- Vera is called to come and keep Wandia Company.

(Any two before 2mks, two after 2mks)

2. Unashamed /remorseless/unapologetic - though she accepts she will die in the slowest most painful way possible, she says she
is not sorry about how she lived. (1mk) She is ready to face the consequences of her behavior (1mk)
3. Jonny (1 mk)
Alicia (1mk)
(the spelling must be correct)
4. Becky - materialistic (1mk). Even though she knows that money cannot buy happiness, she says that it can buy everything
else. She lives a careless life so as to have material wealth. (1mk)
Vera - 1. Emotional / sentimental. (1mk) She wept afresh when the will was read out.
2. Trustworthy - Becky choses to entrust her children with her (Any one well illustrated trait (2mks)
(No mark for a trait not well illustrated)
5. Rhetorical questions (1 mk) What could make anyone so, better (1 mk)
Parenthesis
Becky‟s attitude towards her life is brought out through a parenthesis”.. Buy life either for I am dying and will die in the slowest”
“ …..Such bitterness - the bitterness of gall - and that in someone so beautiful!” (1mk)

Metaphor
The gall in statement “the bitterness of gall” is used metaphysically to show how Becky was bitter towards the other family members.
(any two well-illustrated styles)

6. Materialism
Becky loves material things; wealth thus lives a careless/promiscuous life so as to satisfy her greed. She ignores the negative effect that it has on her children and what other members of her family think” I want her to know that I love my children though my way of expressing it may not have satisfied her. “(2mks)

Family ties /relationships
Becky and Vera‟s differences are ignored when Becky falls sick consequently entrusting the children with her (Vera) They had good loving parents. The other siblings were warm hearted.
Change

Vera‟s calling does not allow her to establish her own home breaking away from the traditional norm that a woman should get married and establish a home.

Religion

7. - Comfort (link)
   - Expensive clothes (1mk)
   - Good looking men (1 mk)
8. Vera wept afresh when the will was read out, didn‟t she? (1 mk)
   (No mark if there is no comma, question mark or the tag starts with a capital letter)

3. POETRY.

(a) black man in America / African-American student- “I am the only coloured student in (no mark without illustration)

(b) racism- he is discriminated based on skin colour education- African-Americans acquire education but in an indiscriminately
manner

(c) somber, solemn, serious- the black student is in a class dominated by white students „'sometimes perhaps you don‟t want to be
part of me.”

(d) wants to prove that he is just like others, his colour notwithstanding.

(e) Contemplative/introspective- the persona is examining the difficult issues he is undergoing.

(f) “Harlem, I hear you.”

(g) Similarities- both are human and have same needs.
Differences- they are from different races (black and white)
Note: there should be clear indication of similarities and differences

(h) an uneasy one/not close to one another.
There is mutual respect / tolerance because they are really part of each other.

(i) is it really that simple?
(no mark if question mark is missing)
Neither you nor 1 want to be part of each other.
(no mark if the two pronouns i.e. you and I are interchanged)

4. GRAMMAR

a. i) Lilian Gilbert whose children wrote about her life invented the step-on garbage can.
   ii) My brother and I have been taking piano lessons for six years
   iii) “The frog,” states an old African proverb, “does not jump without a reason.”
   (All punctuations must be correct-If not no mark)
   iv) women can run faster than Johnston.
   v) He was too sick to go to work

b) i) students‟ 1 mk
   ii) heroes
   iii) father - in - law‟s .

c) i) has
   ii) are
   iii) was

d) i) over
   ii) beside

e) i) its
   ii) comes

LONDIANI SUB COUNTY JOINT EXAMINATION
ENGLISH
PAPER 3
MARKING SCHEME
Points of interpretation

1.
(a)
- Must be a story. If not deduct 4AD
- Must start with the given words (put an asterisk)
- Must be about a person in a police cell waiting to be questioned about something.
- Must obey the rules of grammar.

(b)
- It must be discussion
- If the composition does not show how the youth can help solve the problem of exam 1cheating, treat as irrelevant and deduct upto 4 marks AD.

2. Caucasian Chalk Circle
- Grusha Vashnadze, a kitchen maid finds herself with the abandoned Michael Abashwili.
- Her kind heart cannot allow her to leave the child behind to be butchered so she takes him on her flight north. An old man refuses to sell her milk without money, and an old couple cannot adopt the child.
- A soldier who threatens to capture the baby is hit on the head as she escapes with the boy and decides to adopt him.
- A dangling bridge over an abyss is no deterrent for Grusha who crosses it despite a warning that it can give in any time.
- Her unwelcoming brother, Lavrenti Vashnadze and his equally antisocial wife, Aniko, are deterrent to her resolve to raise Michael.
- She goes through an embarrassing and humiliating marriage to Jussup for the sake of the child.
- Grusha endures a harrowing trial in Azdak‟s court to reclaim the boy through the Chalk Circle test.
- Azdak, a common thief who steals rabbits, hides the Grand Duke and gets ashamed of what he has done.
- His attempts to get tried end up convincing the soldiers to make him judge.
- He is nearly hanged in the course of this after three rich farmers accuse him but the Grand Duke his skin and he is reappointed judge.
- He decides the fate of Michael‟s real mother through the ingenious test of the Chalk Circle.

3.
(a) When The Sun Goes Down
- In the story, a lot happens. The characters move through various stages and circumstances in their lives.
- When the narrator's father was alive the family appeared to have been happier. The mother was happier healthier and more relaxed but now she is stem faced with thinner hair, a squat body and thickened voice.
- The mother is left to raise all her five children single-handedly. She does it till girls are ripe for marriage. Time comes for them to leave home. Their mother misses them dearty
- The family moves from Uhuru Street to Upanga road.
- The new home is more serene and deserted. The boys can concentrate more on their studies.
- The narrator‟s mother closes down her store. She thereafter does her sewing from home.
- Aloo is determined to achieve his dream to study in the U.S.A
- Aloo‟s time to leave his home country to study abroad comes. He has achieved his dreams and is now settled in U.S.A for studies.

(b) Betrayal In The City
- Corrupt
- He will do anything including framing people and having them eliminated for self gain. e.g. University milk tender
- Vengeful
- He pursues his grudges to the bitter end just like Boss. e.g. Kabito‟s case
- Jere‟s imprisonment
- Inhuman
- Cannot allow Doga and Nina to perform the shaving ceremony for their late son.
- Has the milk tender revoked and given to him.
- Arrogant
- He brags about his relationship with Boss especially when Boss revokes the milk tender
- He shows no respect for Doga and Nina and even when Nina threatens to strip naked, he is rude to her.

NB: Let the student tie each of the above to the government officials, who are representatives of the Kafira government

(c) The Whale Rider

- Nam Flowers is portrayed as a character who cannot be put down under any circumstances. In a community which is patriarchal in nature, she opts to defend herself and other females in her household and society.
- She is loving/adoring/caring. She goes out of her way to defend her great grandchild against Koro Apirana‟s prejudice. She

defends Porourangi‟s decision to name her „Kahu‟ despite it being a man‟s name. She hits the narrator for over working the girl and taking her to the movies. She also refuses to allow Koro Apirana to alienate the girl and encourages Kahu to pester him for attention. Despite her obvious disapproval of Koro Apirana‟s mannerisms, she truly loves him and fondly calls him „Old Paka‟.

- She is assertive/independent-minded as a wife and grandmother. She tells Koro Apirana occasionally that she will divorce him to marry Waari if he continues to annoy her. She pulls his boat back to the beach as he sulks after quarreling with her.

  She insists on bringing back to the community Kahu‟s afterbirth and birth cord despite Koro Apirana‟s opposition. She demands that women should be allowed to participate in meetings and saving the ancient bull whale.
- She is also strong-willed courageous. She says she belongs to the Muriwai people whose fierceness is legendary. Indeed,

  Koro Apirana agrees with her and says her Muriwai blood is too strong thus it has led to the birth of a girl as a heir in the family. She defends the decision to name Porourangi‟s child, Kahu, and quarrels and challenges Koro Apirana on almost everything. It is said she is always stepping out of line.
- She is foresighted/visionary. She is able to notice the extraordinary abilities and qualities in Kahu. That‟s why she buries her afterbirth and birth cord in front of the tribe‟s meeting house. She encourages the girl to attend the men‟s meetings by threatening Koro Apirana whenever he sends Kahu away together with the narrator, she notices that Kahu is no ordinary girl while she is retrieving the carved stone from the floor of the ocean. She also notices that the girl is communing with the dolphins and she bids her time waiting for the right signs of what is to come.

NB: For each essay consider the following:
Introduction - appropriate to the question 2 mks
Body: Any 4 points in well structured paragraphs 4 x 3mks = 12mks Conclusion -2mks
Language and presentation -4mks

KIMA JOINT EVAKUATION TEST 2106
101/1
ENGLISH
PAPER 1
July/ August 2016

1. FUNCTIONAL WRITING (20 marks)

Imagine that you are employed by an NGO that works with the youth in the fight against drug abuse. You are asked to be the secretary of a committee that is to investigate the causes and effects of the vice in your neighbourhood. Write a report.

2. CLOZE TEST (10 marks)

Read the passage below and fill in cach blank space with an appropriate word.

Sacking the Kenya National Examinations Council management. (1) exam leakages is a relief that (2) long overdue, remarks Kamichore Mutindira. According (3) him, the new sheriff in town, cabinet secretary Fred Matiangi, has (4) the sword against the (5) who make our children cry over (6) of their results. The axe (7) next fall on the county education chiefs in (8) areas exams are leaked. He proposes we make them cry (9) with the children; Kamichore whose (10) is Kamichore7@g.mail.com pleads.

3. ORAL SKILLS (30 marks)

a) Construct two sentences per word listed below to bring out two different meanings. (3 marks)
i) Dear
ii) Woods
iii) Race
iv) Saw
v) Buffet

b) Place the following words in their appropriate column. (5 marks)
Either, author, thanks, than, the, theatre, those, third, thorax, rhythm

/ Ɵ/ /ð/

c) Read the oral narrative and answer the questions that follow:

One day chameleon and donkey were arguing as to who could run faster than the other. The donkey said. "You chameleon, you are very old. You can't compete with me in a race! The chameleon replied. Don't blow your own trumpet. I am not going to praise myself, but I know you can‟t defeat me in a race. We shall be equal".

The race begun and the chameleon jumped on the donkey's tail. They ran until the donkey was too tired that he stopped to rest. As soon as the donkey stopped, the chameleon jumped from the donkey's tail and said. "Wow! Know that you are a man."

i) Explain two ways you would use to make the narration of paragraph one of the story effective. (4 marks)
ii) If you were part of the audience for this story, explain three things you will do to show that you are participating in the performance. (3 marks)
iii) Referring to any meeting or group discussion you personally participated in, explain any two positive and negative skills of chairing a meeting or group discussion that you observed. (4 marks)
iv) For a long time there has been a long spell of drought, then rain starts falling, a friend of yours composes a song welcoming the rain and asks you to present it to an audience. What preparations would you make? (4 marks)

f) Read the following dialogue then answer the questions that follow

John: Good morning, Juma.
Juma: Good morning. Do 1 know you?
John: How are you?
Juma: (After a long pause) I am fine, thank you. Do we know each other?
John: Not very well but I come from a place near your home. I saw you here yesterday and the day before yesterday.
Do you live here?
Juma: I don't know why you ask but yes, I have lived here for the last two months.
John: Why did you come to live in the streets?
Juma: What are all these questions about? Do you want to have me arrested or something?
John: (Coming close) Oh, no, there's no such thing. I just liked you, 1 noticed you from among all

these others. I think
you
are quite an intelligent young man. The best place for you should be in school.
Juma: I have no home, so how do 1 go to school?
John: (Holding Juma by the hand) 1 am sure you have a home. About school, I am sure something can be worked out.
You shouldn't give up on things so easily.
Juma: Can you start by buying me something to eat?
John: Sure: Let's go to a cafe. (Walking away together) Now tell me, where did you live before?

Juma: In Huruma Estate, with my stepmother.
John: Why did you leave home?
Juma: She beat me. She kept saying that I am lazy
John: Well, I shall talk to her about all that. 1 am sure things will work out.

i) How does John show empathy to Juma? (3 marks)
ii) Identify and explain Juma's shortcomings in this conversation. (2 marks)

KIMA JOINT EVAKUATION TEST 2016
English paper 101/2
Comprehension, literary appreciation and grammar
July/ August 2016

1. Read the following passage and then answer the questions that follow (20 marks)

Certainly, national examinations are the most objective instrument for evaluating the quality of instructions learners get in a school over a given period of time. They help to determine, in the short term, how well schools have exposed learners to the prescribed curriculum.

An exam is a monitoring and evaluation tool of some sort; it helps the policy makers to determine how schools are implementing the curriculum.

There is, however, a big danger here. Over time, the public come to view examinations, tests, as indicators of how well schools are teaching. The better the results, the more the public believe that there is quality education a school is giving to its learners.

When society comes to idolize examinations and all that they can do- secure qualification for admission into competitive courses in universities or training- it makes the school and the teaching fraternity to narrow their perspective to nothing but examinations.

Some schools discard the professional integrity that has long defined the teaching profession over the years. Lest we have forgotten, education is the instrument by which the knowledge, skills and habits of the society is transmitted or transferred from generation to the next through teaching and research. Included in this is the knowledge, beliefs, art, law, morals, customs and other capabilities and habits mankind has acquired as a member of the society, to paraphrase a definition of culture by English anthropologist E.B. Tylor.

Pressed to produce excellent results, schools face the temptation of developing methods that can deliver those results with or without imparting the knowledge, skills and habits.

The core curriculum has been designed in such a way that it is sequentially covered within a period of eight years for primary and four years for secondary education. Build into the scope and sequential implementation of the curriculum are leading ideas of education psychologists on the nature of knowledge, how children learn, and how best they can learn the prescribed curriculum without stress.

The series of guidelines the Ministry of Education, Science and Technology has developed pre-scribing normal teaching and learning hours are informed by knowledge of educational psychology.

They seek to ensure that schools actually implement the curriculum as designed to allow children time to rest, to do their own reading after formal teaching hours during weekdays and over the weekends. The Kenya Institute of Curriculum Development (KICD) has sequenced the curriculum in such a way that students painstakingly build on previous concepts and ideas to reinforce their understandings and appreciation of the things they are learning.

This is the principle that underlies the ban against holiday tuition, and teaching outside official teaching hours including Saturday and Sundays. The Government wants quality curriculum delivery and control. It is not after getting sterling grades through hook or crook.

A highly valued method of imparting prescribed knowledge, skills and habits is through the development of and promotion of the use of effective learner- centred pedagogies, curriculum models/ resources and assessment mode to enhance learning in the cognitive, affective, physical and aesthetic domains.

(Adapted from Education Mews: April, 2014)

a) According to the writer, why is an exam important to policy makers? (1 mark)
b) What misconceptions does the public have towards examinations? (2 marks)
c) In not more than 40 words. Write a summary on the effects of idolizing examinations by the society. (3 marks)

d) According to E.B. Tyloy, what is culture? (2 marks)

e) According to the passage, what has influenced the designing and implementation of the curriculum? (2 marks)

f) Why has he Ministry of Education, Science and Technology come up with guidelines on normal teaching and learning hours.
(2 marks)

g) "It is not after getting sterling grades through hook or crook'. What is the meaning of the underlined statement? (1 mark)

h) The government wants quality curriculum delivery and control.
Change above statement to an interrogative sentence. (1 mark)

i) Provide a suitable title to the passage. (1 mark)

j) Give the meaning of the following words as used in the passage. (5 marks)
   a) Prescribed
   b) Implementing
   c) ldolize
   d) Anthropologist
   e) Sequenced

2. EXTRACT : (25 marks)

My dear parents,

I hope you are well. You will be glad to hear that I have finished my internship successfully. I have now one month's leave and I will come home on Thursday the 28th to see you. 'I am bringing a girl with me - the girl I intend to marry. Her name is Wandia and she is a doctor. I‟am sure you will like her. No. love her.

I am your affectionate son,

Aoro

The envelope had been addressed to Mark who opened it, read the letter and passed it to her.

“At least she is from the country," he said sounding a bit odd. She looked at him and then lowered her eyes to the letter. It was characteristically Aoro - brief and to the point . She felt kind of sorry for Mark. First there had been Becky who had left home unceremoniously only to return with a white man in tow. A very nice man but apparently not nice enough for Becky. He had found out that she was having an affair during this trips abroad and had sued for a divorce. Now she was living alone with the children. Financially well off, but unhappy. It was one thing to enjoy the thrills of an affair, but a different thing altogether to have a carte blanche to do exactly as you pleased. John had been terribly hurt of course and Mark had been furious with her."

Then Tony had joined priesthood - Mark resisted it at first but recently, during Tony's ordination he had been full of pride for his son - whose face had shone with joy and youthful dedication.

a) State what happens immediately after this extract. (2 marks)

b) In note form, highlight the content of the letter motif used in this extract. (4 marks)

c) Point out how Becky presents herself as an unstable character. (4 marks)

d) "Becky who had left home unceremoniously . . . " From elsewhere in the novel. State the nature of Becky's departure from home. (4 marks)

e) Mark had resisted Tony's resolve to join priesthood. Who is Tony's role model and how is he related to the Sigu family.
(2 marks)

f) I am sure you will like her. (add a question tag) (1 mark)

g) Give any two thematic concerns in the extract. (4 marks)

h) "At least she is from the country." What frustrations had Mark gone through with his children that prompts him to utter these words. (4 marks)

3. POETRY

Read the following poem and answer the questions that follow. The Gourd of Friendship.

Where is the curiosity we've lost in discovery?
Where is the discovery we've lost in knowledge?
Where is the knowledge we've lost in
communication? Where is the communication
we've lost in mass media? And where is the
community we've lost in all these? Where is
the message we've lost in the medium?
It is easy to go to the moon:
There, there are no people.
It is easier to count the stars:
They will not complain.
But the road to your neighbour's heart - who has surveyed it?
The formula to your brother's head - Who has devised it?

The gourd that doesn't spill friendship - In whose garden has it ever grown? You never know despair Until you've lost hope; You never know your aspiration Until you've seen others disillusionment. Peace resides in the hearts of men.
Not in conference tables and delegates signatures.
True friendship never dies - It grows stronger the more it is used.
By Richard Ntiru

1. Explain the meaning of the poem (3 marks)
2. Discuss the use of the rhetorical questions in the poem. (3 marks)
3. Describe the tone of this poem (3 marks)
4. Identify and explain two other stylistic devices (apart from the rhetorical questions) (4 marks)
5. Explain the meaning of these lines. (4 marks)
   i) "where is the curiosity we have lost in discovery".
   ii) "But the road to your neighbour's heart - who has surveyed it?" (marks)
6. What does the persona think about relationships? (2 marks)
7. Explain the appropriateness of the title. (1 mark)

4. GRAMMAR (15 marks)

a) Rewrite each of the following sentences according to the instructions given in brackets. (4 marks)
   i) Mochumbe had hardly completed his assignment when the lights went off. (Begin: scarcely . . . .)
   ii) If you work hard, you will pass your exams. (Begin: Unless)
   iii) I have never heard a more ridiculous story. (Rewrite beginning with: That is ...
   iv) The principal gave the education officer the forms. (Write in the passive)

b) Insert the correct preposition in the blanks to complete the sentences below. (3 marks)
   i) The ailing man has been in bed ..... the whole week.
   ii) Adam's birthday is ..... July.
   iii) Unemployed youths often subscribe ..... illegal groups.

c) Fill in the blanks with the appropriate form of the words given in brackets. (2 marks)
   i) I don't like this team at all. They play ..... (awful)
   ii) There is little evidence of ..... (diligent) in his school work.

d) Give the meaning of the following idiomatic expression. (2 marks)
   i) I am overcommitted that I cannot have time to drop my fiancé a line.
   ii) The whole family raised eyebrows at his wish to marry a prostitute.

e) Punctuate the following sentences. (2 marks)
   i) We want to help them the bank manager said because they are focused.
   ii) There is a teacher I will never forget Mr. Jeff

f) Replace the underlined phrasal verb with a suitable word (2 marks)
   i) The council pulled down our mansion in Kish.
   ii) Kerubo takes after her grandmother.

KIMA JOINT EVAKUATION TEST 2016
ENGLISH
PAPER 101/3
Creative Composition and Essays Based On Set Books
Answer THREE questions only

1. COMPULSORY Imaginative composition (20 marks)
EITHER
a) Write a story ending with the following statement.
" thank you, it was only a dream."
OR
b) Write a composition entitled: "Patience pays."

2. The compulsory set text
DRAMA
The Caucasian Chalk Circle By Bertolt Brecht
"True Christianity encompasses staying true to oneself and doing good to all." How ironical has the statement been depicted
in Bertolt Brecht's The Caucasian Chalk Circle ? (20 marks)

3. OPTIONAL SET TEXTS EITHER.
a) The short story: Longhorn: When the sun goes down and other stories from Africa and Beyond.
"Marriage ought to be an
amicable agreement between the bride and groom as opposed to it being prearranged." Closely referring to Cyprian Ekwensis
story Law of the Grazing Fields" for illustrations, show the validity of this statement. (20 marks)

OR
b) Drama: Betrayal in the city -Francis Imbuga.
The true Picture of the government is well reflected in Mulili. Write an essay to illustrate this statement drawing your
illustration from Francis Imbuga's "Betrayal in the City" (20 marks)

OR
c) The Novel: The Whale Rider - Witi Ihimaera
"A people's tradition is their backbone". Using illustrations from 'The Whale Rider', Write an essay in support of this
statement. (20 marks)

KIMA JOINT EVAKUATION TEST 2016
ENGLISH
Paper 1
July/ August 2016
MARKING SCHEME

1. Functional skills

Format	4mks
Relevant title	½ mark
Introduction	½ mark
Terms of ref	½ mark
Methods and procedures	½ mark
Finding	½ mark
Conclusion	½ mark
Recommendation	½ mark
Signing off	½ mark

Content 12mks
Introduction 2mks
6. background inf. ½ mark
7. appointing authority ½ mark
8. number of committee members ½ mark
9. the list of the names ½ mark

Terms of ref.	1 mark
Methods and procedures	l mk (at least 2)
Findings	4mks (at least four findings which should be well explained)
Conclusion	l mk
Recommendation	3 mks

Language 4 mks
Should be written in past tense
Sentences should be grammatically constructed
Appropriate tone should be used

2. CLOZE TEST 10 mks
   1. over
   2. was
   3. to
   4. swung
   5. people
   6. cancellation
   7. should
   8. whose
   9. together
   10. contact

3. Dear
   a) Loved by or important to somebody
   b) of a high price
   ii) Woods
   a) An area of trees smaller than a forest
   b) Be in difficulties / problems
   iii) Race
   a) Competition
   b) nationality based on skin colour
   iv) Saw
   a) a cutting tool
   b) past tense of see
   v) Buffet
   a) a meal
   b) knock or regularly push something from side to side

ð	(0)
either	author
than	thanks
the	theatre
those	third
rythm	thorax

c) i) Tonal variation - chameleon would show that donkey won‟t defeat him
- gestures - chameleon would point at donkey intimidating him
- facial expression - chameleon would wear a mocking face displaying confidence and arrogance

identification 1mk, illustration 1 mk

ii) I will maintain meaningful eye contact
I will nod my head in approval
I will laugh at the donkey running while chameleon resting on its tail
I will respond to the narrators use of tonal variation, gestures and facial expression I will maintain an upright sitting posture

(d) Positive
- good turn talking skills e.g. posing questions
- chairperson ensure members evenly get a chance to speak
- chairperson ensuring that there is polite interruption and disagreeing
- chairperson ensuring that members do not take a lot of time
- chairperson ensuring the use of courteous language 2mks

Negative
- chairperson used poor turn talking skills
- interrupting members in mid-sentence
- chairperson dominated in the talk
- allowed members to deviate from the topic of discussion 2mks

e) - rehearse thoroughly before the performance to identify the possible verbal and nonverbal cues
- decide when to involve the audience
- identify appropriate costume to use of the day
- identify the appropriate register to use
- look for accompaniments e.g. drums
- groom appropriately on the material day

f) i) John tries to find out why Juma is in the streets
- holding Juma by the hand
- John encourages Juma not to give up on things
- John takes Juma to a cafe to provide him a meal

ii) Juma is impolite he asks do I know you instead of responding to the greetings
- Juma employs poor turn taking skills. He speaks after a long pause
- Juma is rude he does not respond to the question asked
- Juma demands for something to eat first

KIMA JOINT EVAKUATION TEST 2016
101/1
ENGLISH
PAPER 2
MARKING SCHEME

1. a) It helps to determine how schools are implementing the curriculum (1 mk)
b) - exams are indicators of how well schools are teaching (1 mk)
- exams can secure qualification for admission into competitive courses in universities or training (1 mk)
c) - some schools discard the professional integrity (1 mk)
- schools face the temptation of developing methods that can deliver good results without imparting knowledge (1 mk)
- schools and the teaching fraternity narrow their perspective to examination (1 mk)
(Mustbe in a single paragraph. If not deduct half of total marks earned. Deduct 1 mk per sentence for errors in grammar,
spelling and punctuation)
d) It is the knowledge, beliefs, art, law morals, customs and other capabilities and habits √1 that mankind has acquired as a
member of the society √ 1
e) The leading ideas of educational psychologists on the nature of knowledge how children learn √ 1 and how best they can
learn the prescribed curriculum without stress √1.
f) To ensure that schools actually implement the curriculum as designed √1 to allow children time to rest do their own personal
reading √ 1
g) It means that the government is not alter getting good grades by using any method even dishonest ones √1
h) Does the government want quality curriculum delivery and control √1
(must begin with a capital letter and end with a full stop)
i) Exam centred teaching / exams / uses of exams / negative effects of exam / 1 (must be in capital or underlined)

(Accept any relevant answer)

j) i) Prescribed - stipulated
ii) Implementing - carrying out, making to start to happen
iii) Idolise - worship
iv) anthropologist - a person who studies the human race especially its origins, development, customs and beliefs
v) sequenced - ordered / organized

2. The River and the Source
3. -Mark finds Vera‟s case difficult to accept
- Vera announces that she‟s joining the Opus Dei
- He regrets, she does not wear a veil any two points
4. - he has successfully finished his internship
- he‟s on a month‟s leave
- will come home on Thursday 28th
- will bring along the girl he intends to marry
- her name is Wandia and she‟s a doctor
5. - she had left home unceremoniously
- she returns with a white fiancee against wishes of parents
- he finds out about her affair while he‟s on an overseas trip
- he divorces her leaving her with the children
- she is wealthy but unhappy
6. - she had failed her A-level exams
- she sneaked away from home leaving a note
- she wanted to stay with friends in Nairobi
- she wanted to be an air hostess
- she wanted parents not to worry she says that she always felt like an outsider and no one would miss her

e) Bishop Peter Owuor Kembo, cousin to Elizabeth √1
He‟s the current bishop of Kisumu Diocese √ 1
f) I am sure you will like her, won‟t you ?
(They must rewrite, place a comma and question mark)
g) i) Marriage
ii) Education (2themes + illustrations - 4mks)
h) Becky marrying a mzungu (whiteman) John Courtney
- Tonny joining priesthood
- Vera joining Opus Dei as a non-marrying member

- Aoro marrying a Kikuyu, Wandia Poetry

3. Poetry

a) The poem is about how human beings √1 have made many discoveries √1 yet they have not discovered a way to make

friendship with their friends work √1 by finding out what they like √ 1 3mks

b) They help us see how we have lost curiosity as a result of discoveries (line 1) They also help us see how mass media and
communication have made us lose communication and knowledge (line 3-4) The other one challenges us to know how we can
get the way to the hearts of our brothers to know what they like and thus continue in friendship (line 11)
(identification effect √ ½ √ ½) 3mks

c) The tone of the poem is a concerned tone, a satirical one / critical tone in that we have lost communication in mass media and
lost curiosity in discovery (identification 2mks, Illustration 1 mk) 3mks

d) i) Satire √1 - we are mocked for losing curiosity in our neighbours and brothers though we are making discoveries in other
areas √
ii) Paradox √ - you never know your aspiration until you have seen others disillusionment √1 4mks

e) i) The persona is worried about failure to have urge to invent what pleases our brothers and neighbours √2 2mks
ii) No effort has been made to find a way to the brother‟s or neighbour‟s heart 2mks

f) The persona thinks relationships have suffered since people are not willing to discover what pleases their brothers or friends
√1 2mks

g) The title is appropriate since the persona tries to wonder in the poem what has affected friendships and how they can be
contained as content is contained in a gourd √1 1mk

4. a) i) Scarcely had Mochumbe completed his assignment when the lights went off
ii) Unless you work hard, you will not pass your exams
iii) That is the most ridiculous story I have ever heard
iv) The forms were given to the education officer by the principal
The education officer was given the forms by the principal

b) i) for
ii) in
iii) to

c) i) awfully
ii) diligence

d) i) write someone a letter
ii) be surprised

e) i) “We want to help them,” the bank manager said, “because they are focused,”
ii) There is a teacher I will never forget: Mr. Jeff.

f) i) demolished
ii) resembles

KIMA JOINT EVAKUATION TEST 2016
JOINT EVALUATION TEST 2016
ENGLISH
PAPER 3
MARKING SCHEME

2. Introduction
In the play The Caucasian Chalk Circle Christianity is portrayed as a practice for its own sake. Its principles are not professed in teaching humanity through goodness. This is clearly depicted by different characters in the play
Accept any other relevant introduction @ 2mks

Content
Governor Abashwili
- he faithfully attends the Easter mass yet we see so many beggars and petitioners in his courtyard
- he has one healthy child and well dressed with two doctors assigned to him while some petitioners have malnourished
children wearing rags and definitely hungry
- as he distributes coins to the poor, he has expansive plans to demolish part of the slums to expand his palace

The monk
- the monk - a man of cloth ties the knot between Grusha and the dying Jassup for financial gain
- had to be fetched from the tavern even after being paid in advance
- turns a blind eye on the presence of the child in the holy matrimony he conducts
- participates in rumour mongering

Natella Abashwili
- does not fail to attend church but she also insults her servants and bosses them around a lot
- she is hateful of the common people who she accuses of causing her migrain and also obsessed with material gain

Grusha‟s mother-in-law
- she arranges for a holy marriage yet she‟s aware of an “illegimate child”
- claims to be an honest person but saves money by hiring a cheap monk

Aniko
- claims that she is religious and yet can‟t take in a good hearted sister-in-law accept any other relevant and well developed
point
- she puts on the two pairs of stockings to church after being embarrassed by one of her servants
mark 3 : 3:3:3 - 12marks

Conclusion
Therefore, it is sad to note that some people preach water and drink wine
accept any other relevant conclusion @ 2mks
Grammar and presentation 4mks

3. a) When the sun Goes Down and other Short stories from Africa and Beyond
Introduction
The story 4Law of the Grazing fields‟ by Cyprian Ekwensi explores an incident in which a father chooses a husband for his daughter, Amina. The prospective husband even starts paying dowry without the knowledge of Amina. She however resists and marries Yalla, the man of her choice
Content
(i) Modio and her sister Amina quarrel as he prevents her from marrying Yalla. He supports his father‟s choice of Jama as
Amina‟s husband. He even physically prevents Amina‟s choice pg.
(ii) Amina is however determined that no one, nothing would shut her away from Yalla. She must go with her man of choice,
Yalla, Amina and Yalla arrange their escape from the camp before Jama brings the final instalment of the bride price. When
Yalla fails to honour the arrangement in full by not coming at the time agreed upon, Amina prays for Yalia to come and save
her, free her from prison. She pushes and screams and threatens until her brother warns her to be quiet. She swears she would
rather die than live as Jama‟s wife.
(iii) The hut Amina is in catches fire and heavy fumes fill the hut. She coughs and gasps fearfully. Desperation sets in which gives

her strength and she flings herself at the door. The boys outside shout and veil, keeping the cows from panicking. Yalla‟s

hand thrust open the door. Her heart gladdens. He sweeps her off her feet. A struggle follows as brothers try to catch their

sister.

(iv) Yalla and Amina elope. Every forward leap of the horse jars her bones. Amina clearly hears the clatter of the pursuing horses.

Poisoned arrows are directed at Yalla during the chase. Amina and Yalla are however determined and even as her body

prickles with a thousand pains, she knows that the price that lies ahead gives her courage.

(v) Yalla and Amina finally reach Yalla‟s hut. They can‟t touch Amina in there as it the law Accept any other relevant and well

Conclusion
The victory of Yalla and Amina is testimony that prearranged marriages have no place in the modem society. Therefore, Amina‟s father and her brothers represents the retrogressi ve part of society.
Accept any other relevant conclusion @ 2mks
Grammar and presentation = 4mks

b) Introduction
It is indeed true that Mulili gives the picture of the government as be practises corruption, he is illiterate among other evils

The Play: Betrayal in the city
(i) Corrupt
 he will do anything including framing people and having them eliminated for self gain e.g. University milk tender
(ii) Vengeful
 he pursues his grudges to the bitter end just like boss e.g.
Kabito‟s case Jere‟s imprisonment
 the killing of Doga and Nina
(iii) Inhuman
 cannot allow Doga and Nina to perform the shaving ceremony for their late son has the milk tender revoked and given to him
(iv) Arrogant
 he brags about his relationship with Boss especially when Boss revokes the milk tender
 he shows no respect for Doga and Nina and even when Nina threatens to strip naked, he is rude to her
 NB. The student tie each of the above to the government officials who are representatives of the Kafira government
(v) Illiterate
 speaks broken
 many actions depicts him as a person who has not gone to school
(any 4 well illustrated points x 3 -12 (3 :3 : 3: 3)
Conclusion
Mulili represents the govt of the day through the various evils portrayed by him Introduction - 2mks
Content - 2mks Conclusion - 2mks
Language - 4mks
Total - 20mks

c) The whale rider
Introduction
Most communities have their practices which define their societal standards. In the Whale Rider, the traditions define the peoples life
i) Inheritance of leadership
It is a tradition that the eldest son should be the heir in the society. When the girl Kahu is bom, Koro Apirana reacts ‟a girl‟ he says with disgust. "I will have nothing to do with her. She has broken the male line of descent in our tribe”. The great grandfather expected his grandson to get a son who would have been his heir as traditions demanded Pg.10
ii) Leadership
According to the Maori customs, a girl does not have a right into leadership. In the text, Koro Apirana could not reconcile his traditional beliefs about Maori leadership and rights with Kahu‟s birth. Bv Maori customs, leadership is hereditary and normally the mantle of prestige tails from the eldest son. Except that in this case there is an eldest daughter. Koro Apirana could be heard saying “she won‟t be of any good to me”... “No good 1 won‟t have anything to do with her pg. 12
iii) Naming
It is a tradition that a girl should not be named after a man. After a great grand child is born, she is named Kahutia Te-Rangi - a man‟s name. This was the name of their ancestor in the village. The old man is against the ideas he feels that naming a girl after a founder of a village is belittling Kahutia i.e. Rangi‟s Prestige. He would always say to Nani flowers “you stepped out of line dear, you should have not done it (pg.14-15)
iv) When a child is born, the afterbirth including the birth cord is buried at the child‟s ancestral village. Kahu‟s afterbirth and cord is put on the earth in Maori village. The birth code is brought back to Gisbone on the plane and is placed in sight of Kahutia Te Rangi after whom Kahu has been named. This meant that the great ancestor, “will always watch over her” (pg. 16-17)
v) In this society, only men are given regular instructions. They are the only ones who would be able to learn the clan history

and customs. According to this society, men are sacred. When Koro Apirana discovers that Kahu is in the room where he is
giving men instructions, he looks at her with disbelief (pg-27)
Conclusion
In conclusion, traditions are what people treasure or follow as evidenced in the Whale Rider
Introduction 2mks
Content 3 : 3 : 3 : 3 Four well illustrated points
Conclusion - 2mks
Grammar - 4mks

KASSU JET
101/1
ENGLISH
Paper 1
(Functional writing, cloze test and oral skills)
June 2016
2 Hours

1. Your class, Form 4 East, has been the best stream whenever examinations are done. During the release of pre-mock results,
the Principal mentioned to the other three streams that they should emulate what you do in order to compete favourably with
you. After the meeting, he requested you as the class prefect to write a report on what your class has done to consistently
post good results in all the examinations that are being done in school. (20 marks)

CLOZE TEST (10 MARKS)

2. Fill each of the blank spaces in the passage below with the most appropriate word.

Ngugi wa Thiong‟o, original name James Thiong‟o Ngugi was in Limuru on January 5, 1938. He is East Africa‟s
(1)…….novelist, (2)…….popular Weep Not Child was (3)…….first major novel in English by an East African. As he became sensitized (4)…….the effects of colonialism in Africa, he adopted his traditional name and wrote in the Bantu language of Kenya‟s Kikuyu people.

Ngugi (5)…….bachelor‟s degrees from Makerere University, Kampala, Uganda, in 1963 and from Leeds University,
Yorkshire, England, in 1964 (6)…….doing graduate work at Leeds, he (7)…….as a lecturer in English
(8)……University College, Nairobi, Kenya, and as a visiting professor (9)…….English at Northwestern
University, Evanston, Illinois, U.S. From 1972 to 1977 he was senior lecturer and chairman of the (10)…….of literature at the University of Nairobi.

(Adapted from: Weep Not Child by Ngugi Wa Thiongo: Nairobi: Heinnemann, 1964)

ORAL SKILLS (30 MARKS)

3. A: Read the story below and answer the questions that follow. (10 marks)

There lived two men who were good friends. One of them was very wise one the other very foolish. One day, they agued between themselves, and one said, “I am the wisest man in the country.” The other said, “No, I am the wisest.” As there was no way of measuring wisdom, the two men did not know who was wiser than the other.
One day they were discussing the ill-behaviour of their wives and one of them said, “If we want them to behave well we must beat them up. Women are like children, beat them up and they will behave well.” The other said, “No! If you beat your wife, she will become worse.” After arguing for a long time, they kept quiet and went home. On reaching his house, the man who was in favour of beating wives began to beat an ox-skin vigorously. When the other heard this, he thought the sound came from his friend beating his wife and he took a stick and beat his wife severely until she fell sick and later died.
When the two men met later, it was now clear who between them was wiser than the other.

(Adopted from: The Hyena and The Rock by B. M. Lusweti: Nairobi: the Macmillian Press Ltd. 1992))

(i) Suppose you are the one narrating this story, what would you do first before the narration to capture the attention of the
audience? (2 mks)
(ii) How would you deliver the speech by the 2nd speaker? “No! I am the wisest.” (2 mks)
(iii) If you are listening to this story, what would you expect the story teller to do so as to make the story interesting? (4 mks)
(iv) As the performer how would you know that your audience is paying attention to your performance. (2 mks)

B: You are a radio presenter and you are scheduled to interview a prominent politician about the current debate on IEBC
commissioners.
(i) What preparations would you carry out before the interview? (2 mks)
(ii) What strategies would you employ during the interview session? (2 mks)

C: As the school captain, you are part of the reception committee that is receiving the guest of honor who has

just arrived for the
Annual Prize Giving day. Complete the conversation below using the most appropriate language. (6 mks)

Guest: Good morning. I guess you are the school captain, am I right?
You: …….. (3 mks)
Guest: Thank you. I have heart a lot about you. It‟s my pleasure to meet you.
You: …….. (2 mks)
Guest: I hope the current class with do as well as last year‟s class. Have you set a target?
You: Yes sir. We have set a higher target.

Guest: …….. (1 mk)

You: Actually sir, that class was first of all very motivated and secondly they were determined to break a record.

Guest: I am glad to hear that. Keep up the good work.

D: Which intonation would you use at the end of each line of the following verse: (3 mks)

And behold in walked the groom. ……..

But wait, is that the bride? ……..

Without her wedding gown? ……..

E: Underline the part you would stress in the bolded words. (2 mks)

(i) You need to appreciate my efforts

(ii) I gave her a surprise

F: Give a homophone for each of the following words. (3 mks)

(i) Barren ……..

(ii) Bore ……..

(iii) Mean ……..

G: Using the pronunciation of the vowel sounds highlighted in the following sets of words, pick the odd one out. (2 mks)

(i) Slow honk plot

(ii) Fend hen mere

KASSU JOINT EXAMINATION TEST
101/2
ENGLISH
Paper 2
(Comprehension, Literary
Appreciation and Grammar)
June, 2016
$2^1/_2$ hours

1. Read the Passage below and answer the questions that follow. (20 marks)

Society has failed and parents have not played their role fully in raising their children. This is according to Jeff Ngari, a counseling psychologist and a deacon with the Reformed Catholic Church. Jeff says the issue of teenage mothers is so big that it should be considered a cry for help. He adds that today, children lack the guidance they require when it comes to having independent social interactions.

"The idea is not to block them from forming their own relationships, but to make them understand what it means to be in a relationship, especially with the opposite sex, and how far this relationship should go," says Jeff.

And just like the rest of society, parents have not been spared by the wave of moral decay and thus, according to Jeff,
they have failed as role models for their children. Due to this, many teenagers are picking up social ills from their parents-the very people they are supposed to look up to.

"For instance, a teenager who has seen his or her mother repeatedly sleep out or come home in the wee hours of the morning will most likely be excited about staying out late out of curiosity, "he says, adding, "this is happening to most of our homes today."
Jeff says many parents are engaging carelessly in extra-marital relationships that leave very little to the imagination of their children, and this is likely to be seen as a normal thing by children, especially teenagers. As a result, there are many avenues through which teenagers can explore the issue of sex and the greatest worry is that girls need to be rescued.

"The boy invariably walks away scot-free as the school, society and church turn their full attention on the girl and judge her," he says that adding that it is one of the issues that the Reformed Catholic Church is trying to address so that children such as these can be recognized instead of being neglected.

"This is not to say that teenage pregnancy is right, but it is a social ill that must be fought from family level, within the school setting, in the church and the wider society," he says.

Most teenage mothers experience rejection and abuse by their families, friends and wider community, including the
church. "No wonder these girls abandon their babies either in toilets or litter bins. The effects of rejection can be fatal. Rejection by society is the worst thing anybody can suffer. It kills from within. That is why teenage motherhood is a cry for help and family support is very important, as the result is children giving birth to, and trying to raise babies."

Jeff notes that without any know-how, finances or proper structures, teenage mothers face a big challenge. Add to this the stigma that comes with being regarded as immoral. "Yet we know that not all teenage sex is consensual. There are cases of grown men preying on innocent girls."

Abortion, or an attempt to carry it out, complicates an already complicated situation, especially if crude methods are used. Besides, there is a post-abortion self-stigma that does not go away.

"In the course of my career, I have met mature women who tell me they had abortions when they were very young and
they still feel guilty decades later. Some even go to the extent of saying, „My first-born would be this or that age." It is very
painful."

In Kenya, four in every 10 women who die from unsafe abortion are adolescents; 70% of adolescents engage in high -risk unprotected sex. This is according to a research paper presented by Dr. Richard O. Muga of the National Coordinating Agency for Population and Development, Nairobi-Kenya, 2006.

The alarming figures are why Margaret Muyanga, a counseling psychologist, says open communication between
teenagers and parents can be very instrumental in curbing any post- pregnancy abortion or even worse, suicidal tendencies.

(Adopted from Daily Nation Wednesday July .30", 2008)

a) Explain how parents have contributed to the moral decay of their children. (2marks)
b) Give the factors leading to teenage pregnancy, according to the passage. (3marks)
c) What is the consequence of the rejection and abuse that teenage mothers experience? (2marks)
d) Jeff says the issue of teenage mothers is so big that it should be considered a cry for help. Rewrite the sentence above in
direct speech.
(1mark)
e) In not more than 50 words, summarize the consequences of teenage pregnancy. (4marks)
f) What solution does the writer offer to curb teenage pregnancy? (2marks)
g) Identify and explain an instance of irony in the passage. (3marks)

h) Explain the meaning of the following words as used in the passage. (3marks)
(i) Scot-free
(ii) Stigma
(iii) Consensual

2. Read the following excerpt and answer the questions that follow. (25 marks)

The recently concluded multi-party elections which many had hoped would usher in a new era had been characterized by confusion and cries of foul by the opposition and declarations of total transparency by the winners-who if they were to be believed, had turned from goat to guardians of the vegetable patch. Once again the people‟s dogged perseverance in the face of lies and bureaucratically engineered setbacks was something to behold: Kenyans - the common people, had come out shining. The donors, not particularly impressed by the Capricorn turned guardian angel transformation of the rulers where still withholding aid and the country was going to the dogs, slowly but surely. These were the words in the mouth of all able bodied Kenyans these days and there was a fair representation of them in that room-from bankers to teachers, doctors to lawyers, engineers to architects: and each and every one of them had an opinion to be voiced, preferably at the top of his or her lungs-with the assistance, of course, of some frothy brew or stinging distillate.

Elizabeth came out of the bedroom unobserved, stood looking at the noisy gathering below. These were her children and their friends and behind her-fast asleep-her children‟s children; a wonderful sight indeed. She turned and pattered away quietly, but on an impulse decided to check on the little ones. She found them sprawled all over the place as only the very young can be. One rascal - her son Opiyo‟s son Mark actually had his leg placed squarely on another child‟s neck. Elizabeth bent to remove it and felt the attack of dizzy breathlessness come upon her once again and with the sure knowledge of one who has lived long she knew that this ominous suffocation was a sign of the beginning of the end. She rested a little, holding on the door and then quietly went to join Mark in bed.

She stayed awake late into the night and as was wont to happen to her so much of late, memories of seventy years
duration flashed effortlessly through her mind. There she was as a very little girl, clothed in nothing but the love of Were -the
god of the eye of the rising sun; then she was sitting in the shadow of grandfather Oloo‟s largest bull missing her mother who
had gone away to seek the new way. Again there she was with her cousin Owuor walking in single file between Maria in
front and grandmother Akoko in the back. They were on their way to the mission at Aluor, a haven for heartbroken widows
and bereft orphans who wanted to learn the ways of Yesu Kristu. And here she was studying in her cubicle at the teacher
training college. A love letter comes flying in through the open window; it was from a fellow student whose name was
Cosmas somebody or other and like so many others it declared his willingness to climb mountains, ford rivers and swim
oceans in order to reach her and win her love. The guy must have drowned by now, thought Elizabeth, her lips twitching.
And, of course, there was a lifetime of memories with Mark Anthony-in her opinion still the best looking man around. She
also remembered clearly the day Akoko had died and her conviction that it was all over. How mistaken she had been! For in
truth it had only just begun and now she saw evidence of that great woman in so many of her grandchildren, but strangely
enough most clearly in her daughter-in-law Wandia-the girl from the ridge country of the Kikuyu, who was no blood relative
but who clearly if instinctively understood the true destiny of a woman-to live life to the full and to fight to the end.

In the small hours of the night, Elizabeth eventually slid into a fitful and disturbed sleep. Mark, being a very heavy sleeper stirred stiffly but did not wake up. The following morning everyone packed up and scattered to whatever direction they had come from - exhausted but happy.

a) Briefly explain what has led to the family gathering together? (4 marks)
b) With illustrations, describe the setting of the excerpt. (3 marks)
c) State three roles played by the mission at Aluor. (3 marks)
d) Discuss any two themes found in the excerpt. (4 marks)
e) Comment on the following styles as used in the excerpt. (4 marks)
   (i) Foreshadowing
   (ii) Flashback
f) From elsewhere in the novel, Akoko makes another epic journey. Describe the journey and give two reasons why she makes
   the journey. (3 marks)
g) Describe the character of Elizabeth as portrayed in this excerpt. (2marks)
h) “The guy must have drowned by now.” Who is the guy referred to here? (1mark)
i) She also remembered clearly the day Akoko had died. (Add a question tag) (1 mark)

3. Read the poem below and then answer the question that follow. (20 marks)

DEATH OF MY FATHER

His sunken cheeks, his inward-
looking eyes,

The sarcastic, scornful smile on his
lips
The unkempt, matted, grey hair,
The hard, coarse sand-paper hands,
Spoke eloquently of the lifehe had
lived.
But I did not mourn for him.

The hammer, the saw and the plane,
These were his tools and his damnation,
His sweat was his ointment and his perfume.
He fashioned dining tables, chairs, wardrobes,
And all the wooden loves of colonial life.
No, I did not mourn for him.

He built colonial mansions,
Huge,unwieldy,arrogant constructions;

But he squatted in a sickly mud-house,
With his children huddled stuntedly,
Under the bed-bug bed he shared with Mother.
I could not mourn for him.

I had already inherited
His premature old-age look,
I had imbibed his frustration;
But his dreams of freedom and happiness
Had become my song, my love.
So, I could not mourn for him.

No, I did not shed any tears;
My father‟s dead life still lives in me,
He lives in my son, my father,
I am my father and my son.
I will awaken his sleepy hopes and yearnings,
But I will not mourn for him,
I will not mourn for me.

a) Identify the persona. (2 marks)
b) What is the poem talking about? (3 marks)
c) Comment on the alliteration that is used in the poem? (2 marks)
d) Apart from alliteration, identify and explain any other two aspects of style that the poet has used. (4 marks)
e) What reason does the persona give for not mourning his father‟s death? (3 marks)
f) What is the father‟s profession from the poem? (1 mark)
g) Explain the meaning of the following lines as used in the poem: (3 marks)
   i) The hard, coarse sand-paper hands,
      Spoke eloquently of the life he had lived.
   ii) His premature old-age look,
   iii) I will awaken his sleepy hopes and yearnings,
h) What is the attitude of the persona towards his father‟s life? (2 marks)

4. a) Rewrite the following sentences according to the instructions after each (2marks)

i) The young man wept uncontrollably when he learnt that his whole family had perished in Gate Mall terrorist attack. (Begin:
   Having……)
ii) Muchangi regrets not having campaigned much for the post of a school captain. He realized he was not the students‟ favourite
   after the polls. (Rewrite using the present participle)

b) Rewrite the following sentences using impersonal passives. (2 marks)
i) The motorist could not use the southern by-pass. People believed the lions had been let loose.
ii) People say Chapakazi works 18 hours a day.

c) Using the verb in brackets form a phrasal verbto replace the underlined word. (3marks)
i) It takes a lot of challenge to nurture a child into an adult. (bring)
ii) The politicians‟ dirty tricks did not succeed. (come)
iii) It is not good to desert one‟s family. (walk)

d) Fill in the blanks with an appropriate preposition (3 marks)
i) We wondered if there was need ……such equipment.
ii) Oundo, get ……the wet wall immediately!
iii) She was born ……rich parents.

e) Rewrite the following sentences according to the instructions given. (2 marks)
i) The teacher was so disappointed. She ordered the students to leave the scene. (Rewrite into one sentence beginning with „so‟)
ii) If you have nothing else to say, we will adjourn the meeting now.(Begin with: Unless…)

f) Fill in the gaps with the given adjectives in the correct order. (2 marks)
i) Wayne Rooney drives a ……car.(Italian, silver, small, flashy, sports)
ii) The ……Member of Parliament was thrown out of the house by the sergeant-at-arms.
   (Light-skinned, arrogant, tall, young)

KASSU JET EXAMINATION

101/3
ENGLISH
Paper 3
(Creative Composition and
Essays based on Set Tests)
June-2016

1. Imaginative Composition (Compulsory) (20mks)

EITHER

(a) Write a story ending with: …he walked away feeling dejected.

OR

(b) Write a story to illustrate the proverb „Make hay while the sun shines."

2. The Caucasian Chalk Circle, By Bertolt Brecht. (20mks)

" Poor governance is a recipe for chaos." Drawing illustrations from The Caucasian Chalk Circle, write an essay in support of the above statement.

3. The Optional Set Texts. (20mks)
Answer any one of the following three questions.

EITHER

a) The Short Story

Ilieva Emilia and WaveneyOlembo(Ed).When the Sun Goes Down and Other storiesfrom Africa and Beyond.
„Africans have to grapple with many challenges in the post-apartheid period. Using Rayda Jacob"s story, The Guilt, illustrate the truth of this statement.

OR

b) Drama
Francis Imbuga, Betrayal in the City

Injustice propagated by leaders in Kafira has led to the suffering of the citizens. Discuss this statement basing your illustrations on the play Betrayal in the City.

OR

c) The Novel
WitiIhimaera: The Whale Rider.
„Better late than never."With reference to Koro Apirana, write an essay in support of the proverb.

KASSU JET - 2016
101/1
ENGLISH
Paper 1
(Functional writing, cloze test and oral skills)
MARKING SCHEME

1.

- It must not be a survey/investigative report, Deduct 4 marks AD for investigative/survey report.

Format 6 marks

- Title of the report, e.g. "A Report on Consistent Excellent Results by Form 4 South of Mema High School" 1 mark
- Introduction: Background information such who wants the report, what has necessitated the report, what the report is about,
who is writing the report. Note: the report is written by an individual not a committee.
1 mark
- Strategies 1 mark
- Conclusion 1 mark
- Recommendation 1 mark
- Signing off 1 mark

Content (10 marks)

- Any three strategies such as: Teamwork, Class Discipline, Effective Study Groups, Revision of Past Examinations Papers,
Consultations, Punctuality, etc @ 2 marks (= 6 marks)
- Conclusion 2 marks
- Recommendation(s) 2 mark

Grammar and Tone 4 marks

- It should be written from the first person point of view and in the present tense. Third person perspective deduct 1 mark

AD

- Grades

A - 4
B - 3
C - 2
D - 1

TOTAL MARKS = 20 marks

2. CLOZE TEST

1. leading
2. whose
3. the
4. to
5. received
6. After
7. serve
8. at
9. of
10. department

3. (a) (i) - Enter the stage with relevant a song

- Pose a question
- Use a riddle / proverb
- Cough, clear voice / throat
- Use a tongue twister
- Stand confidently before the audience Any 2 relevant point x 1 (2 mks)

(ii) Say "No" with a rising intonation and the rest of the sentence with a falling intonation.
Non-verbal appropriate gesture - Shake your head - point at yourself
(Must include both verbal and non-verbal) (any 2 x 1 = 2 marks)

(iii) - Use tonal variation e.g. rise at No

- Use varying facial expression e.g. gestures, eye contact, involve the audience, costume, pace
- Dramatization (Any 4 relevant points x 1 - 4 marks)

(iv) - maintain eye contact with the speaker

- Upright sitting position must contextualize the answers
- Facial expression

(Any 2 relevant points x 1 = 2 marks)

(b)

(i) - make an appointment with the politician (interview)

}

- set time for the interview
- inform the interviewee and the listeners about the interview i.e. announcement
- Ensure all support materials and personnel are ready and functional e.g. machines, -writing materials etc.
- Set specific objectives for the interview
- Research on the subject matter
- set the interview question in systematic and clear manner i.e. should be precise

(any 2 relevant points x 1 = 2 marks)

(ii) - begin the interview with introduction e.g. personal details, and the purpose of the interview
- Make the topic of the interview clear
- Allocate appropriate time to each even that would take place during the interview
- Ask specific / relevant questions about the interview
- Manage the time allocated
- Make reference from the current group
- Give the interviewee appropriate time to respond to questions
- Ask for clarification where necessary
- Allow for the final conclusion both from interviewee and interviewer (Any 2 relevant points x 1 = 2 marks)

4. (a) You: Good morning sir.□1 I am the school captain. □1 Welcome to our school □1(3 mks)
You: It"s a pleasure to met you□1 too, Sir.□1 (2 mks)
Guest: How did the class manage to perform so well? (1 mk)

(b) (i) F 1 mark
(ii) R 1 mark
(iii) R 1 mark

(c) (i) appreciate 1 mark
(ii) surprise 1 mark

(d) (i) baron 1 mark
(ii) boar 1 mark
(iii) mien 1 mark

(e) (i) slow 1 mark
(ii) mere 1 mark

KASSUJET JOINT EVALUATION EXAMINATION
Kenya Certificate of Secondary Education
ENGLISH 101/2
(Unseen text, Excerpt, Poetry, Grammar)
Marking scheme.

Question 1

(a) They have failed as role models for their children (2 marks)
(b) Poor role modeling from parents.
Parents have not played their role of guiding them about interactions
Children don"t understand what it means to be in relationship (3 x 1= 3 marks)
(c) They abandon their babies in toilets or litter bins
Rejection suffered kills from within (Psychological) (2 x 1 = 2 marks)
(d) Jeff says, "the issue of teenage mothers is so big that it should be considered a cry for help:"
(e) Attention is put on the girl and she is judged unfairly
Rejection and abuse by family, friends and community
Abandoning of babies.
Lack of finances
Stigmatization
Abortion or attempt to carry it out
Hence possible deaths (Any four points @1mk, if number of words not stated, deduct ½ mark) (4 marks)
(f) There should be open communication between teenagers and parents (2 marks)
(g) Irony is used when the author says that „many teenagers are picking up social ills from their parents - the very people they are supposed to look up to yet they learn what is morally wrong from them
Or
Most teenage mothers experience rejection and abuse by their families, friends and wider community, yet they need the help of these people. (3marks)
(h) Scot free - unharmed/ unpunished
Stigma - discrimination/ disgrace
Consensual - without agreement/consent

Question 2

a) WandiaSigu (1 Mk) graduated(1Mk) from Nairobi university and was given a doctorate in medicine(1Mk)- the equivalent of a PhD. The family had invited other family members and friends to celebrate such an academic achievement (1Mk).
(4marks)
b) The celebration takes place in Aoro/Wandia"s home in Nairobi(1M) immediately after the graduation-„everyone packed up and scattered ... to whatever direction they had come from" (1M). This story takes in 1992(1M), immediately after the multiparty elections- „The recently concluded multiparty elections……"(1M) (4marks)
c) Provided home for the widows
Taught the new religion
Provided education to those who went there… the likes of Elizabeth. (3 points @ 1Mk)
d) Politics- „…recently concluded multiparty elections…"
Family unity- „…those were her children and their friends and behind them… her children"s children. Had came together for the celebration
Religion- „on their way to Aluor mission…"
Love- „love letters flying…" (Any two @2mks) (4marks)

e) Foreshadowing- „felt the attack of dizzy breathlessness" she later dies as a result of difficulty in breathing.
Flashback- „sitting in the shadow of her grandfather Oloo"s largest bull…missing her mother" shows her mother"s pioneering trait in Christianity. Also show the wealth back then in traditional society in contrast to modern society.Studying in her cubicle- emphasize the importance of education and its consequences (4mks)
f) The journey to Kisuma(1mk)- to protect her wealth against the evil brother in law(1mk) and to seek justice for her grandson
Owuor"s stool of leadership(1mk).(3marks)
g) Caring, concerned, responsible. She checked on the little ones (Any other relevant trait @ 2marks) before going to sleep. (1 mark)
h) Cosmas, a fellow student. (1 mark)
i) She also remembered clearly the day Akoko had died, didn"t she?

Question 3 (1mk)

a) The persona is a child (1mk). „My father"s dead life still lives me."

b) The poem talks about the abject poverty in which the persona‟s family lives under (1mk). / The struggle for survival by the
parents which is hereditary (1mk). „I am my father, my son‟. However, the persona is optimistic that through him, his father‟s
dreams and aspirations will be fulfilled (1mk). „I will awaken his sleepy hopes and yearnings‟. (1mk)
(2mks for the explanation and 1mk for the illustration) (3 marks).

c) Sarcastic, scornful, smile (1mk) - it brings out his father‟s suffering. /shows the persona‟s sarcasm on his father‟s state (1mk).
Squatted in a sickly mud house (1mk)- it emphasizes the abject poverty in which the persona‟s family lived under(1mk). The
student must identify the alliteration to score (2marks)

d) Irony. „He built colonial mansions but squatted in a sickly mud house.“ It shows the poverty in which the persona‟s father lived.

Metaphor. „Sand-paper hands.“ It is a sign of the tough life the persona‟s father has gone through. /The struggles he has gone through.

Repetition. „I did not mourn for him.“ It emphasizes the persona‟s optimism.

Sarcasm. „His sweat was his ointment and perfume.“ Shows the hard manual work the late father did.

Contrast. „He built colonial mansions but squatted in a sickly mud house.“ “ It shows the poverty in which the persona‟s father lived.

(Accept any other relevant style; Identification+ illustration 1mk, comment 1mk) (4marks)

e) He wants to fulfill his father‟s dreams of freedom and happiness (2mks). „His dreams of freedom and happiness had become my song (1mk).“/ He is hopeful or optimistic that he will awaken his father‟s hopes and dreams (2mks). „I will awaken his sleepy hopes and yearnings“(1mk) (3marks)

f) A carpenter. „He fashioned dining tables, chairs, wardrobes“/ „The hammer, the saw and the plane were his tools“(1mark)

g) i) The rough hands were a sign /testimony of the tough life/suffering the persona‟s father had gone through due to poverty.

ii) He looks older than he actually was.

iii) He will fulfill his father‟s plans or wishes or ambitions.

h) Sarcastic. „He built colonial mansions but squatted in a sickly mud house.“ (2mks)

Disdainful, the persona is extremely contemptuous of the kind of life the father lived. „with his childrenhuddled…. Question 4

a) i) Having learnt that his whole family had perished in the Gate mall terrorist attack, the young man wept uncontrollably.

Or „The young man, having …

ii) Realizing he was not the students‟ favourite after the polls, Muchangi regretted not having campaigned enough for the post of a school captain./ Muchangi, realizing he was not the students favourite after the polls, regretted not having…..

b) i) It was believed that the lions had been let loose so the motorists could not use southern by- pass

ii) It is said that Chapakazi works 18 hours a day. Or Chapakazi is said to work 18 hours a day.

c) i) bring up

ii) come off

iii) walk out on

d) i) for

ii) off

iii) of

e) (i) So disappointed was the teacher, that she ordered the students to leave the scene.

(ii) Unless you have something else to say, we will adjourn the meeting for now.

f) (i) flashy, small, silver, Italian, sports

(ii) arrogant, tall, young, light-skinned

KASSUJET JOINT EVALUATION EXAMINATION
Kenya Certificate of Secondary Education
ENGLISH 101/3
MARKING SCHEME

1. (a) Must be a story. If not deduct 4mks AD
Must end with the given sentence. If not deduct 2mks AD
(b) Must be a story. If not deduct 4mks AD
Must illustrate the given proverb. If not deduct 2mks AD. for irrelevance. Candidate must not define proverb. If defined deduct 2mks

2 The Compulsory Set Text
THE COMPULSORY TEXT
"Poor governance is a recipe for chaos." Drawing illustrations from The Caucasian Chalk Circle, write an essay in support of the above statement.
Introduction
In The Caucasian Chalk Circle, people with the authority to lead like the governor, the princes among others have misused their powers so much so that their areas of jurisdiction has ended up in one huge abyss of destruction as it is not sustainable. Accept any other relevant introduction.
i) The princes plot and overthrow the Dukes government and counter coups to restore order. (pg 15-16, 20-21, 23-29, 87-99)
ii) There is rebellion by the peasants. (pg. 67-71)
iii) There are assassinations and attempted assassinations. (pg. 26-28, 38-39)
iv) There is breakdown of social morality-the essence of marriage and family. (pg. 21-23, 59-61)
v) The law enforcement agents become brutal and hostile to citizens they are supposed to protect. (pg. 14-15, 18, 37-43, 89-90)
vi) The economy disintegrates because of inflation and confiscation of basic commodities (pg.31-32 etc) vii) The legal framework breaks down. (pg 63-99)
Conclusion
In conclusion we can see the way people suffer in the hands of iron shirts, and the relief that meets Azdak"s ridiculous legal dispensation is a sure proof how people have suffered silently.

"Africans have to grapple with many challenges in the post-apartheid period". Using Rayda Jacobs" short story The Guilt, illustrate the truth of this statement.
The post-apartheid period in South Africa presented challenges that the African had to deal with, challenges that are presented by the inequality that was apartheid.

Accept any other relevant introduction.
i). Insecurity/Crime. The post-apartheid period presents the challenge of insecurity to the white South Africans. Pg 3. The papers were full of stories of people getting killed in their own gardens and Lillian Thurgood had heard stories of husband - and-wife crime waves. Lillian experiences the insecurity when William Sidlay follows her into the house. She can only think of the revolver that is in her cupboard.

ii). Racial discrimination/ Racism. Post-apartheid South Africa portrays the racial tension between the black people and the whites. Pg, 3 „Was it racist if you were afraid and did not want to open your door to strangers?

iii). Economic hardships/Poverty: The black people have been portrayed as poor. They are walking around begging and asking for donations. William Sidlay carries with himself a letter that indicates he is from the Transkei and the fake letter makes it easier for him to beg. The blacks were denied economic opportunities and are therefore forced to take advantage of the white people in order to survive.
iv). Exploitation/ Opportunism: Exploitation is a major challenge the white South Africans have to grapple with. The blacks are taking advantage of the new government to exploit the whites. Pg 3, „They took merciless advantage, especially since the new government. There was a boldness not seen before.
Mark any 4 points. 3:3:3:3. (12mks).
Conclusion.
In conclusion, the post-apartheid period in South Africa presents new challenges such as racial tension and poverty affecting both the whites and the blacks.
Any other relevant conclusion.

Language and presentation 4mks.

Betrayal in the city

In the play, „Betrayal in the city", by Francis Imbuga, many leaders who are given leadership responsibilities have failed to offer fair and just treatment to the citizens. As a result many characters suffer injustice perpetuated by leaders of Kafira.

(Accept any otehr relevant introduction = 2 marks)

Points to consider

1. Doga and Nina are mistreated and killed by cruel leadership of Kafira.

- denied to perform shaving ceremony for Adika

- Mulili and Jere are sent to stop them from conducting the ceremony
- This indicates injustice suffered by citizen.

1. Mosese is falsely imprisoned by the government of Kafira.
- He speaks against the government of Kafira at Adika‟s funeral
- He is disappointed by the restrictions put forward by the government of Kafira; the funeral should only last for 10 minutes
- This indicates how citizens are suffering unfair treatment by leaders.

2. Regina is nearly raped by the head of State, Boss.
- Regina visits Boss to negotiate for the release of Moses
- She escapes through the window when Boss attempts to rape her.
- Boss is an agent of injustice which leads to innocent suffering of the citizens.

3. Adika is shot dead.
- He was killed while leading demonstration of university students against hiring of expatriates.
- Adika is shot dead four times.
- The Kafira citizens are thus denied the right of expression and demonstration.

Conclusion

In conclusion, it is true to argue that the people entrusted with leadership responsibilities are discharging their duties unfairly thus causing suffering to innocent citizens. Regina and Mosese fro instance suffer in the hands of government officials. Thiscalls for those holding government position to be responsible.

(Accept any other relevant conclusion = 2 marks)

The novel, The Whale Rider

Introduction

Realising a matter in time is better than not realizing it at all as seen by Koro Apirana in the novel „The Whale Rider‟ where he gets to know something important about Kahu.

Accept any other relevant introduction, award up to 2mks

Li)Naming

When Kahu is born, Nani Flowers decides that she be named after the great ancestor Kahutia Te Rangi, Koro Apirana opposes it saying it is not befitting for such a great ancestor‟s name to be given to a girl. It is later that he comes to realize that the name befitted her for she indeed is the whale rider.

Lii)Maori culture/language

Kahu makes an effort of learning the culture of the Maori people alongside the language in a bid to know all that it takes to be a Maori person and goes to the extend of composing a poem in praise

Liii)Big Toe

of Koro Apirana her predecessor, but Koro does not realize this until later.

As Koro Apirana teaches the boys on the secrets of the Whangara, he states how he bit his grandfather‟s big toe which was an indicator that he was to be the next leader and as he says it, Kahu has managed to sneak in the room and to Koro‟s dismay, she is biting his big toe, where he chases her away but realizes later that act was a mark of her leadership position.

Liv)The carved stone

Koro Apirana throws the carved stone into the deep see so that whoever retrieves it, will be the next leader, something that none of the boys are able to do.Kahu manages to get it from deep see but this is kept secret by Rawiri and Nani Flowers then the he is told about later. He is in shock on knowing this.

Lv)The Sacred bull

When the whale together with the bull whale come on shore with an intension of dying due to there being no rider, Kahu manages to convince the sacred bull to go back into the deep sea along with her which saves the entire community and Koro Apirana too. It is here that it finally dawns on him that she is the next leader of the Whangara people.

Expect any four well explained points, award 3:3:3:3:

Conclusion

From the illustrations given, it is evident that when one gets to know a matter, though late, it is good for him or her. Accept any other relevant conclusion.

Award up to 2mks

Language- Award up to 4mks.

KAMDARA JET - 2016

101/1
ENGLISH
(Functional Skills)
2 Hours

1. FUNCTIONAL WRITING
Imagine you are the head of the students‟ council of Kubamba Secondary School and students have been complaining of incidences of insecurity in the school. The Principal has asked you to form a committee to carry out an investigation the causes of insecurity and come up with recommendations on how to curb the insecurity in school. The report should reach the principal in a month. Write the Report.

(20 marks)

2. CLOZE TEST (10 marks)
Fill in the blanks with the most suitable word.
We need to start reading more.
(1)_____ encourages more creative thinking, keeps the (2)
_____ fresh and stimulated in ways nothing else can. Reading awakens a (3)_____ imagination and
inhibits the brain (4)_____ rotting, as is evident with(5) _____ so-called political elite: If you neglect
the pot, (6)_____ boils over and extinguishes the fire. The youth (7)_____ should ignite a love for
reading(8) _____ of engaging in the nonsensical issues they are normally caught up in; old heads on young shoulders
they would die. It is said a reader lives a thousand lives (9)_____ they die, but one(10) _____ never reads
lives only one.

3. ORAL SKILLS (30 marks)

a) Read the following Ankole song and answer the questions that follow.

Suck and I hide you, my gentle one
Suck and I hide you, my beloved
I dreamt that the hunt was at Buganga
I dreamt that the hunt was at Ngarama
Where, oh where, shall I put, my little baby?
Where, oh where, shall I put you, my lovely
little lips? If I put you in a clump of grass, my
gentle one
The hunters‟ rough dog will come sniffing
around The hunters‟ thick club tears up the
back
Suck and I hide you, gentle one
Suck and I hide you, for whom the drum sounds
Where, oh where, shall I put you, my lovely
little lips?
Where, oh where, shall I put you, my beloved?

If I put you by the wayside, gentle one
Passers-by will take you with them, my
beloved
If I put you in an anthill, my little baby
The ants will enclose you in their nest, lovely little lips
Suck and I hide you, little baby
Suck and I hide you, my gentle one
When I am dead and gone, gentle one
Feed on little blades of grass like cow, my beloved
And wash them down with a little water, my little baby
That‟s what raises orphans, you for whom the drum sounds
If I do not die, my little baby
Good things will be ours to enjoy, you for whom the drum sounds

i) Identify aspects of oral performance that make this song easy to remember? (2mks)
ii) In what ways would this song be made interesting to listen to? (2mks)
iii) How would you perform the last two lines of the above song? (2mks)

b) Read the following speech made by the chair of a church youth group and answer the questions that follow .
“What‟s up guys? Why do you look so sad? I thought the ting tang tong of the quitar would wake you up. I am here to represent the youth. We are asking you jamaaz to give us some colour or bakes

to buy more musical instruments for this church. I can hear the click of coins. No, that will not do! We are interested in real colour; real cash in the form of notes. We want you to splash us with real cash."

i) Pick out four expressions/words in the speech to demonstrate that the chair has used the wrong register. (2marks)

ii) Give at least two examples of ideophones and onomatopoeia from the chair"s speech. (2marks)

c) You are part of a student"s group representing your school in a conference. You have been elected the Chairperson of a small group discussing a topic on leadership.

i) How would you ensure the group is engaged in an effective discussion? (3marks)

ii) As you later present your points to the larger group, nobody seems to pay attention. Give two reasons that could have contributed to the lack of attention. (2marks)

d) State what type of intonation you would use in the following sentences. (3 marks)
i) When were you born?
ii) Did you complete your work?
iii) What a beautiful car you have bought!

e) A teacher of English was in class during a reading lesson. He realized that the students had poor reading habits. Mention three of these habits he might have observed. (3marks)

f) Study the following item of oral literature and answer the questions that follow.
Kot took Kot‟s coat, Kot went to court, the court told Kot to return Kot‟s coat to Kot.

(a) Which genre of oral literature has been used above? (1 mark)

(b) If the above genre was to be translated to another language, what would be the effect of translation? (2marks)

g) Read the telephone conversation below and answer the questions that follow.

Wanjala: Hello, is that Chaka Limited?
Sheila: (Picking the phone) Those shoes fit well.
Hello, is anybody on this line?
Wanjala: Hello, is that Chaka Limited?
Sheila: What do you want?
Wanjala: Please confirm for me whether I called the right place, Chaka Limited? Sheila: (Shouting) Which other company has a similar phone number as this? Wanjala: May I then speak to the Managing Director?
Sheila: I prefer the red shoes…. (on phone), what did you say ?Oh, the Managing Director can‟t talk to you.
Wanjala: Can I then leave a message which you can pass to him?
Sheila: Why can‟t you call him on his personal line… (away from the receiver) go for the red ones.
Wanjala: (Surprised) Hello, excuse me madam, I am Wanjala Nicholus and am requesting to talk to the Managing Director
over an important matter concerning one of your employees…
Sheila: I told you the Managing Director is not in (hangs up).

i). Explain three things that make Sheila an ineffective communicator. (3marks).
ii). Explain three things that one should observe if they are to communicate effectively over the phone. (3marks).

KAMDARA JET - 2016

101/2
ENGLISH
(Comprehension, Literary appreciation and Grammar)
TIME: $2^{1}/_{2}$ Hours

1. COMPREHENSION (20 marks)

Read the passage below and then answer the questions that follow.

Gender is probably the most important social issue in the world today. It affects and influences every aspect of our lives: politics, economics, religion and leisure. People in the 21st Century strongly believed that every project must get the gender dimension right in order to succeed. But what is gender?

Basically, gender is the expectation that people should do or not do certain things according to their sex. Every normal human being is either female or male. This is sex and it is a biological fact. Indeed, sex is the most conspicuous difference between human beings. The moment we look at a person, we can tell whether that person is a man or a woman, a boy or a girl. The question is if society should use this biological difference to tell people what they should or should not do.

Yet, since time immemorial, this is what human communities all over the world have done. Some African societies bring up their boys to believe that men must be fighters, take whatever they want - by force if necessary and never cry. If anyone asks why they should or should not do this and that, the ready answer is always: you are a man, and that‟s what men are supposed to do. Girls are told to be gentle and quiet, to obey men, not to climb trees and not to eat certain kinds of food. A girl who asks why she should not climb trees or speak loudly in public is told, you are a woman, and women don‟t do that. In other words, society is always telling us what we can do and what we cannot do just because we are men or women.

In most cases, there is no physical or logical reason for a man or a woman to do or not do certain things. Any girl can climb a tree as smartly as any boy. If a boy wants to go into the kitchen and cook, there is no reason why he should not do so. Indeed, some of the best cooks in the world, called „chefs‟ are men. Yet in some societies, it is a taboo for a man or boy to enter the kitchen. Similarly, some societies do not allow their women to build houses, even work at building sites, whereas in other societies it is indeed the woman‟s role to build houses. Gender is thus society‟s assigning of roles to people according to their being male or female.

On the face of it, there is nothing wrong with sharing roles - indeed, there are many cases where it is logical to expect that certain people should do or avoid some activities. For example, it would not be safe for a woman in advance stages of pregnancy to go hunting wild animals or grazing livestock many miles away from home. However, this should not be taken as a blanket excuse to declare that all women must not hunt wild animals. The problem is even worse when some people use gender roles to exploit or oppress other people. Men for example, have for a long time invoked gender roles to force women to do certain things and to prevent them from doing things the women may want to do.

This oppressive practice may be called gender imposition, and it may be seen in all aspects of society.

In social relations, boys and girls are segregated from the earliest years of life. Members of each sex are strictly drilled into what „feminine‟ or „masculine‟ in behaviour, speech, dress and every activity. Boys and girls are told what work they should or should not do, what places they can or cannot go to. What games to play and even what foods to eat or not to eat; just because they are boys or girls. By the time a person is in his or her teens, he or she has learnt - from both example and direct teaching by older members of society - what exactly is expected of him or her as a man or a woman. These gendered roles often suggest that men should lead and command in everything, be „tough‟ - meaning hard and even cruel - and „strong‟, which often means aggressive and violent. The women on the other hand, are required to be soft and kind, submissive and unquestioningly obedient to men. Even in public affairs, such as politics or religion, the gendering of roles leads to some curious situations. In some places of worship for example, men and women are strictly separated. Several denominations do not permit women to preach in public or to be ordained as priests or pastors. Politics is widely regarded as a man‟s field. Some societies insist that a woman cannot be a leader, like President or Army commander. The nagging question, which many women and enlightened men are asking today is: Why not?

This is the challenge to the conventional gendering of roles. Is there any logical reason why a man

should not change the nappies of his child, or go into the kitchen and cook? Why can a talented woman not become a top soccer or rugby player, or a bishop or a top business executive? Is it fair to prevent people from eating such nutritious foods as chicken and eggs simply because they are women? Should children be denied the right to inherit their parents‟ property on the grounds of sex? Is it not pathetic seeing men inflict beastly violence on their wives and children, or one another simply because men are expected to be „tough‟ and „strong‟?

To avoid such absurdities, advocates of gender equity demand that sex should not be the main consideration in dealing with people. Assigning roles to people on the grounds of biological differences is a form of evil discrimination, like racism. A more sensible way of dealing with men and women is to take them strictly on the basis of their individual abilities. A human being is a human being, whether man or woman and each should be given every opportunity to realize his or her full human potential. An enlightened approach to gender equity is suggested by the old English saying “What‟s good for the goose is good for the gander”.

Questions

1. (a) According to the passage, what is the difference between gender and sex? (2 marks)
   (b) What is gender imposition? (1 mark)
   (c) How are gender roles passed on? (1 mark)
   (d) Add a question tag to the following:
   Any girl can climb a tree as smartly as any boy……. (1 mark)
   (e) Identify a phrase in the passage that shows that it is not only women who are concerned with the problems created by
   gendering of roles. (1 mark)
   (f) In not more than 60 words write a summary on what women are not allowed to do simply because they are women.
   (6 marks)
   (g) In not more than three sentences, paraphrase the author‟s argument. (3 marks)
   (h) Change the following question into a statement: (1 mark)
   Should children be denied the right to inherit their parents‟ property on the grounds of sex?
   (i) What is the meaning of the following: "What is good for the goose is good for the gander." (1 mark)
   (j) Explain the meaning of the following as they are used in the passage. (3 marks)
   (i) Segregated
   (ii) Absurdities
   (iii) Blanket excuse

2. LITERARY APPRECIATION (25 marks)

Read the excerpt below and answer the questions that follow.

The envelope had been addressed to Mark who opened it, read the letter and passed it to her.

"At least she is from the country," he said sounding a bit odd. She looked at him and then lowered her eyes to the letter. It was characteristically Aoro - brief and to the point. She felt kind of sorry for Mark. First there had been Becky who had left home unceremoniously only to return with a white man in tow. A very nice man but apparently not nice enough for Becky. He had found out that she was having an affair during his trips abroad and had sued for a divorce. Now she was living alone with the children, financially well off, but unhappy. It was one thing to enjoy the thrills of an affair, but a different thing altogether to have a carte blanche to do exactly as you pleased. John had been terribly hurt of course and Mark had been furious with her.
Then Tony had joined priesthood - Mark resisted it at first but recently, during Tony‟s ordination he had been full of pride for his son - whose face had shone with joy and youthful dedication.

Vera‟s case had been the hardest to accept. Mark thought of the world of Vera, and deferred to her in everything. Then she had arrived home one day and declared that she wanted to join the Catholic Prelature of Opus Dei as a non-marrying member. It didn‟t help that Mark had never heard of Opus Dei and could not understand why Vera could not marry. But he had eventually accepted because he loved her. Because she looked so happy, so radiant. Anything that could bring such joy and serenity could not be that bad. It was a pity though that she did not wear a veil or a habit. That way he could at least have bragged about her a little to his friends. His children were a source of great envy to his less lucky friends. Vera for one was a fully qualified electronics expert and had a lucrative job in the city with a large salary and all sorts of benefits. Women like that tended to marry the most amazing wimps and Mark had held his breath in fear. But in the end all Vera wanted was to dedicate her life and her work to God, and there was no turning her back.
So Elizabeth secretly hoped that Aoro would bring home a nice girl - naturally a Luo like himself - who would proceed to have many children - all of ordinary black colour.
She had heard the farm - hand greeting them, and soon afterwards saw the pair walking through the gate and up to the house. The girl was brown and very slim with long black hair. Elizabeth noted her large earnest eyes as she looked at her son and in a typically Elizabeth manner made up her mind immediately about the girl.

Questions

(a) What happens before this excerpt? (3 marks)
(b) "At least she is from the country." Who is the „she‟ referred to in this excerpt? (1 mark)
(c) "She felt kind of sorry for Mark." Make notes on why Elizabeth feels sorry for Mark. (4 marks)
(d) Identify two instances of irony in this excerpt. (4 marks)
(e) It is apparent that Mark is uncomfortable with the choices made by his children. Cite evidence in this excerpt to support this
statement. (2 marks)
(f) Describe the character of the following in this excerpt. (4 marks)

(i) Mark
(ii) Becky

(g) Mention and illustrate one theme in this excerpt. (2 marks)

(h) "First there had been Becky who had left home unceremoniously only to return with a white man in tow." (Rewrite beginning: Not only ……..) (1 mark)

(i) What was the content of the letter that Mark had received? (3 marks)

(i) Elizabeth made up her mind about the girl. What did Elizabeth conclude? (1 mark)

3. Read the Poem below and answer the questions that follow: (20 Marks)

The Twist

In a little shanty town
Was on a night like this

Girls were sitting down
Around the town
Like this

Some were young
And some were brown
I even found a miss

Who was black and brown
And really did
The twist

Watch her move her wrist
And feel your belly twist
Feel the hunger thunder
When her hip bones twist

Try to hold her, keep her under
While the juke box hiss
Twist the music out of hunger
On a night like this

a) What is the poem about? (3 marks)
b) Identify three senses that the poem appeals to. (3 Marks)
c) What is the main theme of this poem? (2 Marks)
d) What is the attitude of the persona towards the girls mentioned in the poem? (2 Marks)
e) Identify three poetic devices used in the poem. (6 marks)
f) What are the achievements of the persona on this night? (2 marks)
g) Explain the meaning of:
   i) …… a miss (who was brown and black). (1 Marks)
   ii) Twist the music out of hunger. (1 Marks)

4. GRAMMAR (15 marks)

(a) Rewrite each of the following sentences according to the instructions given after each. (3 marks)
(i) We did not know that he was a thief. (Rewrite beginning: Little……)
(ii) My father would not allow us to go out at night under any circumstances.
(Begin: Under ……)
(iii) She does not like either of them. (Rewrite to end …… by her)

(b) Fill in the blank spaces with the correct preposition. (3 marks)
(i) The doctor put me _____these drugs.
(ii) Wife beaters have scant regard _____ women.
(iii) During the match between the national team and the visiting team, the field was filled _____ capacity.

(c) Use the correct form of the word in brackets to fill in the blank spaces. (3 marks)
(i) Her _____ (deceive) cost her two million US dollars.
(ii) The minister was impressed by the _____ (keen) with which the students carried the experiment. (iii) The teacher punished the student for _____ (spell) the word.

(d) Give two possible meanings for the following sentence. (2 marks)
Flying planes can be dangerous.

(e) Rewrite the following sentences in direct speech. (2 marks)
(i) The girls exclaimed that Miss Kenya was a beautiful lady.
(ii) The teacher told Juma to go where she was.

(f) Fill in the blanks with the correct alternative from the choices given. (2 marks)
(i) The girl _____ her clothes yesterday. (hung/hanged)
(ii) The Chef _____ the mats on the table before serving the food. (lay/laid)

KAMDARA JET - 2016
101/3
ENGLISH
(CreativeComposition and Essays Based on Set Texts)
TIME: 2 ½ Hours

1. Imaginative composition

Either

a) Write a story entitled, East or West Home is Best.

OR

b) Write a story beginning,
As I approached the house, I noticed it had no lights on and it was silent..... (20 marks)

2. The compulsory set text
The Caucasian Chalk Circle - Bertolt Brecht.
"Some people usually abandon their close family members during hard times."Drawing illustrations from the play The
Caucasian Chalk Circle, write an essay illustrating the truth in this statement. (20 marks)

3. Optional set texts
Answer any of the following questions.

a) The short story
Emilia Ilieva and Waveney Olembo, When the Sun Goes Down and Other Stories from Africa and Beyond

"Parenthood comes with responsibility and preparedness." Using illustrations from Tillie Olsen"s story, „I Stand Here Ironing", discuss the plight of children born to parents lacking in these qualities?

OR

b) The Play
Francis Imbuga, Betrayal in the city
"In a dictatorial regime, prisoners are not the only incarcerated." Drawing your illustrations from Imbuga"s Betrayal in the City, write an essay to justify this statement.

OR

c) The Novel
WitiIhimaera, The Whale Rider
"Female characters are portrayed as possessing admirable qualities irrespective of the challenges they face in society." Show
the truth of this statement with reference to Nani Flowers and Kahu in The Whale Rider by Witi Ihimaera.
(20 marks)

KAMDARA JET - 2016
Marking Scheme
101/1
English paper 1
(Functional Skills)
2 hours

Question1. Functional Writing
Format - Headings 1mark
- Introduction ½ mark
- Methods/procedure (sub headings) ½ mark
- Findings ½ mark
- Conclusion ½ mark
- Recommendations ½ mark
- Compiled by ½ mark

F =4 marks
Content - Introduction - introduce topic and give background information
- Committee
- Duration
- Any other relevant information (max 3marks)

- Methods - At least two methods mentioned on how the information was collected (2 marks
- Findings - At least two findings (2marks)
- Conclusion- A clear conclusion on the causes of the insecurity (2marks)
- Recommendations - At least two recommendations (2marks)

Language 5 marks
Summary
Format 4marks
Content 11 marks
Language 5 marks
Total 20marks
Question 2.Cloze Test
1. Reading
2. mind
3. dormant
4. from
5. our
6. it
7. particularly
8. instead
9. before
10. who

NB: 1.all answers should start with small letters apart from for number 1
2. no mark for wrong spellings
3. no mark for two word given per blank space even if one of them is correct.

Question 3. Oral Skills
a) i)
- It is repetitive and hence easily memorable e.g. „suck and I hide you"
- Use of conversational style / direct address. The persona addresses the baby directly using the pronoun „you". This makes the poem immediate and easy to remember
- It is simple - use of short stanzas. (Any two correct answers 2marks)

ii)
- Accompanying musical instruments / use of accompaniments
- Use of appropriate tonal variation

(Any two points 1 mark each. 1x2 = 02 marks)
NB: Listen to refers to verbal/sound effect. Do not award marks for non-verbal cues.

iii
- Use of falling intonation to indicate the end
- Use appropriate facial expression i.e. smiling when saying „good things will be ours, to show excitement.

(One verbal and one non-verbal each 1 mark)

b). i. Words or expressions that demonstrate that the chair has used the wrong register.
Any four words/ expressions, each ½ mark.

- What"s up?
- Guys
- Jamaaz

- Colour
- Bakes

All the above words are slang or colloquial that should not be used in church register.

ii. Difference between ideophone and onomatopoeia

- Ideophone: ting tang tong (1 mark)
- Onomatopoeia: click, splash (1mark)

c) i)
- encourage the use of courteous language
- Remind the participants to interrupt or disagree politely
- Regulate them so that one speaker doesn"t take long
- Emphasize on appropriate turn taking (Any other appropriate answer max 3marks)

ii)
- You are not audible
- Your points are not arranged logically
- Not maintaining eye contact with the audience
- You are not using appropriate gestures
- Poor mastery of content (Mark only the first two points given)

d) Type of intonation
i. Falling
ii. Rising
iii. Falling (1 mark each)

e). i) pointing at words
ii) Vocalizing - sounding words in the lips
iii) Sub - vocalizing - sounding words in the throat
iv) Regressing - going back to what they had read.
v) Moving their head when reading. (following lines with the head) (Mark the first three points given only)
Any other relevant answer. 3x1= 3mks

f) a) Tongue twister
b) - loses the alliteration
- the sound pattern is lost (4mks).

g) i). Explain three things that make Sheila an ineffective communicator.
- Edith is rude, she asks „what do you want"
- She is not a keen listener, picks up the phone but goes on talking with someone else.
- She is impatient, hangs up before Wanjala finishes talking.
- She does not introduce herself or even the organization she works for.
- She interrupts Wanjala at the end

Any other relevant answer. 3x1= 3mks
(Mark the first three points given)

ii). Explain three things that one should observe if they are to communicate effectively over the phone. (3mks).

- Use polite language.
- One should introduce his/herself
- Greetings to help in creating rapport
- Be keen so as to get the details of the message by the other person. Observe turn taking

(Mark the first three points 3x1 =3marks)

KAMDARA JET - 2016
101/2
ENGLISH
MARKING SCHEME.

1. comprehension

a) The difference between gender and sex is that gender is the expectation that people should do or not do certain things
according to their sex √1 while sex refers to either male or female √1

b) Gender imposition is using gender roles to exploit or oppress other people. √ 1

c) Gender roles are passed on from the examples or direct teaching from the older members of the society. √ 1

d) Any girl can climb a tree as smartly as any boy, can‟t she?
NB If comma is missing = 0
If capital letter „C‟ = 0
If no question mark = 0

e) … many women and enlightened men… √ 1

f) In 60 words write a summary on the things women are not allowed to do simply because they are women. (6mks)
i) Women are not allowed to climb trees √1
ii) They are forbidden from eating certain kinds of food. √1
iii) They are not allowed to speak loudly in public √1
iv) They don‟t preach publicly or be ordained priests. √1
vi) Some communities prohibit woman from building houses. √1 viii) Some communities prohibit women from being leader‟s √1 Sample summary
Women are neither allowed to climb trees √1 or eat certain kinds of food. √1 they are not allowed to speak loudly in public √1
and therefore this ensures they don‟t preach publicly or be ordained priests. √1 Moreover, some communities prohibit woman
from building houses. √1 this is considered work for men. Lastly, some communities prohibit women from being leader‟s √
(57words)

- If in note form, deduct 50% at each point
- Word limit = 60 - Any word beyond should not be marked.
- Penalize with a glimmer for faulty expressions per sentence.

g) One‟s ability and not sex should be the main consideration in assigning roles/A human being whether man or woman should
be given a chance to realize their full potential√ 3

h) Children should not be denied the right to inherit their parents‟ property on the grounds of sex. √ 1

i) It means that what is good for the male (man) is good for the female (woman) √1

j) i) Segregated - separated - (tense must be observed)
ii) Absurdities - something unreasonable
iii) Blanket excuse - taken generally.

2) Literary appreciation

a) Mark has just read the letter from his son Aoro√1. Aoro says he is through with his internship and is on leave√1. He says that
he will bring home Wandia on 28th, the girl he intends to marry√1.

b) Wandia Aoro‟s fiancé from Murang‟a. √1

c) - Becky leaves home unceremoniously and marries a Whiteman √1
- Vera joins a catholic prelature of Opus Dei‟ as non- marrying of member √1
- Aoro intends to marry a kikuyu girl √1
- Tony joins priesthood, which Mark had at first resisted√1 (Any 4, 1 mark each. 4x1=4 mks).

d) - Becky‟s husband is quite good, yet she involves herself in extra-marital affair that leads to their divorce √2
- Becky is financially well off yet she is unhappy √2
- That well educated women with lucrative jobs in the city and large salaries end up marrying wimps is ironical √2
(Any two instances, 2marks each).

e) - Elizabeth feels kind of sorry for Mark for the choices his children had made.
- When he says - „“at least she is from the country.” √1 He is that one of his children has partially met his expectations. √1

f) Mark:
- Accommodating / Flexible√1 - he resists it when Tony joins priesthood, but proud of him during his ordination √1
-At first he‟s not happy about Vera joining Opus Dei, but later changes because he loved her.

Becky
- Promiscuous√1 - she gets involved in an affair outside marriage and she‟s sued for divorce. √1

(1 mark for identification, 1 mark for illustration)
(No identification, no mark)

g) Betrayal - John had been betrayed by Becky
- She had started moving with other men

Family relations- relationship between parents and their children.
Parental expectations- Mark has high expectations for his children.

(Any other relevant theme.)
(Identifier √1: Illustration √1; No identifier, no mark)

h) Not only had Becky left home unceremoniously but had also returned with a white man in tow √1

i) - Aoro was through with internship √1
- Aoro was on leave. √1
- Aoro would bring Wandia home on 28th; the girl he intended to marry √1
- She is a kikuyu from Muranga. √1 (Any 3 points, 1 mark each).

j) Elizabeth concluded that Aoro had chosen well.

Question 3: Poetry

a) A young man goes out for a dance in a town at night√1. He meets many girls of different types and wins one for the twist dance√1. He admires the girl‟s dance moves and desires her√1.

b) i) Sense of sight- "like this" - seen sitting down.
ii) Sense of feeling - "feel your belly twist" (1 mark)
iii) Sense of hearing- "jukebox hiss"
iv) Sense of touch- "try to hold her"

c) Themes. Any 3 x 1 = 3 marks(id ½ illustration ½)
- social interaction- persona meets a girl and befriends her.
- people interacting in the twist dance.
- Twist dance/ dance - there is a twist dance on in the shanty town. (Any 1 theme- id 1mk, illustration 1 mk)

d) Attitude - admiration/adoration- "really did the twist" see the belly twist
- the persona is attracted by the appearance and dancing prowess of the girls. (Any 1, id 1mk, illustration 1mk)

e) Rhyme- down under miss twist
Town thunder hiss wrist
Repetition- …like this, twist
Onomatopoeia - hiss, thunder.
Alliteration - black…brown
Assonance- hunger…thunder
(Any three, id 1 mk, illustration 1 mk)

f) - He found a girl √1
- Managed to dance with her √1

g) i) A girl who was neither brown nor black (1 mark)
ii) Listen to the last strains of the music and still crave for more (1 mark) (Total 2 marks)

4. Grammar

a) i) Little did we know that he was a thief
ii) Under no circumstances would my father allow us to go out at night. iii) Neither of them is liked by her.

b) i) on
ii) For
iii) To

c) i) deception
ii) Keenness
iii) Misspelling

d) Planes that are flying can be dangerous
The act of flying plan can be dangerous.

e) i) "Miss Kenya is a beautiful lady!" The girls exclaimed.
ii) "Come where I am," the teacher told Juma.

f) Hung
Laid

KAMDARA JET - 2016
101/3
ENGLISH - Paper 3
(Creative composition and essays based on set texts)
MARKING SCHEME
Question 1.
Points of interpretation

(a) - Must be a story, if not deduct 4mks AD.
- Must be entitled East or West, Home is Best. If not deduct 2mks AD.
- The story must demonstrate how someone left their home for another place or greener pastures only to suffer there and wish to go back to their home.

b) - Must be a story, if not deduct 4 marks AD
- Must begin with the given sentence if not deduct 2 marks AD
- Candidates must present a credible scenario emanating from the sentence given.

Ensure that the total deductions do not exceed 4 marks per essay.

Question 2
Compulsory text

Introduction
Family members should always be there for one another especially during hard times. This is not usually the case. Some abandon, close family members during hard times for personal gain.
Any other relevant introduction

Content

(i) Natella Abashwili abandons her son Michael when she is fleeing from the palace because of the marauding soldiers after the assassination of her husband.
She was more concerned with her material possessions.
She is preoccupied with what clothes she will carry.
Even tells one of her maid to put Michael down so that she can fetch the little saffron colored boots from the bedroom. (pg. 24-25, 92)
Material thirst overrides her motherly instinct and helpless Michael is left behind.

(ii) Lavrent Vashnadze, Grusha‟s brother, does not protect his sister from the mistreatment she undergoes from his wife Aniko that is after arduous trek through a challenging journey that is full of danger. After risking her life,Grusha had expected a warm reception from her brother.
Though Grusha is ill from the walking she is given a cold reception by Lavrenti and Aniko. They torment her with many unnecessary questions simply because she has a child.
Lavrenti does not come to her defense when Aniko gives Grusha a hostile treatment. Singer refers to him as the cowardly brother.
Grusha advices little Michael that they need to make themselves as small as cockroaches so as to remain unnoticed.
Lavrenti disposes of the sister by arranging a marriage to a “dying” Jussup since he fears annoying Aniko because she is the owner of the land she and Lavrent live on. (pgs. 44, 45, 46, 47, 48, 49)

(iii) The Fat Prince Arsen Kazbekiplots and overthrows his brother Georgi Abashwili. As a brother, the Fat Prince is supposed to be a confidant who should always protect his brother, something he fails to do but plots with others to kill him.
The Fat Prince is motivated by greed for power.
The fat prince and other princes meet in the capital and plot how to overthrow the Grand Duke and other governors.
At the command of the Fat Prince the palace guards refuse to take orders from The Adjutant and soon the soldiers get hold of the governor and he is beheaded.
He later carries his head on a lance and has it pinned at the door.

(iv) Jussup‟s mother is purely after the money she will get from Lavrenti for allowing the sickly Jussup marry Grusha.
The peasant woman readily accepts to marry off her dying son at a fee and when she hears that Grusha has a child, she raises her fee to six hundred piasters from the initial four hundred.
She hires a cheap monk instead of a priest to preside over the wedding since she does not want to pay a lot of money for a real priest.
She takes advantage of her “dying son‟s condition” to enrich herself (pg. 48, 49)
She wishes that the expenses she has incurred could also take care of the funeral (wedding cum funeral).

(v) Natela‟s later interest in Michael is purely selfish. It is not out of motherly love.She fails the test of

motherhood at the time

Michael is in rags, a time motherly instincts should have taken over. She harms him when she pulls him out of the circle

.Natella Abashwili is more interested in inheritance which is in Michael‟s name.

At the court session, when Grusha is arraigned before Judge Azdak for abducting Michael, Natella through her lawyer, reveals her true intention for wanting Michael back- which is to access the late Governor‟s estate.

Her second lawyer states categorically that Georgi‟s estates are closed to her as they are tied to Michael. She cannot access it without having Michael or even pay her lawyers (pg. 92, 97)

(vi) The Fat Prince pursues Michael with intention of having him killed. This is not what is expected of an uncle especially after a boy‟s father has been killed and his mother has abandoned him.

He also sends iron shirts after Michael, his nephew, and even offers a reward for the person who would lead to the capture the boy.

He wants him killed so as to consolidate his power.

He is abusive- calls him a brat.

Accept any four well-illustrated points. Each point must have three parts- the abandonment, the hard times and the reason for the abandonment. Each part missed leads to loss of 1 mark.

Mark 3:3:3:3

Conclusion

In conclusion, we should always put family members in consideration at all times. We should never forget that blood is thicker than water.

Accept any other valid conclusion=2 marks

Summary

Introduction	02
Content	12
Language	04
Conclusion	02

Question 3

(a) Introduction

Children go through untold suffering when their parents are not ready financially and emotionally to take care of them. Emily suffers since her mother gives birth at a tender age of 19 and is incapable of adequately taking care of her as a mother.

Any other relevant introduction (2 marks)

Content

(i) Emily‟s parents are absentee parents. At 8 months, her mother leaves her to go to look for work and leaves her under the care of the woman downstairs who mistreats her. Her father also abandons the family when she is one year old. This makes her emotionally unstable (emotionally detached from the mother).

Her mother took her to her father‟s people who did not take proper care of her-p.128.

(ii) Emily is a victim of lack of proper medical care as a result of her mother‟s financial inability. This leads to: suffered from chicken pox which is not well treated (p.128)

 ill health- eating and sleeping disorders.

 taken to a convalescent home where she gets no love and becomes emotionally disturbed.(p.132)

(iii) Emily further suffers from lack of tenderness/love from parents at an early age when a child most deservers such a love . This creates a gloomy and unhappy child later.

P.130 the mother is advised to smile at Emily but the mother‟s face was one of care/ tightness or worry. This made Emily‟s face closed and somber.

 She was an unhappy child.

(iv) Emily is taken to school too early because her mother has to search for casual jobs to cater for the family‟s needs. With no one to watch over Emily, she is forced to taken to nursery school at an early at the age of 2yers where she is taken care of by an evil teacher-(p.129-130)

 She‟s fatigued… challenge of lacerations of group life. She implores her mother not to leave her there implying she was uncomfortable.

(iv) Because of lack of a stable home, Emily lacks friends. She became a lonely child unlike her siblings who had friends. moved too much…p132-133

 this makes her unhappy and an introvert.

(v) Emily is left to care for her siblings denying her a chance to be a child because she has to prepare her siblings for school even though she is still young.

 getting other babies(p.130-131)

 she has to help to get the others ready for school.

 she also misses school. Affects her performance in school.

(vi) Emily suffers from lowself-esteem. This is as a result of an emotionally torturous childhood. (p.133-134)

- she is in competition with her siblings especially Susan who is confident probably because the mother was ready to take care of her.
- she‟s gifted but she can‟t share her jokes, riddles with others instead Susan does.
- she‟s unsure of herself.

(vii) Emily lacksfinancial resources to nurture her talent because mother lacks money to nurture it. She has a talent in comedy that needs to be nurtured. (p. 135-136)

Accept any four well-illustrated points. Each point must have two parts- the parent‟s lack of preparedness or irresponsibility and Emily‟s suffering. Award a maximum of 1 mark if the suffering is missing.

Mark 3:3:3:3=12 marks

Conclusion
Emily‟s lack of proper parental care affects her adversely and she‟s unable to reach her full potential.

Accept any other valid conclusion=2 marks

Summary

Introduction	02
Content	12
Language	04
Conclusion	02

Question 3

(b)

Introduction
One doesn‟t have to be in a prison cell to be incarcerated. Even a person walking free in the street could feel the same way a prisoner could in a prison cell because of many other conditions. This is clearly demonstrated in Kafira.
Any other relevant introduction (2 marks)

(i) Lack of freedom of expression/speech both in and out of prison.
 In Kafira-Mosese is put in for speaking his mind during Adika‟s funeral/ burial. Askari advises Mosese and Jere to be silent.
 Adika‟s death is as a result of speaking out his mind.
 the university students are not allowed to have Adika‟s picture in the newspaper.
 Kabito is silenced for opposing Mulili during the meeting of the entertainment committee. Jusper‟s manuscript cannot be published.

(ii) Doga and Nina are denied the right to the shaving ceremony.
 Pg.13-15- Jere and Mulili stop the old couple from carrying out the shaving ceremony of Adika, their son yet they are free. they are later murdered-(p. 20)
 Jere is denied the freedom to read the Bible.

(iii) Assassination of those who oppose the regime.
 in prison-Askari informs Jere that he had killed a man in the cells.
 Doga,Nina and Adika` are all killed because they are suspected of opposing the powers to be. (iv) Selective breeding-favouritism/ nepotism.
 denial of what one is entitled to on merit instead given to relatives. Kabito bribes his way into getting the milk tender. Mulili gets the milk tender being the boss‟ cousin denying those who merit.
 Tumbo gives Jusper chance to write the play to entertain the visiting head of state because he thinks that Jusper is Regina‟s cousin
 Mosese is offered a cup of tea while Jere gets none.-One needs “a tall relative.”

(v) Restrictions during Adika‟s funeral. Students and academia are prohibited from wailing and expressing their grief during the funeral. (p.24)
 a handful of politicians tried to turn the funeral into a political rally.
 service not to take more than ten minutes, coffin should not be carried by students…etc. Jere is caned when he tries to exercise his rights during the Pilate- Jesus play.

Accept any four well-illustrated points. Each point must capture the comparison of lack of freedom in prison and outside. If it is missing award a maximum of 1 mark.
Mark 3:3:3:3=12
Conclusion
There‟s no difference between the conditions in the prison cell where Mosese and Jere are incarcerated and the outside in Kafira.
Accept any other valid conclusion=2 marks.
Summary

Introduction	02
Content	12
Language	04

Conclusion 02

Question 3.

c.

Introduction

Women who are able to hold their own in male dominated societies are admirable. They are usually assertive, independent mindedindividuals and courageous. .

or

Women have been known to stand firm in what they believe in especially when it is for the good of society.

Any other relevant introduction (2 marks)

Content

(i) Nani Flowers is portrayed as a character who cannot be put down under any circumstances. In a community which is patriarchal in nature she opts to defend herself and other family members in her house hold.

- Defends Porourangi‟s decision to name his daughter "Kahu" despite it being a man‟s name and against a bitter opposition from Koro Apirana.
- she hits Rawiri for overworking Kahu and taking her to the movies.

(ii) As a wife and a grandmother, she is assertive and independent minded. She tells Apirana occasionally that she will divorce him and marry Waari if he continues to annoy her.

- drags his boat back to the beach to show annoyance.
- she insists on bringing back to the community Kahu‟s after birth despite Koro Apirana‟s opposition.

(iii) Nani Flowers is a strong - willed and courageous woman. She says that she belongs to the Muriwai people whose fierceness is legendary.

- Koro Apirana agrees with her and says her Muriwai blood is too strong and it has led to the birth of a girl as a first born instead of a preferred boy child.
- defends her decision to name Porourangi‟s child Kahutiate Rangi after the great ancestor. challengesKoroApirana on almost everything.

(iv) She is intuitive. She is able to notice the extraordinary abilities in Kahu even when Koro Apirana is bat blind on her unique abilities.

- buries her afterbirth in front of the tribe‟s meeting house and in front the founding father‟s statue.. notices the Kahu is no ordinary girl when she retrieves the curved stone
- notices that the girl is communicating with the dolphins

(v) All the men try to rescue the sacred whale back to the sea but they fail. However, Kahu who is a mere girl does it with a lot of ease. She is able to communicate with the bull whale, a feat the men have failed to do.

(vi) Kahu writes a speech in the Maori language that wins an award, this is to the surprise of many yet she had not been allowed in the language classes organized by Koro Apirana to teach the Maori language.

- She had been brought up in town yet is fluent in the Maori language.

(vii) Kahu loves her great grandfather unconditionally. She persistently and openly shows her great love for Apirana despite him snubbing her repeatedly.

(viii) She is resolute and daring. None of the boys under Koro Apirana‟s tutelage manages to retrieve the curved stone a task that even the very well trained boys fail to accomplish.

Must mention two qualities of each character-two for Nani Flowers and two for Kahu).

Accept any four well-illustrated points. Each point must have an admirable quality and challenge. If the challenge is missing award 1 mark.

Mark 3:3:3:3=12

Conclusion

In conclusion both Nani Flowers and Kahu have admirable qualities. They have been able to hold their own and have done extremely well in difficult situations.

Any other relevant conclusion= 2 marks

NANDI EAST, NANDI SOUTH & TINDERET SUB-COUNTIES JOINT EVALUATION 2016

101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS)
JULY / AUGUST 2016
TIME: 2 HOURS

4. FUNCTIONAL WRITING (20mks)

Imagine you are a member of the Students‟ Council in-charge of the Environment. Your school principal has called you to inquire about the school‟s wanting state of the natural environment. After the discussions, he asks you to write a report on the issue. Write a report on the various hazards in the environment such as pollution, vegetation care, rubbish disposal, soil erosion and general cleanliness.

5. CLOZE TEST (10mks)

Read the passage below and fill in the blank spaces with an appropriate word.

Vasco da Gama not only signed a (1) _____ treaty with the Sultan of Malindi but also (2) _____ the famous pillar as a show of friendship. Of all the pillars he (3) _____ a long the various points on his (4) _____ from Portugal via the Southern Trip of Africa and up the East (5) _____ of Africa, this is the only pillar that stands - but (6) _____ be washed away by the wind and waves if nothing is done (7) _____ to strengthen its foundation. The Portuguese Chapel built by the Portuguese (8) _____ the 16th century looks quaint and nicely kept. A (9) _____ centuries old now, it‟s reminiscent of the (10) _____ who passed by.

6. ORAL SKILLS (30mks)

(a) Read the poem below and then answer the questions that follow.

Madam and the Rent Man
By Lang Sttone Hughes

The rent man knocked.
He said, Howdy-do?
I said, What
Can I do for you?
He said, You know
Your rent is due.

I said, Listen,
Before I'd pay
I'd go to Hades
And rot away!

The sink is broke,
The water don't run,
And you ain't done a thing
You promised to “ve done.

Back window's cracked,
Kitchen floor squeaks,
There's rat in the cellar,
And the attic leaks.

He said, Madam,
It's not up to me.
I'm just the agent,
Don't you see?

I said, naturally,
You pass the buck.
If it's money you want
You're out of luck.

He said, Madam,
I ain't pleased!
I said, neither am I.
So we agreed.

QUESTIONS

(v) Identify two onomatopoeic words in the poem. (2mks)

(vi) How would you say the last line in stanza 5? (1mk)

(vii) Imagine that you are to recite this poem to an audience. What would you do to capture the conversational nature of the poem?
(3mks)

(viii) Identify three pairs of words that rhyme in the poem
(3mks)

(b) Provide homophones for the following words. (5mks)

(i) Sword: .....

(ii) Liars: .....

(iii) Thyme: .....

(iv) What:

(v) Not: .....

(c) Which syllable would you stress in the following words? (5mks)

(i) Dislike

(ii) Separate

(iii) Abuse

(iv) Towards

(v) Torment (verb)

(d) Read through the conversation below and identify six conventions of a conversation found in it.

Kiprono: There‟s still a lot of sexism in football.
Why can‟t the Kenya Football Federation let Akinyi play in the Premier League.

Mengich: Oh, come off it, Kiprono. The KFF has nothing to do with Akinyi‟s case. She can‟t play in the Premier League
because she doesn‟t belong to any team in the league, pure and simple.

Babu: But, excuse me, Mengich, Akinyi doesn‟t belong to a team because KFF wouldn‟t let her join one. Moreover …

Mengich: Just a moment, Babu. You know quite well that the teams in the Premier League are all men‟s teams. How were
they going to enroll Akinyi?

Kiprono: Fair enough, but that is just the point I‟m making. Why should th teams be exclusively male? Why can‟t a super
player, like Akinyi …

Mengich: Sorry for the interruption, Kiprono. But every sport has its rules and in football there are no provisions for mixed
male and female teams.

Babu: I thought Gor Mahia Football Club wanted to .....

Kiprono: Why can‟t they change the outdated rules?
Sorry, Babu. You were saying something.

Babu: Well, I was just going to say Gor Mahia had wanted to consider Akinyi‟s application to join them, but the KFF
told
them to consult FIFA first.

(e) Read the genre below and answer the questions.

The long lorry rolled down the long rocky road.

(i) Identify the above sub-genre.
(1mk)

(ii) Explain how rhythm has been achieved in the above item.
(4mks)

NANDI EAST, NANDI SOUTH & TINDERET SUB-COUNTIES JOINT EVALUATION 2016
101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY APPRECIATION & GRAMMAR)
JULY / AUGUST 2016
TIME: ½ HOURS

Question 1: COMPREHENSION:
Read the passage given below, then answer the questions given.

The temptation after a major attack such as the Shabaab mounted against Kenyan troops in southern Somalia is to escalate the war and exact revenge. There is nothing wrong with those instincts. Going in "hot pursuit" of militants after such a savage
attack is perfectly justified. But deepening Kenya‟s involvement in a war which we must admit has turned into a mess and a quagmire will be a mistake.
All the major troop contributing countries in Amisom have a strategic reason why they are in Somalia.As a rebel commander who fought his way into office, the military is President Yoweri Museveni‟s most important constituency. For some time, especially since the insurgency in northern Uganda waned, Museveni was under pressure to reduce the size of the army and spend less on the military. The Somalia engagement was a perfect way to keep the military happy. The troops are paid handsomely by the United Nations and others and they are kept busy in Mogadishu, where they have dug themselves into a reasonably secure encampment around the presidential palace. Those Ugandan troops will be there for a long time.
The Ethiopians have historically regarded Somalia as a strategic foe, have fought wars with it and meddle constantly inside Somalia (and Kenya) partly because of ethnic politics back in Ethiopia.
The Ogadenis, who are one of the dominant clans in southern Somalia, are a major ethnic group in Ethiopia and, through the Ogaden National Liberation Front, they have fought a separatist war in Ethiopia for years. That partly explains why the
Ethiopians take such a keen interest in the clan politics in southern Somalia and have insisted on having a presence there. What are the Kenyans doing in Somalia? The objective of creating a buffer zone has failed. Instead, Kenya has been drawn into a clan war, being viewed as the enforcement wing of the Ogaden clan. Other clans in the region, especially the Marehan, bitterly resent the presence of Kenyan troops there.
It is little wonder that the El-Adde camp which was attacked was in the Marehan heartland and locals seem to have been
warned to flee hours before the attack. Meanwhile, the African Union Mission in Somalia (Amisom) is under-equipped and dysfunctional with no air force, no aerial surveillance capability and no helicopter gun ships. What is the endgame? Kenya‟s leaders say they want to help Somalia "to build a stable country".
How realistic is this goal? Isn‟t that a task better left to the Somali people? Isn‟t it wiser to build the strongest defences
possible and leave the task in Somalia to others? History offers numerous examples of political leaders who have reacted to provocative attacks by escalating military involvement with disastrous consequences. Perhaps the most famous example was the attack on an American military base in Vietnam in the early hours of February 7, 1965, near Pleiku. The attackers
destroyed military equipment and killed eight American soldiers and wounded 126. President Lyndon Johnson reacted by launching one of the most dramatic troop buildups in history, taking troop levels up more than 20 times the number who were in Vietnam during the attack. The strategy, of course, failed and America lost the war. President Uhuru Kenyatta did not
launch this war. That gives him political cover to end it.

Adapted from "Sunday Nation."

Questions

(a) Which instincts does the author have concerning the attack mounted against Kenyan troops in Southern Somalia?(2mks)
(b) Name some of the countries that form the Amisom according to this passage. (2mks)
(c) What evidence is given to show that the Ugandan troops will be in Somalia for a long time? (3mks)
(d) Why, according to the passage do the Ethiopians take such a keen interest in the clan politics in Southern Somalia?
(2mks)
(e) Which reason is given to explain why Kenyans engage in Somali war? (1mk)
(f) Explain the contradiction in paragraph four of the passage. (3mks)
(g) In your opinion, do you think the author agrees with the political leaders‟ reaction to provocative attacks by enhancing
military involvement? (2mks)
(h) Explain the meaning of the following as used in the passage. (2mks)
(i) Meddle:
(ii) Escalating:
(i) President Uhuru Kenyatta did not launch this war. (Rewrite to end with ….. President Uhuru Kenyatta). (2mks)

(j) Giving an illustration, identify the attitude of the Marehan towards Kenyan troops in Somalia. (2mks)

Question 2: Read the following extract and answer the questions that follow.

"But he is white! Remember father couldn"t even stand Tommy who is a Luhya from the neighbouring province. He will just shout at me."

"That might be so - he gave me a shock. You"d have to get used to people getting shocked and staring at you. So it is not surprising that your father might react the same way; but it is your duty to tell them."

"Why don"t you tell them for me?"

"Forget it, once is enough. Dad nearly passed out - so mad was he. I never had to talk so fast or so hard in my life. He wanted to come after you immediately until I pointed out just how large a place Nairobi is. Still I would hate to go through that again. This, dear sister, is your ball game? Becky got up and stood looking out of the window at the street below.

"Why is it that I"ve never felt a part of them?"

"Because you were always too pre-occupied with yourself to notice how much they really cared. It does not help to tear your eyes off the mirror once in a while to really look at other people you know."

"Hey! You are really angry with me."

"Look Becky. You are an adult. Surely you can face your father and mother and tell them this is the man you have chosen. They won"t kill you. They can"t untie you down. They may or may not give their blessing, but at least they will know that you are safe and happy. I don"t have a child, but if I did, I"d hate to be permanently guessing about her whereabouts and welfare. Besides I think they are damned good parents - if you ask me. If they say no, it is only because they are thinking of your own good. Have you stopped to think how difficult it is going to be for you - and your children? Where will you live? Where does he come from anyway?

Questions

(a) "But he is white!" Who is being referred to and what else do we know about him? (2mks)
(b) Who is Tommy and what instance is being spoken of in this excerpt? (3mks)
    (i) From the excerpt, what kind of a person is:Vera? (2mks)
    (ii) Becky? (2mks)
(c) In note form, summarize Vera"s reasons as to why Becky should tell her parents about her plans. (5mks)
(d) Comment on the use of dialogue in the excerpt. (2mks)
(e) Give the meaning of the following phrases as they are used in the excerpt. (2mks)
    (i) Your ball game:
    (ii) Tear your eyes off the mirror:
(f) What theme comes out in the excerpt? (3mks)
(g) "Why is it that I have never really felt a part of them?" (Rewrite as a question beginning: How…) (1mk)
(h) What happens immediately after this excerpt? (3mks)

Question 3: Read the poem below and answer questions that follow. White child meets black man

She caught me outside a London
Suburban shop, I, like a giraffe
And she a mouse. I tried to go
But felt she stood
Lovely as light on my back

I turned with hello
And waited. Her eyes got
Wider but not her lips.
Hello I smiled again and watched.

She stepped around me
Slowly, in a kind of dance,

Her wide eyes searching
Inch by inch up and down:

No fur no scales no
feathers
No shell. Just a live
silhouette,
Wild and strange
And compulsive
Till mother came horrified

'Mummy is his tummy black?'
Mother grasped her and swung
Toward the crowd. She tangled
Mother"s legs looking back at me
As I watched them birds were singing.

James Berry (Jamaica)

QUESTIONS

(a) Briefly explain what the poem is about. (3mks)
(b) Explain what the reaction of the white child makes the persona feel. (4mks)
(c) Compare and contrast the reactions of the mother and daughter to the black man. (6mks)
(d) Identify and explain any two figures of speech used in this poem. (4mks)
(e) Explain the significance of the last line of the poem. (3mks)

Question 4: Grammar (15 Marks)

(g) Complete the sentences below with the correct form of the verb given. (2mks)
(i) The workmanship was shoddy and the people _____ (expect) much from it.
(ii) Julia _____(be) the presenter of that programme for four months.

(h) Supply the correct preposition to complete the sentence given. (2mks)
(i) Kenyans are likely to spend more _____ the importation of refined petroleum. (ii) Property worth millions of shillings went up _____ flames in Murang"a town.

(i) Briefly explain the difference between the following pair of sentences. (2mks)
(i) Four of those students were admitted to the university.
(ii) Those four students were admitted to the university.

(j) Rewrite the sentences using an appropriate phrasal verb formed from the verb given to replace the underlined word. (2mks)
(i) She was unable to restrain her tears. (keep)
(ii) After consultation the man agreed to assume the role of manager. (take)

(k) Rewrite the following sentences according to the instructions given. (5mks)
(i) She is proud, but she must obey the order. (Begin: Proud ……..)
(ii) I will meet you at home. I see my uncle. (Join the sentences using "after") (iii) He visited us. (Rewrite as an interrogative)
(iv) I feel very good today. (Add a question tag)
(v) Rusada responded defiantly to the Wada report. (Underline the adverb in the sentence.

(l) Punctuate the following sentences correctly.
(i) Some players have left, others have come in this is a team in transition.
(ii) Can you tell me asked Mercy how many syllables are in the word keep.

NANDI EAST, NANDI SOUTH & TINDERET SUB-COUNTIES JOINT EVALUATION 2016

101/3
ENGLISH
PAPER 3
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
JULY / AUGUST 2016
TIME: 2 ½ HOURS

4. Imaginative Composition (Compulsory). (20marks)

Either

(a) Write a story ending with the words:
…. as I watched her disappear round the corner that evening, I knew that was the worst form of betrayal.
Or
(b) Write a story to justify the proverb:
A bird in the hand is worth two in the bush.

5. The Compulsory Set Text. (20marks)
Brecht Bertoit, The Caucasian Chalk Circle.
"One has to take risks in order to succeed in his / her endevours." Using the play, The Caucasian Chalk Circle, by Brecht Bertoit for your illustrations, write an essay showing how Azdak takes risks.

6. The Optional Set Texts (20marks)

Answer any of the following three questions:-

Either

(a) The Short Stories
Alembic and Ilieva, When the sun Goes Down and Other Stories.
"Women are their own worst enemies, they propagate male chauvinism in the society."
Using Grace Ogot‟s short story, "The Bamboo Hut" for illustration, write an essay in support of this statement.

OR

(d) Drama, Francis Imbuga‟s, Betrayal in the City.
"Corruption is a vice, among government officials in developing countries, that has enriched few individuals while denying a majority opportunities and rendering their lives miserable." Using illustrations from Francis Imbuga‟s play Betrayal in the City; by Francis Imbuga, write an essay illustrating the truth of this statement.

OR

(e) The Novel, Witi Ihimaera, The Whale Rider.
With close reference to the Novel, The Whale Rider, show how human beings protect their natural environment.

NANDI EAST, NANDI SOUTH AND TINDERET SUB-COUNTIES JOINT EVALUATION 2016
101/1
ENGLISH
PAPER 1
MARKING SCHEME

4. Report writing. (20mks)
(a) Format.
(i) The tile - A report on ……
(ii) Introduction - state what report is about
(iii) Findings - The actual report
(iv) Conclusion
(v) Recommendation
(vi) Valediction - compiled / written by (6mks)
(b) Content (8mks)
Should have the following (at least 4 items) under the findings:
(i) Pollution
(ii) Vegetation care
(iii) Rubbish disposal
(iv) Soil erosion
(v) General cleanliness (any 4x2 = 8mks)
(c) Tone (2mks)
(d) Language (4mks) (Total - 20mks)
5. ORAL SKILLS
(a) (i) - squeaks
- Cracked (1x2 = 2mks)
(ii) With a falling intonation - explain why i.e. verbal (falling intonation) and non-verbal e.g. pointing finger with stern face
e.t.c.
(iii) - Projection of voice. But not shouting.
- Audibility - ensuring you are audible enough.
- Be close to the audience.
- Ensuring there is proper pronunciation and articulation of words.
- Adopt a moderate pace. (any three points 1x3 = 3 marks)
(iv) Do pay run squeaks me buck pleased
You away done leaks see luck agreed (any 3 pairs (1x3 = 3mks)
(b) Soared / Sowed
Lyres
Time
Watt
(c) Knott
Dislike
Separate
Abuse
Towards
Torment
(d) - Be a good listener
- Do not monopolize the conversation
- Take turns to contribute
- Interrupt / politely
- Concede space
(e) Acknowledge other people‟s good points. (total 6 marks)
(f) (i) Tongue twister
(ii) Rhythm has been achieved through the following sound patterns:
Alliteration - Long lorry
Assonance - long lorry rocky road
Repetition - Long
Identification - 1 mark Identification without illustration - 0 mark
Illustration - 1 mark illustration without identification - 0 mark

NANDI EAST, NANDI SOUTH AND TINDERET SUB-COUNTIES JOINT EXAMS 2016
101/2
ENGLISH
PAPER 2
MARKING SCHEME

1. PASSAGE

(a) That the attack is to escalate the war√1mk and exert revenge.√1mk
(b) Kenya, Uganda, Ethiopia. (any two countries mentioned each 1 mark)
(c) - The troops are paid handsomely by the United Nations and others. √1mk
- They are kept busy in Mogadishu. √1mk
- They have dug themselves into a reasonably secure encampment around the presidential palace.√1mk
(d) The Ogadenis, one of the dominant clans in Southern Somalia are a major ethnic group in Ethiopia.√1mk Through the Ogaden National Liberation Front, they have fought a separatist war in Ethiopia for years. √1mk
(e) Kenyans are being viewed as the enforcement wing of the Ogaden clan. √1mk
(f) Irony.√1mk Amison says they want to help Somalia "build a stable country" but it is under-equipped and dysfunctional with no air force / no aerial surveillance capacity and no helicopter gun ships. √√2mks. (Contrast must be there for it to score)
(g) No. √1mk He said the strategy failed and Americans lost the war / The attackers destroyed military equipment and killed eight American soldiers and wounded 126. √1mk
(h) (i) Meddle - Interfere / to become involved in something that does not concern you. √1mk
(ii) Escalating - Worsening / make it more serious. √1mk
(i) This war was not launched by President Uhuru Kenyatta.
(j) Bitter / resentful√1mk attitude. The writer says that the Marehan bitterly resent the presence of Kenyan troops there. √1mk

2. COMPREHENSION

(a) John Courtney, √1mk Becky"s Canadian pilot fiancé. √1mk
(b) Tommy Muhambe, a neighbouring university student taking medicine√1mk and Vera"s boyfriend.√1mk Vera had sought her father"s permission to go to the movies with Tommy which had caused quite some tension in the house with Mark resisting it.
√
(c) Vera
- Realistic. √1mk ."….it is your duty to tell them." √1mk
- Honest√1mk - "They may or may not give their blessing but at least they will know you are safe and happy." "…you were always too preoccupied with yourself to notice how much they really cared." √1mk
- Inquisitive√1mk - "Where will you live? Where does he come from anyway?" √1mk
- Respectful√1mk - "at least they will know that you are safe." √1mk
"They are damn good parents…" (Any 1 identified trait and illustration = 2mks)
Becky
- Fearful√1mk - "Why don"t you tell them for me?" √1mk
- Selfish√1mk - "You were too preoccupied with yourself to notice how much they really cared."√1mk
- Honest√1mk - "Why is that I never really feel a part of them?" √1mk
(Any 1 identified trait and illustration = 2mks)

(d)
(i) Becky was an adult who could face her parents. √1(a)
(ii) Even if they don"t bless her, they wouldn"t tie her down. √1(b) (iii) The parents should know here whereabouts. √1(c)
(iv) It would be difficult for her and her children if she doesn"t involve her parents. √1(d)
(v) They are good parents who care about her. √(e)
NB: Answer must be in note form. Notes are indicated by; -1,a,i)* or use of incomplete statements. If the answer is not in note form, deduct ½ mark from the total score.

(e) Dialogue between Vera and Becky brings out their character√1mk e.g. Vera is honest - you were always too pre-occupied with yourself." Becky is fearful - "Why don"t you tell them for me?" √1mk / Dialogue brings out the theme of family relations."
(f) (i) Your ball game - her situation to handle / her responsibility. √1mk
(ii) Tear your eyes off the mirror - stop being selfish.
Think / consider other people not just yourself. √1mk
(g) Family relations√1mk - Vera and her sister Becky are talking of how Becky should tell her parents about her wedding plans.
(h) How is that I have never really felt a part of them. √√√3mks
(i) After this extract

After some more argument, Becky calls John in√1mk who reveals that he too has been trying to convince Becky to take him
to her parents. √1mk Vera then leaves. √1mk Becky agrees to take John to her parents. √1mk

3. POETRY

(a) A meeting between a black man and a young white girl. √1mk
The young girl has probably not seen a black man before√1mk and she is amazed. √1mk

It exposes the ignorance that exists between races. √1mk
The man allows the child to examine him / the mother drags the girl away before she fully satisfies her curiosity. √1mk

(any 3x1 = 3mks)

(b) Her reaction makes him feel as if she did not consider him a human being. √1mk
Illustration:
"No fur no scales no feathers" √1mk
He is friendly / understanding. √1mk
Illustration:
"I turned with hello" √1mk
"Hello I smiled again and watched" √1mk
He does not condemn her√1mk / He accepts girl"s reaction as innocent curiosity. Illustration
"Just a life silhouette" / "As I watched them birds were singing" √1mk
(Award 2 marks for the reaction of the white and 2 marks for how the persona felt) (4mks)

(c) Both are:
Shocked - The mother is horrified but the girl"s eyes get wider but not her lips.
The girl is genuine / sincere / innocent while the mother is prejudiced / discriminative / contemptuous / hostile. Illustration:
The girl, "is his tummy black?"
The mother is horrified "grasped her hand and swung towards the crowd." (3 marks comparison and 3 marks contrast)

(d) Similes√1mk - "I like a giraffe and she a mouse."
Shows enormous contrast in size between the persona and the girl. "She stood as lovely as light."
Shows how much the persona was impressed by her sincere innocent curiosity. Metaphor√1mk - Just as a silhouette, wild and strange and compulsive.
To the persona, the child was completely incapable of becoming reconciled to the fact that this was a human being. Metaphor portrays mental conflict. √1mk
Hyperbole√1mk - "No fur, no scales no feathers .."
Deliberate exaggeration to show the immensity of the child"s dilemma, she"s never seen such an animal or a bird. √1mk
(Any 1 identified trait and illustration = 2 x 2 = 4mks)

(e) That:
Life must go on despite the racial differences / racial prejudices. √1mk
Nature is not a man. √1mk
Nature stays in harmony while man, with ability to reason, behaves senselessly. √1mk

4. Grammar (15 marks)

(a) (i) Should not expect.
a. Has been.

(b) (i) on
(ii) in

(c) (i) There were many students but only four were admitted to the university.
(ii) The students were four and all of them were admitted to the university.

(d) (i) Keep back
(ii) Take on

(e) (i) Proud as she is, she must obey the order.
(ii) I will meet you at home after I see my uncle.
(iii) Did he visit us?
(iv) don"t I?
(v) defiantly

(f) (i) Some players have left, others have come in; this is a team in transition.
(ii) "Can you tell me," asked Mercy, "how many syllables are in the word keep?"

NANDI EAST, NANDI SOUTH AND TINDERET SUB-COUNTIES JOINT EXAMINATIONS 2016
102/3
ENGLISH
PAPER 3
MARKING SCHEME
COMPOSITION

1. POINTS OF INTERPRETATION

(a) - Must be a story / narrative. If not, deduct 4 marks A.D.
- The given statement must tie well to the story. If not deduct 1 mark.
- It must end with the given statement. If not deduct 2 marks A.D.
- It must present a credible, vivid and sustained account of events leading to betrayal of someone close to the narrator.

(b) Points of Interpretation
- Must be a narrative / story. If not deduct 4 marks A.D.
- Expect candidates to narrate instances where one fails to accept something he / she has or can use now and try to get something better that he / she is not able to obtain.
- The proverb is also used to warn someone that he / she risks losing something he / she already has by trying to get something thought to be better.

2. Compulsory Set Text

THE CAUCASIAN CHALK CIRCLE - BRECHT BERTOLD

Introduction
In life, one has to take risks so as to succeed. No mater what it is, one must be able to risk so as to achieve in their endevours.
Azdak in The Caucasian Chalk Circle, is one such a person. (Accept any other relevant introduction = 2 marks)

Points of Interpretation
R (i)Azdak hides the fugitive. During the revolt many are killed and Azdak risks his life by shielding him from the Ironshirts. He protects the Duke which was very risky. In turn he is rewarded by the Duke. During the public trial he is saved from the hangman‟s noose.

R (ii)The judgements that he passes favour the weak and the less privileged in the society. In this way, he endeavors himself to the people. The rich have been favoured for long and therefore its time for change.

R (iii)The ruling he makes against Natello is risky. He decides to give the child to Grusha. Natella is the governor‟s wife and wields so much power but he dares go against her. This makes him show how sensible he is and grants the power to the people. Judgement is seed as wise hence endearing himself to the masses. (Description of the Chalk Circle case).

R (iv)Risks arrest by confessing that he helped the grade duke, the butcher. Instead he is rewarded and even becomes the judge.

Conclusion
It is true that in order to succeed in life you must take risks.

(Accept any other valid conclusion = 2 marks)
Expect any 4 developed points = 12 marks)
Mark 3 : 3 : 3 : 3
Grammar and presentation = 4 marks

3. (a) When the Sun Goes Down and Other Stories

Introduction
Women have done little to fight male domination and instead seem to assist to propagate male chauvinism in the society. Achieng‟ and her co-wives desire to have a boy child who would be the heir to the throne despite having sixteen daughters. (Accept any other relevant introduction 2mks)

Points of Interpretation
M (i)When Achieng‟ delivers twins, she abandons the girl so as the chief Mboga would only have a son. She wishes to give the chief nothing but a son. When the first child to be born happens to be a girl, her heart turned against the baby and she wept bitterly. She wonders how she would break the news of a baby girl to her husband and swears not to. She aims to gladden the heart of Chief Mboga who has waited for a son for 12 years and fulfill his life‟s dream to have a boy child.

M (ii)Chief Mboga‟s first wife asserts that, the God of Ramogi has covered the nakedness of the father of the people”, while informing him about the birth of a baby boy. This announcement shows

discrimination against Mboga‟s sixteen daughters; the one son is more important to him than them.

M (iii) Mboga‟s other wives are envious of Achieng for giving birth to a baby boy. They wished they were the ones that had borne him a son. As the family rejoiced the birth of a baby boy, envy mixed with bitterness in the mind of Achieng‟s co-wives.

M (iv) The girls are afraid of the chief and his son. When they see the chef, they get afraid and hide in the bushes to let him pass.

In conclusion, women should fight for gender equality in the society other than give in to male dominance.
(Accept any other valid conclusion = 2mks)
Expect any 4 developed points = 12 marks
Mark 3 : 3 : 3 : 3
Grammar and presentation 4mks
NB: Linguistic and conclusion mark tied to content mark as follows.

Content	Linguistic mark
9 - 12	4
7 - 8	3
5 - 6	2
0 - 4	1

Content	conclusion (valid) mark
0 - 5	1
6 - 12	2

(b) DRAMA: Betrayal in the City

Introduction
The government officials in Kafira state are portrayed as being corrupt. Boss, Mulili and Tumbo engage in fraudulent activities to enrich themselves and deny other people opportunities as discussed below. (Accept any other relevant introduction = 2mks)

Points of Interpretation
C (i)Boss, the head of Kafira state, gives jobs to expatriates in return of foreign donation and funding. This renders university graduates like Jusper jobless and miserable. He also orders that the university tender to supply milk earlier procedurally awarded to Kbito be revoked and be given to Mulili his cousin. Kabito looses the tender and is later killed. The Boss also assigns powerful positions to his uneducated and inexperienced relatives such as Mulili to secure his interests. Mulili acts as his spy and is appointed to be member of committees so as to report to him what takes place. Boss has also acquired a lot of wealth and banked the money in foreign accounts and is scared when Mulili tells him that Kabito is spreading such rumours.

C (ii) Tumbo fails to conduct a play writing competition and single handedly appoints Jusper the wnner. He pays him a third of the money meant for the winning play and pockets the rest claiming its for setting the records clear. He also claims that he would not have acquired the blocks of buildings he has had if he “depended on empty talk” like university students. This implies he has used fraudulent means to acquire property. Talented plays are denied an opportunity to participate and win the competition when Tumbo declares Jusper the “winner” of non-existent competition.

C (iii) Mulili sees to it that the university tender awarded to Kabito is revoked and given to him though he had lost it. He calls Boss his cousin to have the tender concluded. He goes ahead to have Kabito his „competitor“ killed by lying to Boss that Kabito had maligned his name.
Mulili also allows the fugitive Mustafa, to escape across the border.
Being the Boss“ cousin, he is promised many acres of land and grade cattle and would do everything to get this.

C (iv) The entertainment committee chaired by Mr. Tumbo is portrayed as corrupt. They desire to earn sitting allowance per hour though they get paid per day. Kabito, a member, proposes that the committee meets everyday until the visitor arrives and after the visit for the purpose of review. This is a plan aimed at earning a lot of money as sitting allowance.

C (v) University students like Jusper lead a miserable life. They have no hope of getting employment after gradation because job opportunities are awarded to expatriates. The intention of employing expatriates is to get more foreign aid.

In conclusion corruption is a vice prevalent among leaders in developing counties

as discussed above. (Accept any other valid conclusion = 2mks)
Expect any 4 developed points = 12 marks
Mark 3 : 3 : 3 : 3
Grammar and presentation 4mks
NB: Linguistic and conclusion mark tied to content mark as follows.

Content	Linguistic mark
9 - 12	4
7 - 8	3
5 - 6	2
0 - 4	1

Content conclusion (valid) mark

0 - 5	1
6 - 12	2

(c) The Novel: Whale Rider - Witi Ihimaera

Introduction

Human beings can help conserve the environment within their surrounding in various ways as discussed below. (Accept any other relevant introduction = 2mks)

Points of Interpretation

E (i) Human beings complement nature.

- The land and sea felt a great emptiness, a yearning. The tuatara is said to be and waiting, watching to the east. Nature is also said to be waiting for the seeding, waiting for the gifting. Waiting for the blessing to come.
- When first of the ancients were coming, journeying from their island land and sea sighed with gladness and waited for their blessings. The sea is also filled with singing.
- Only the fairy people were reluctant to receive the human beings and they retreated to their caves.

E (ii) Human beings should strive to be masters of the natural environment by contributing to the harmony therein; nature in turn, will submit and serve human beings. Koro says: once our world was one where the Gods talked to our ancestors and men talked with gods. Sometimes the gods gave our ancestors special powers… For instance, our ancestor Paikea … was given the power to talk to the whales and commend them. In this way man, beasts and gods lived in close communion with one another p.93.

- Paikeea arrives riding a whale. This show human beings were in perfect harmony with nature. The man began to throw spears. Instead of carrying him to the environment, these spears enrich the environment. In mid-fight, some of these spears turn into pigeons, which flow to the forests, others are landing in the sea changed into eels. Seeing this, nature abound in happiness and both land and sea opened themselves to man. The whale ….helper of men lost at sea. They would help as long as the mariner possessed the necessary authority and know the way of talking to whales.

E (iii) Human beings should take care of natural environment by desisting from harmful practices.

- Koro Apirana says that when Tangaroa granted man good fishing, man would return the first fish of the catch to the sea god as acknowledgement that his welfare was only by leave of Tangaroa.
- Fishing grounds were steeped in special rituals to ensure their bounty. Tried not to over-fish, for to do so would be to take greedy advantage of Tangaroa and would bring retribution. All the fishing grounds, banks and rocks have had names assigned to them. This way, all the fishing places of all their fish species were known. Also tried never to trespass on the fishing grounds of others because their guardians would recognize them as intruders (interlopers).

E (iv) Also give various ways in which human beings can fight bad practices against nature. When the whales are stranded at Wainui, we see people trying their best to save the whales:

- An old European lady - had sat on a whale that some men were pulling into the beads with a tractor. They were getting angrier and angrier with the women, manhandling her away but she would just return and sit on the whale again, her eyes determined.
- Pewin and the boys came to the rescue of the woman fighting off the men and proceeding to fighting off another crowd that was loading a dismembered jaw onto a track.
- An old man was scuffling with them. One of the young men smacked him on the mouth and the old man went down. His wife gave a high pitched scream.

In conclusion, human beings should always strive to conserve their natural environment t as discussed above.

(Accept any other valid conclusion = 2mks)

Expect any 4 developed points = 12 marks

Mark 3 : 3 : 3 : 3

Grammar and presentation 4mks

NB: Linguistic and conclusion mark tied to content mark as follows.

Content	Linguistic mark
9 - 12	4
7 - 8	3
5 - 6	2
0 - 4	1

Content	conclusion (valid) mark
0 - 5	1

6 - 12 2

KIGUMO SUB-COUNTY CLUSTER EXAMINATION 2016
Kenya certificate of secondary education

101/1
ENGLISH
PAPER 1
(Functional Writing and Oral Skills)
JULY/AUGUST 2016
TIME: 2 HOURS

1. Functional Skills. (20 marks)

(a) You are the leader of a group assigned to write a book review of the play The Caucasian Chalk Circle for presentation during an inter schools literature symposium when the school open.
Write the book review. (12 marks)

(b) Imagine you are the teacher of English, write a memo to the students reminding them of the importance of completing the
assignment in time. (8 marks)

2. Cloze Test. (10 marks)
Read the passage below and fill in each blank space with the most appropriate word.
When a patient goes to hospital, the last thing they should (1) _____ is misdiagnosis or even worse, negligence or mismanagement of their condition.
Illness is psychologically and financially draining. Throw in wrong medication or treatment and it makes the whole experience not only traumatising (2) _____ ethically wrong.
In the past month, I have sat with patients who have gone (3) _____ chemotherapy and had a breast removed, only to find out they did not have cancer at all.
I have met with families whose pockets have run (4) _____ , paying hospital bills to (5) _____ the effects of
misdiagnosis or families who buried their loved ones because of what they say is negligence in hospitals.I have heard
harrowing tales of people said to be H.I.V- positive and losing once-in-a lifetime (6) _____ such as scholarships and relationships, only for more tests to rule out the infection. I have also spoken to doctors who say that (7)
_____ is their greatest fear and that it is never intentional.(8) _____, most doctors are dedicated
personnel who make many sacrifices and sometimes risk their safety to offer their patients the best possible care. However, there is a small group among them (9) _____ make their lot look bad. They are either not properly trained or (10) _____ to handle the cases, or just fail to follow procedure.

3. ORAL SKILLS. (30 marks)

(a) Read the oral poem below and answer the questions that follow.

INSIDE THE SHELL
Until I talk to fate
I"ll dwell inside this shell
Away from homely hell
Where hearts now brim with hate

What peace a snail must find
Inside a world so small
But free of brutes and all
That thrive on deeds unkind!

Some wave will creep ashore
And set my shell adrift
Thus granting me a lift
To a place that I"ll adore

My saviour shell will rest
Upon some newfound land
Whose dwellers understand
When they behold the best
It"s there that I"ll emerge
From where I must

reside-
As I from monsters hide;
It‟s there that I‟ll be large.

By Collins Odhiambo.

Questions.

i) Describe the rhyme scheme of this poem. Give a reason for your answer. (2 marks)

ii) Identify words which make the poem musical in stanzas 1 and 2. (2 mark)

iii) Mention two non-verbal cues you would use to enhance the recitation of this poem. (2 marks)

b) Read the verse below. Rewrite it replacing the underlined words with the appropriate homophones to bring out the desired sense. (4 marks)

The prince was their idol,
Though he was enjoying the
peas,
He was bored and needed
parting,
The regency took the queue
To enjoy form the generous
air,
The kind sun of the kingdom
In the end, it was classified as a blessed, rain

c) Fill in the blank spaces by choosing the correctly stressed word. The stressed part of each word is indicated with a stress mark above it.(3 mark)

i) A nationwide _____ was carried out. („survey, sur"vey)
ii) I really want to _____ my public speaking skills. („perfect, per"fect)
iii) Who will _____ for the Nairobi Gubernational seat? („contest, con"test)

d) Study the following item and answer the questions that follow.

How much wood would a woodchuck chuck if a woodchuck would chuck wood? A woodchuck would chuck all the wood he could chuck if a wood chuck would chuck wood.

i) In which genre would you place the item given above? Why? (2 marks)

ii) Which aspect of style does the above genre effectively employ? (2 marks)
iii) What is the effect of this stylistic device as used in the item above? (2 marks)
iv) Which age set is best suited for this genre? (1 mark)

e) Identify the silent letter(s) in the following words. (5 marks)

i) Thumb -
ii) Autumn -
iii) Cologne -
iv) Even -
v) Wrath -

f) Study the conversation below and give five instances of shortcomings in it. (5 marks)

Caller: (Dial a number) Hello, hello, hello! (almost shouting)
Receiver: Hello. This is Dr. Karechu"s office ...
Caller: (Shouting) Who is that? Eee, who ...?
Receiver: Dr. Karechu"s office, can I help you?
Caller: I want to talk to the doctor. Is he in?
Receiver: Sorry, he is not in. Can I take a ...
Caller: Tell him to call me back, a?
Receiver: Yes, but whom am I speaking to?
Caller: I will call back later. (Hangs up on her)

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101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation & Grammar)
JULY/AUGUST 2016
TIME: 2 ½ HOURS

1. Unseen passage (20 marks)
Read the passage below and answer the questions that follow.

December 1 is World AIDS Day. The theme in 2010 was "Universal Access and Human Rights" Global leaders have pledged to work towards universal access to HIV and AIDS treatment, prevention and care recognizing these as fundamental human rights. Valuable progress has been made in increasing access to HIV and AIDS services, yet greater commitment is needed around the world if the goal of universal access is to be achieved. The protection of human rights is fundamental to combating the global HIV and AIDS epidemic.

By promoting individual rights, new infections can be prevented and people who have HIV can be free from discrimination. I always say promoting individual human rights is one thing; changing deeply social entrenched constructs in another thing altogether. I"m not a party-popper but the former can take a day in office while the latter can take a term in office.

I"m passionate about access to treatment and human rights because in a nutshell, this theme forms the basis of what I have been advocating for the past two decades. For starters, it is access to care and treatment that has given me longevity and allowed me to outlive my peers. I remember in the early days when HIV infection was akin to death sentence because people did not know where to start a treatment plan, if there even was one.

Treatment involved shooting aimless darts, "guesstimating", and trying anything that anybody swore would kill the virus in our bodies. I remember someone one time told us that drinking the urine that one passes first thing in the morning for seven days, would kill the virus. From where I was standing, it looked sensible. Why not? Sure enough for the next seven days, my breakfast consisted of a waste product that is secreted by the kidneys and discharged by the urethra! Those were desperate times and they called for desperate measures.

I am sober to the fact that, even today, there are some people living with HIV who cannot access treatment and have to make do with, well, nothing. We are still a long way from reaching the goal of providing treatment to all the people who need it at the right time because with HIV, time is of the essence.

That is why it"s time for each one of us - because we are all affected - to picket the government and urge it to keep its promise of providing access to care and treatment. It is not a favour, it"s a basic human right.

The other thing that is close to my heart is the issue of human rights. There"s a general thinking that, with awareness having touched almost all corners of our country, things like stigma and discrimination are behind us. But I have been to some parts of our country, and even neighboring countries, where there are still misconceptions about HIV.

I am marching on to the future because I can"t go on living a past that was filled with stigma and discrimination. After HIV infection, stigma and discrimination were the two worst things that happened to me, and made me feel less of a human being. Some of the things that were done to me killed me, and the year that followed, I was a living dead, even though i tried to put on a façade.

Each time I come across stigma, whether it"s directed at me or at any other person, I have to pinch myself because I can"t believe that this is still happening. That"s why today it"s incumbent upon all of us HIV-positive and negative to promote individual human rights; to let the infected and affected know that, as Dr. Martin Luther King once said, "We are saying we are God"s children. And that we don"t have to live like we are forced to live."

On this World AIDS Day, universal access and human rights starts with me because - although I"m on treatment and I can"t remember the last time my human rights were violated because of my HIV status - I know where the stiletto pinches because I have worn it for the past two decades. And it

starts with me, not just pinning the notice on every available space to tell our leaders, and whoever else who cares about this cause that we need to change as soon as yesterday.

Questions

(a) Explain the theme of World AIDS Day 2010. (3 marks)

(b) According to paragraph 2, why is protection of human rights important in combating HIV/AIDS pandemic? (2 marks)

(c) Describe the character trait of the author of this passage. (2 marks)

(d) "It is access to care and treatment that has given me longevity and allowed me to outlive my peers," Explain the meaning of
the statement in relation to the passage. (2 marks)
(e) Describe a desperate measure to combating HIV/AIDS that the write outlays in the passage. (2 marks)
(f) What in the passage proves that the writer is living positively? (2 marks)
(g) Comment on the writer‟s tone in advocating for access to treatment of HIV/AIDS and promoting individual rights.

(2 marks)

(h) The protection of human rights is fundamental to combating the global HIV/AIDS pandemic.
(Replace the underlined word with a synonym) (1 mark)
i) Explain the meaning of the following words as used in the passage. (4 marks)
ii) Global
ii) Akin
iii) Picket
iv) Façade

2. The River and The Source (25 marks)
Read the following extract and answer the questions that follow.
She found Wandia sitting in the balcony of their flat, sunning herself in the warm evening sun. She had not been at work for a couple of days because she had a bad cold. She was pregnant and had confided to Vera that she was expecting twins. Vera was delighted and treated her like a priceless and breakable porcelain object - which had amused her hugely. "People have triplets you know, and they survive," mused Wandia. And true enough she had been remarkably fit. Her appetite was great, morning sickness had not shown its miserable face and she continued working hard until now at eight months her obstetrician had decided that her cough was too severe and might rupture the membrane before time. In truth she herself was glad to rest a little. The babies seemed to alternate between playing football and handball with her internal organs and they were getting heavier by the minute. It would be nice to laze, if only for a few days
"Hi elephant," greeted vera - smiling at her.
"Hi! Don‟t count on my being elephant for much longer. The way I am coughing I may just send a baby flying out unceremoniously at any moment."
"I hope not!"
It sure would be a relief. These relatives of yours are giving my insides a thorough beating. Sometimes I feel as if it is Gor Mahia versus AFC football clubs vying for some trophy.
"Sounds interesting," answered Vera laughing. She dragged a chair and sat looking at her sister-in-law. "I need your advice."
"Sure."
"This business with my sister Becky, since she and John broke up, she has thrown all caution to the wind. It‟s almost as if she hates herself. Every time I see her she has a different man and she doesn‟t care who knows it and that includes her
children. The effect on the children is noticeable already. Johnny hardly talks and Alicia acts as if her mother is not there. I went there today and told her to send the children to Mum and Dad or to their father".
Questions
(a) Why is Vera here? (1 mark)
(b) Comment on Wandia and Vera‟s relationship as evidenced in the excerpt. (3 marks)
(c) Identify the use of humour in the excerpt. (4 marks)
(d) Apart form humour, what other aspect of style has the author employed? (2 marks)
(e) Who are the twins that Wandia is expecting? (1 mark)
(f) From elsewhere in the text, how does Becky react to Vera‟s suggestion of taking Johnny and Alicia to their grandparents?

(2 marks)
(g) Sometimes, I feel as if it is Gor Mahia versus AFC football club vying at city stadium. What is the relevance of this analogy.

(3 marks)
(h) It would be nice to laze if only for a few days _____ (1 mark)
(Add a question tag)
(i) Identify and illustrate one character trait of Vera as depicted in the passage. (2 marks)
(j) Explain one theme brought out in the excerpt. (3 marks)

(k) Explain the meaning of the following words and phrases as used in the excerpt. (3 marks)
i) Confided to
ii) Thrown all caution to the winds
iii) My insides

3. POEM

Read the poem below and answer the questions that follow. Beggar in the three pieces.

My Jumbo
Shot its way
Across the sky
To distant lands
Across blue seas

I descended the ladder
To a waiting ribbon
Of blood-red carpet
A quick glance at my
Three piece suit and the tie
That beautifully strangled my neck.

On my left hand hang
My beaded knob kerry
On my right I clutched
My rusty inter- nation Begging Bowl
On my face I wore humility and need
And of course dignity.

Sir, the dearth of food
Had rendered my people thin
And hungry
Scoop us a little
You know
Just little
To keep them till next rains.

But Sir, beggars
In three piece
Are a rare sight
But your suit is beautiful
Honestly.

Now my suit
Which cost me a fortune
In a Parisian Texture
Has denied me a fortune
And my countrymen, life.

By. L.O. Sunkuli.

(a) Who is the persona in the poem? (3 marks)
(b) What is the subject matter of this poem? (4 marks)
(c) Explain the satire in this poem and comment on its effectiveness. (4 marks)
(d) Describe the tone of this poem. (3 marks)

(e) Explain what the last stanza implies. (3 marks)
(f) Explain the meaning of the following liens as used in the poem. (3 marks)
   i) My Jumbo
      Shot its way
      Across the sky
   ii) That beautifully strangled my neck.
   iii) To keep them till next rains.

4. GRAMMAR.(15 marks)

A Rewrite the following sentences according to the instructions given after each without changing the meaning

(3 marks)

   i) If there is no more work to do, we may as well go home.
      (Rewrite beginning: Unless ...)
   ii) Is there any vacant seat in the hall?
      (Rewrite using „let me know“)
   iii) He gave her an expensive car for her birthday.
      (Rewrite in the passive voice)

B Use the correct form of the words in brackets. (3 marks)

i) The accounts clerk made several _____ (delete) on the original invoice.

ii) When Charles was demoted as a class monitor, he was delighted but _____(apprehend)

iii) His _____ (efficient) cost him his job.

C Fill in the blanks with the correct preposition. (2 marks)

i) The accused was confused that he was lost _____ words.

ii) A friend is someone you can count _____ when you are in difficulties.

D Give two possible meanings of the following sentence. (2 marks)

i) The supporters encouraged the team more than the coach.

E Replace the underlined words with appropriate phrasal verbs beginning with the word given in brackets. (2 marks)

i) We must cooperate to make sure our term wins. (pull)

ii) Please, don‟t be so angry. (work)

F Supply the appropriate question tag to each of the following sentences. (3 marks)

i) Doris never goes out with her children, _____?

ii) Come in! _____?

iii) She warned you right from the beginning, _____?

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101/3
ENGLISH
PAPER 3
(Creative Composition and Essay Based on Set Tests)
JULY/AUGUST 2016
TIME: 2 ½ HOURS

Answer three questions only.

1. Imaginative composition (compulsory) (20 marks)

EITHER

(a) Write a composition beginning with the words;
"You will serve as an example to the rest of the students in this school," the principal said as he pushed me into his office ...

OR

(b) Discuss ways through which you would tackle the problem of corruption if you were appointed the chairperson of the Ethics and Anti-corruption Commission.

2. Compulsory set Text.
Bertolt Bretcht, The Caucasian Chalk Circle. (20 marks)
"Misuse of power is a common phenomenon in a chaotic society"
Drawing your illustrations from the play The Caucasian Chalk Circle, write an essay in support of this statement.

3. Optional set tests.
Answer any one of the following three questions. (20 marks)

EITHER

(a) The Short Story.
When the Sun Goes Down and other stories by Illiera E. and W. Olembo (ed)
With illustrations form Moyez Vassanji‟s „Leaving‟, write an essay to show what leads individuals to seek education opportunities in foreign countries.

OR

(b) Drama
Francis Imbuga, Betrayal in the City.
"Kafira is a reflection of how dictatorial leadership leads to oppression of the citizens". Write an essay to show the truth of this statement.

OR

(c) The Novel.
The Whale Rider, With Ihimaera.
Write an essay on the importance of tradition in a society, giving examples from Witi Ihimaera‟s "The Whale Rider"

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ENGLISH
101/1
PAPER 1
MARKING SCHEME

1. a) Book review (12 mks)
   i) Heading - Book Review ½
   Title ½
   Author ½
   Publisher ½
   Year of publication ½
   Reviewed / Reviewed by ½
   ii) Language (2 mks)
   iii) Content (7 mks)
   Themes - Candidates to capture main concerns in the novel (2 mks)
   Character - Candidates to capture main character as he/she brings out the plot. (2 mks)
   Style - Candidates to explore some unique styles employed. (2 mks)
   Conclusion - Must remember to highlight the strengths and weaknesses of the book (own opinion) (1 mk)
   (total 12 mks)

   b) i) Format of memo (3 mks)
   Letter head / (Name of the institution) ½
   Date ½
   From ½
   To ½
   Subject ½
   Signing off ½
   ii) Language (2 mks)
   iii) Content / body (3 mks)
   - Good presentation
   - Control over the students.
   - Confidence and ability to answer questions etc (Total 8 mks)

2. Cloze Test (10 mks)
   1. suffer
   2. but
   3. through
   4. dry
   5. reverse

3. Oral skills.

a) Poem

i) abbacddceffeghhgijji P1
The poem has a regular rhyme scheme.P½
This is because it has a repeated or predictable pattern.P½

ii) Words which make the poem musical in stanzas 1 and 2 are;
Stanza 1 - fate / hate P½
shell / hell P½
Stanza 2 - find / unkind P½
small / hall P½

iii) I would use a grimace to communicate displeasure with „homely hell"
I would wear a bright face when rendering the last line, to communicate effectively my expected eventual happiness. (1 x 2)

b) there, idle
peace
partying
cue
heir
son
reign (½ x 8 = 4 mks)

c) i) „Survey
ii) Per"fect
iii) con"test

d) i) A tongue twister P
This is because it has characteristics of a verbal play which are the use of;
- Frequent repetition of a consonant sound.

- Uses words that are almost - but not quite the same.
- Uses sounds that are similar; especially when one occurs right after another. (2 mks)

ii) Alliteration P - the use of the same sound at the beginning of words that are close together
- word world woodchunk P 2 mks

iii) The device creates rhythm.
It also makes the tongue-twister difficult to articulate. This way the fun of this word game is achieved.2 mks

iv) Suitable for children - It entertains and trains them in speech, skills especially articulation.1 mk

e) Thumb - b
Autumn - n
Cologne - g
Even - e
Wrath - w (1 x 5)

f) i) The caller fails to introduce himself / herself.
ii) No greetings.
iii) The caller shouts at the receiver.
iv) The caller keeps interrupting the receiver.
v) The caller uses impolite language.
Lacks courtesy - I want to talk to the doctor.
vi) Hangs up the telephone abruptly etc.
(any five app. responses 5 mks)

KIGUMO SUB-COUNTY CLUSTER EXAMINATION 2016
ENGLISH
101/2
MARKING SCHEME
PAPER 2

1. The unseen passage (20 mks)

(a) Working towards universal access to HIV/AIDS treatment, prevention and care, recognizing this as a fundamental human right.

(b) By promoting individual human rights, new infections can be prevented and people who have HIV can live free from discrimination.

(c) Passionate about her work / advocating the human rights says "am passionate about access to treatment and human rights."
Determined - Keep pushing on leaders (government) to honour its promise of providing access to care and treatment.

(d) The author states that having accessed care and treatment, she has lived longer than most of those in similar situation who died (due to lack of access to treatment)

(e) Drinking urine that ones passes the first thing in the morning for seven days ostensibly to kill the virus.

(f) The author says "After HIV infection, stigma and discrimination are the two worst things that happened to me and made me feel less of a human being."

(g) Authoritative / patronizing - It is time for each of us affected to picket the government and urge it to keep its promise.

(h) Fighting.

(i) i) World.
ii) Similar
iii) Pressure
iv) Pretense

2. The River and The Source.

a) To seek Wandia‟s advice over her sister‟s (Becky) unbecoming behaviour Becky has broken up with John has become carefree and promiscuous. She has also failed to heed Vera‟s advice. (1 mk)

(b) Cordial / warm / friendly - Vera and Wandia have a close relationship.Vera is delighted in seeing her and treats her like a priceless object. Besides, she is there to discuss Becky‟s behaviour.

(c) Vera refers to Wandia jokingly as an elephant andWandia doesn‟t take offence.Infact she says she won‟t be an elephant for long. The cough she has might just relieve her of the bulkiness by sending kids out through the mouth. The homour creates comic
effect in anticipation of the tense discussion Vera and Wandia are about to have. (4 mks)

(d) Dialogue - between Vera and Wandia - It make the story interesting and reveals the friendly relationship between Vera and Wandia.

(e) Lisa and Daniel

(f) Becky becomes abusive. She tells Vera if she (Vera) know so much about children, she should get married and get some of her own.

(g) This reveals that Wandia is expecting twins. In addition they might be of the opposite sex and totally different. AFC and Gor Mahia are Kenyan football clubs and are popular of their historic rivalry between them and has been there over the years.
The analogy also creates comic relief.

(h) wouldn‟t it?

(i) Loving / caring / concerned - She treated Wandia like a priceless and breakable porcelain object concerned about Beckys promiscuity.
Discreet - Wandia had confided to her that she was expecting twins.

(j) Family relationships - Vera is visiting her sister-in-law Wandia to seed advice on how to deal with Becky‟s unbecoming behaviour. This reveals that the family is close knit.

(k) Confided to - Secretly told.
Thrown all caution to the winds - become carefree/ careless.
My insides - My stomach / my belly

3. Poetry.

(a) A delegate from a third world countryP who has gone to seek for funds / aid from the I.M.F, World Bank or a developed

country to alleviate famineP in his or her country.
"My rusty inter - Nation Begging bowl .."P
"The death of food ... rendered my people thin." (3 mks)

(b) The poem talks about misplaced priorities usuallyexhibited by the leadership in the under developed countries.P The leadership concentrates on how they can waste funds on expensive clothing and luxurious flightsP when in actual sense the citizens are dying of hunger.P The donors decline to assist because of misplaced priorities.P (4 mks)

(c) The leadership of under developed countries insensitivity to people"s pressing needs is satinzed. P The leaders concentrate on being on expensive flights and dressing in imported garments while the people are hungry.P
"But sir, .../ But your suit is beautiful / honestly."P
The leaders only concentrate on what benefits them at the expense of the country men; they risk death because of extravagant leaders.P (4 mks)

(d) Sarcastic / Satirical / Bitter.P
The tune is used to bring out satire on the leaders / irony of the leader"s lifes as opposed to their subjects.P

Bitterness brings out the insensitivity of the leaders to the plights / problems of the common people.P (3 mks)

(e) - The aid he / she is supposed to get would hav been misused or embezzled by leaders.P
"Has denied me a fortune"
- The countrymen are likely to die of starvation.P
"And my countrymen, life."
- Donors fell that the borrower is extravagant.P
"In a Parisian Textile." (3 mks)

(f) i) He boarded a big plane that cruised at top speed.P
ii) Though expensively dressed, he/she feels uncomfortable about being extravagant while the countrymen suffer.P iii) They entirely depend on nature for their existence.P

Grammar (15 mks)

A i) Unless there is more work to do, we may as well go home.
ii) Let me know whether there is a vacant seat in the hall.
iii) She was given an expensive car for her birthday
or
An expensive car was given to her for her birthday. (3 mks)

B i) The accounts clerk made several deletions on the original invoice.
ii) When Charles was demoted as a class monitor, he was delighted but apprehensive.
iii) His inefficiency cost him his job. (3 mks)

C Prepositions.
i) for
ii) on (2 mks)

D i) The supporters encouraged the team more than the coach did. (encourage)
ii) The supporters encouraged the team more than they encouraged the coach. (2 mks)

E i) pull together
ii) worked up (2 mks)

F Does she?
will you?
Didn"t she? (3 mks)

KIGUMO SUB-COUNTY CLUSTER EXAMINATION 2016
ENGLISH
101/3
MARKING SCHEME
PAPER 3

1. Point of interpretation.
   a) - It must be a story, if not deduct 4 mks
      - It must begin with the given statement if not deduct 2 mks.
      - The statement must be relevant to the story, if not deduct upto 4 mks for tagging.
   b) - Must be a discursive essay.
      - Student should display knowledge of the topic.
      - Treat language use appropriately.
      - Focus on the linguistic mark and the number of points.
2. The play, The Carcasian Chalk Circle by Bertolt Bretcht.
   Introduction - Any appropriate introduction (2 mks)
   George Abashwili misuses power.
   - Has so many horses for his use and so many soldiers.
   - Lives in a palace and plans to build a garden for his son during the war.
   - Employs two doctors to attend to his son.
   - Has so many servants working for him and pays them very little.
   - Yet he has so many beggars, petitioners and starving people in his courtyard.

     The Grand Duke.
   - Commands his soldiers to steal from the state coffers.
   - Orders officers to flog the soldiers.
   - Orders the soldiers to rape peasants‟ wivess.
   - Sends the army to fight in Persia yet they are friends with the king of Persia.
   - Is reputed to have flogged the peasants.

     The Princes.
   - Embezzled funds meant for buying horses and enlisting of more soldiers.
   - Prince Kazbeki (fat prince) orders the execution of the governor.
   - Fat prince tries to appoint his nephew, Bizergan Kizbeki, as judge.

     Ironshirts.
   - Confiscate the peasants‟ goats.
   - The corporal assaults a fat girl and her companion.
   - Sexually harasses Grusha.
   - Intimidates the peasant woman and her family.
   - Sells horses and forces his juniors to walk.

     Azdak.
   - Commences his cases with a demand for a bribe: “I accept”
   - Makes rulings depending on the faces of the complainants and defendants.
   - Acquits the guilty people and convicts the less guilty.
   - Rules against the rich and acquits the poor.

     Conclusion.
     Any relevant conclusion (2 mks)
     Introduction - 2 mks
     Body - 3 : 3 : 3 : 3 (any 4 well illustrated)
     Conclusion - 2 mks
     Language - 4 mks
3. a) The short story.
      Introduction.
      People from all walks of life leave their home countries or even towns to other places for myriad reasons. These could range from education to security etc. However, various people in the story „leaving‟, leave Tanzania to seek education abroad.
      (accept any other relevant introduction)
      Body.

   i) Universities abroad offer greater or wider opportunities for learners.
   - Catalogues that Aloo gets offer courses which he has never heard about in the local universities. “Genetics,cosmology, artificial intelligence”
   - He reads about people who have been to the moon and is awed by them.
   - He is enticed by the beautiful facilities that each of the catalogues display.
   - Aloo can only be admitted to pursue a degree in Agriculture at home.

   ii) Faculty selection and placement of candidates.
   - Aloo is picked and placed in a faculty he has no interest in. He applied for medicine but is offered to study Agriculture.
   - Though he had scored all A‟s, the admission officials deal him a blow which makes him more

determined to go abroad.

- He never wanted to be an agricultural officer...(pg 35)
- Even his mother is softened by his disappointment and hence allows him to go.

iii) Corruption / Bureaucracy.

- The narrator attributes Aloo‟s placement in Agriculture despite qualifying for medicine to beaucracy and corruption...
  (pg 35)
- The placement is quite arbitrary, as Aloo has no interest in Agriculture whatsoever.
- As his hope dims, his only option is to pursue a scholarship and a more exciting course abroad.

v) Scholarships to good courses / universities.

- Universities abroad offer scholarships to exceptional students.
- Aloo inquires and receives information on different universities and scholarship opportunities available.
- He gets the scholarship which makes it possible for him to study abroad.

v) Possibility of better economic standing.

- Mr. Datoo causes a stir when he comes to visit from abroad. Everyone follows him around like the pied piper.
- Aloo‟s mother suggests that his uncles in America may help him pay ... (pg 36)
- Aloo feels that if he gets a job as a waiter, he may be able to repay the loan his mother will obtain for his tickets and pocket money.

Conclusion.

It is clear that opportunities abroad are more attractive than those available locally.

Introduction - 2 mks

Body - 3:3:33 (any 4 well illustrated)

Conclusion - 2 mks

Language - 4 mks

b) Betrayal in the City.

Introduction.

Kafira state is a reflection of how a dictatorial political system can deny the citizens their human rights. In the play any individual who speaks his mind is either eliminated or imprisoned.

- University students.

The government oppresses the university students. Adika is shot in a demonstration against the influx of expatriates.He is accused of inciting other students.

The students are not allowed to carry his coffin.

-The government eliminates rebel citizens.

Kabito is killed in an „accident‟ owing to an earlier disagreement with Mulili. Nina and Doga are killed for challenging the government orders.

- Doga and Nina are found murdered in their own hut

They had insisted on carrying out the shaving ceremony for their son.

- Mosese speaks out his mind during Adika‟s funeral.

The funeral had been turned into a political rally. He is falsely accused of dealing in drugs and arrested.

- Jere is imprisoned for expressing sympathy for the old couple at the grave side and opposing Mulili.
- The prison cells are a form of oppression. The askari does not allow any freedom of expression to the in mates. He stops

Jere from asking questions. Mosese becomes withdrawn and Jusper had been supressed. Conclusion.

From the above points, it is true that dictatorial leadership leads to oppression of the citizens.

(Any other relevant conclusion)

Introduction - 2 mks

Body - 3 : 3 : 3 : 3 (any 4 well illustrated)

Conclusion - 2 mks

a) The Whale Rider.

Introduction.

Most communities have their practices which define their societal standards In the “Whale Rider” traditions define the people‟s life.

i) Inheritance.

It is a tradition that the eldest son should be the heir in the society. The eldest grandson and Pararoungi to Koro Apirana reports that his wife has given birth to a girl as the first born. Koro Apirana reacts with disgust “a girl. I will have nothing to do with her .....” The great grandfather expected his grandson to get a son who would have been his heir as traditions demanded.

ii) Leadership.

Amongst the Maori people, leadership roles are a preserve for men. It was hereditary and normally the mantle of prestige fell on the eldest son. It was always hoped that the first born child would be a son. Koro Apirana could not reconcile his traditional beliefs about Maori leadership and rights with Kahu‟s birth.Koro Apirana could be heard saying she won‟t be

any good ...

iii) Child naming.

It is a tradition that a girl should not be named after a man. After a great grand child is born, she was named Kahutia Te-

Rangi after their great ancestor. To Koro, naming a girl after a founder of a village was belittling Kahutia.

iv) When a child is born, the after birth including the birth cord is buried at the child‟s ancestral village. Kahu‟s birth cord is

buried in the village to symbolize her connection with her people.

v) Tradition and culture are passed down from one generation to the next in instruction sessions.Only men are given these
instruction sessions. They are the only ones who would be able to learn the clan history and customs. Koro Apirana looks
at Kahu in disbelief when he discovers that she is in the room where he is giving instruction.

vi) Every activity is sacred. Their relationship with the sea animals is sacred.

Conclusion.

From the above illustration, it is clear that traditions are very important in the lifes of the people.

Introduction - 2 mks

Body - 3 : 3 : 3 : 3 (any 4 well illustrated)

Conclusion - 2 mks

Language - 4 mks

KIRINYAGA WEST SUB-COUNTY EFFECTIVE „40" EXAMINATION 2016

101/1
ENGLISH
PAPER 1
(Functional Skills)
JULY / AUGUST 2016
2 HOURS.

1. Functional writing. (20 marks)

Imagine that you are the organizing secretary of Ruth Kerubo"s Graduation party. Ruth has just graduated with a First Class
Honour"s Degree from Kenyatta University.

a) Design an invitation card to be sent to the guests. (10 marks)

b) Write a congratulatory note to Ruth to be presented that day. (10 marks)

2. CLOZE TEST. (10 marks)

Read the passage below and fill in each blank space with an appropriate word.

To rank or not to rank? This is the (1) _____ that greeted the (2) _____ on ranking of schools and students based on their performance in National Examinations. (3) _____ and cons on the decision by the government (4) _____ been put forth with education officials giving varied (5) _____.
(6) _____ the debate on the issue is gradually being relegated to the periphery, it is (7) _____ from being conducive. It is (8) _____ that scholars and education experts (9) _____ should be the guiding lights by providing enlightened (10)
_____ on this burning issue, have been sleeping on the job.

3. ORAL SKILLS. (30 marks)

a) Read the Oral Narrative below and then answer the questions that follow.

In a town called Irandunwo, lived a loose talker called "Elenuobera" - "Sharp mouth". One day it was rumored that a man had seduced the Obo"s wife. He went and said he had designed the plan by which that act was accomplished. He was taken to court and convicted of talking rubbish hence fined one pound and five shillings. He had no money and so went to prison. But a kind farmer agreed to bail him out if he would work on his farm for five days. The next day on the way to the farm , he heard a sound in the bush. Elenuobere burst out; "Surely, that is a horse grazing, and its left eye is blind." The farmer betted with him that if that was true he would strike off five shillings from the debt. If not, the debtor would give one extra day of work. When they reached the animal, Elenuobere was proved right and so his debt was reduced.

Soon afterwards, they came across a wet spot and he claimed it was the piss of a pregnant woman. Once again, he was right the debt was reduced. At the farm when they sat to eat, the farmer sighed three times and each time Elenuobere claimed he knew what was in his thoughts. The argument that ensured led them to the King"s court for a
settlement. The farmer all the time was confident that he could deny whatever Elenuobere would say.

Before the royal assembly, Elenuobere then stated, "The first thought was: May God Almighty give long life to the king.

Your second thought was: May this royal family continue to rule long in our town. And your third thought was: May God
grant the King"s heir who will rule after him". The whole gathering including the farmer, affirmed saying "Amen". The
farmer could not deny lest he annoyed the king.

Elenuobere got his acquittal and relief from labour. "The mouth that commits an offence must talk itself out of punishment." The story illustrates the quoted final adage.

Questions.

i) State three things that the narrator must do to capture the audience"s attention before beginning to tell the story. (3 marks)

ii) The narrator notices signs of in attentiveness among the audience during the story telling session. What could be the problem? (3 marks)

iii) How would you say the Eleneuobere"s words, "Surely, that is a horse grazing, and its left eye is blind". (2 marks)

iv) Give an example of a proverb that can be used to describe Eleneuobere"s behaviour. (2 marks)

b) For each of the following words, write two sentences to bring out two different meanings. (4 marks)

i) Polish

ii) Intimate

c) Imagine you have passed your K.C.S.E exams well and you are being interviewed for a scholarship abroad. Write four ways
in which you would ensure you succeed in the interview. (4 marks)

d) Complete the following conversation appropriately. (6 marks)

Delphine: (Telephone rings) Hello

Cess: (1 mark)

Delphine: I"m sorry. Ms Oketch is in a conference out of town. Could you kindly leave a message for her?

Cess: (1 mark)

Delphine: Sorry. I didn"t get the last two digits of the number?

Cess: (1 mark)

Delphine: (1 mark)

Cess: Correct.

Delphine: (1 mark)

Cess: Yes, let him know I"ll be expecting her call.

Delphine: Okey, goodbye.

Cess: (1 mark)

KIRINYAGA WEST SUB-COUNTY EFFECTIVE „40" EXAMINATION 2016

101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation & Grammar)
JULY / AUGUST 2016
2 ½ HOURS

1. COMPREHENSION.

Read the following passage and answer the questions that follow. (20 marks)

The health function is a critical element to the welfare and prosperity of an individual and a country. In fact, an improvement in a country"s economy, health and welfare of its people is one of the key indexes used to assess the economic performance of a country.

While health spending has increased dramatically worldwide, many countries including Kenya struggle to offer affordable, quality health services to its citizens. However, the government is committed to providing Universal Health Coverage (UHC) and this was first demonstrated in 2013 following the waiver of payments for primary and maternal health services in public health facilities.

Despite this, the health sector in Kenya is marred with various problems such as underfundiing, poor quality care and poorly staffed health facilities, which lead to overcrowding, and limited service provision. In addition, there is a huge disparity in the delivery of health services between rural and urban areas as indicated in the Devolution of Healthcare Services in Kenya, a 2013 report by KPMG. The report says that approximately 78 per cent of Kenyans live in rural areas, a disproportionate share of healthcare facilities is located in urban areas.

One of the main ways the government hopes to covercome these and other problems in the health sector is through devolution. This means that rather than health being a national government responsibility, it will be handled by the county governments. The counties will bear overall responsibilities for planning, financing, coordinating, delivery and monitoring of health services toward the fulfillment of the constitutional right to attain the highest health standards. The national government will only be in charge of national referral health facilities such as Kenyatta National hospital (KNH) while countries are in charge of county health services.

Many Kenyans hoped devolution would address the persistent regional disparities in the distribution of health services and inequality in resource allocations. However, this may take a while if the current varied levels of preparedness within the counties is anything to go by. Some counties that are relatively disadvantages will take a little time to build their capacity and ability to use devolved resources well. But the fact that planning is supposed to take place at the county level means that the expectation is that counties will prioritise and address local needs.

Ironically, some of these problems are the very same ones that the national government faced from time to time and were often highlighted in the media. For instance, finance seems to be a constant thorn considering the strikes and threats of strikes by healthcare workers, claims of delayed salaries and poor working conditions.

Questions.

a) What key indexes are used to assess the economic performance of a country? (2 marks)
b) According to the passage, how is the government committed to providing Universal Health Coverage (UHC) (2 marks)
c) In point form, write the various problems affecting Kenya"s current health sector. (3 marks)
d) One of the main ways the government hopes to overcome these and other problems in the health sector is through devolution.
(Rewrite beginning: Devolution ...) (1 mark)
e) Mention the overall responsibilities of the county governments in the Health Sector in their counties.(3 marks)
f) Give challenges that disadvantaged counties will face in trying to address the persistent problem in the health sector.
(2 marks)
g) Explain the meaning of the following words as used in the passage. (2 marks)
Disparity
Persistent
h) The health function is a critical element to the welfare and prosperity of an individual and a country.
(Supply a question tag) (1 mark)
i) How is finance a constant thorn in the Health Sector? (3 marks)

j) Give a suitable title to the passage. (1 mark)

2. Read the following excerpt below and answer the questions that follow: (25 marks)

"Your son needs to be taken to an approved school. Look at this". She handed him the letter. He read it quietly, then read it again in case his eyes were playing tricks on him. He said nothing. After dinner, he called his family together.

"I have always done my best to provide for you, you children. Of all the things I provide, the most important is education and so far I have been pleased with your efforts. However, I cannot force anyone to go to school, especially if such a person is a man almost as tall as I am. When one is young, his parents are bound by duty to provide for him. When he becomes a man, and Aoro here is obviously a man since he is tall and has a deep voice and moustache - it‟s his duty to provide for himself." The man in question hung his head in shame.

"Aoro, school is not necessary for a bright, strong fellow like you. School is only for those fools who still want to learn.
Today I will give you food. Tomorrow you go out and earn it. I will also allow you to stay in this house for one month after

which I expect you to move out and look for a place of your own" Mark stood up and left the room - his dumbfounded family staring after him. He had never troubled his head with vague theories about the supposed fragility of growing minds, and if he had he would have pointed out the fact that he had yet to father a fragile child. He woke up his son at dawn and ordered him out.

"But father! I have not had breakfast!"

"Since when did you see breakfast walking in hereby itself? Go out and earn yours". He reached for his belt. Aoro grabbed his shirt and took to his heels. He would take his chances out in the streets. Out there he learned for the first time that everything cost money and that he hadn"t the foggiest idea about how to earn it. When he got home that evening, he was famished but nobody offered him any tea. At dinner, no place was set for him. Father sat sternly at the head of the table, his face hewn out of granite. Aoro slunk into his room sat groaning on his bed. The whole situation was getting out of hand.

Questions.

a) What happens immediately after this excerpt? (3 marks)
b) Illustrate two aspects of Mark"s character shown in this excerpt. (4 marks)
c) Comment on any two aspects of style used in this excerpt. (4 marks)
d) "Of all the things I provide, the most important is education". From elsewhere in the novel justify the truth in this statement with specific examples. (4 marks)

e) "But father! I have not had breakfast! What is ironic about Aoro"s statement. (2 marks)
f) Give another incident in the novel when Aoro is punished for wrong-doing by Mark. (4 marks)
g) List the things that Mark says make Aoro a man. (3 mark)
h) Today I will give you food. Tomorrow you go out and earn it. (Combine into one sentence using a suitable conjuction. (1 marks)

3. Oral literature. (20 marks)

Read the following narrative and answer the questions that follow.

The origin of death.

It is God who created man. And since God had pity, he said I do not with men to die altogether. I wish men to die altogether.

I wish that men, having died, should rise again. And so he created men and placed them in another region. But he stayed at home.

And then God saw Chameleon and the Weaver-bird. After he had spent three days with Chameleon and Weaver-bird, he recognised that Weaver-bird was a great maker of words compounded of lies and truth. Words of lies exceeded the true ones.

Then the watched Chameleon and recognised that he had great intelligence. He did not lie. His words were true. So he spoke to Chameleon. "Chameleon, go into the region where I have placed the men I created, and tell them that when they have died, even if they are altogether dead, still they shall rise again - that each man shall rise again after he dies."

Chameleon said, "Yes, I will go there," But he went slowly, for it is his character to walk slowly. Weaver -bird stayed behind with God.

Chameleon travelled on, and when he had arrived at his destination, he said, "I was told, I was told ..." But he did not say what he had been told.

Weaver-bird said to God, "I wish to step out for a moment."

And God said to him "Go!"

But Weaver-bird, since he is a bird, flew swiftly and arrived at the place where Chameleon was speaking to the people and saying, "I was told, ..." Everyone was gathered there to listen. When Weaver-bird arrived, he said "What was told to us? Truly, we were told that men, when they are dead, shall perish like the roots of the aloe".

Then the Chameleon exclaimed, "But we were told, we were told, we were told, that when men are dead, they shall rise again."

And now all the people left and returned to their homes. This was the way it happened. And so men become old and die: they do not rise again.

(When Hippo was Hairy and Other Tales from Africa, Lutterworth Press, 1990)

Questions.

a) Explain why this narrative would be classified as a myth. (2 marks)
b) What two differences are there between myths and legends? (4 marks)

c) Describe any one character traits of: (4 marks)
i) Chameleon
ii) Weaver bird.
d) Explain one instance where suspense occurs in the story. (2 marks)
e) Identify and illustrate any two features of oral narrative present in the above oral narrative. (4 marks)
f) Chameleon said, “Yes, I will go there” (Change into indirect speechs) (1 mark)
g) It is God who created man. (Change into passive) (1 mark)
h) Identify and illustrate one social activity practised by the community from which the narrative is drawn.(2 marks)
4. GRAMMAR. (15 marks)
a) Replace the underlined words with a suitable phrasal verb. (3 marks)
i) It is not good to despise other people.
ii) I am currently living with my aunt in South B.
iii) The deputy was annoyed with the two girls.
b) Join the following sentence into one using a participle. (2 marks)
i) The First Lady cheered the team. She was excited.

ii) The soldiers left the war-torn region. Peace had been restored.

c) Choose the best alternative to complete the following sentences. (2 marks)
i) Calister and _____ (me, I) wrote the article.
ii) How can you be so sure it was _____(they, then)

d) Use the correct form of the word in brackets to fill in each blank space. (2 marks)
i) The girl‟s _____(gay) endeared her to marry a young man.
ii) His _____(efficient) cost him his job.

e) Explain the difference in meaning between the following sentences. (2 marks)
i) The guest who have badges will park at the yard.
ii) The guests, who have badges, will park at the yard.

f) Choose the correct alternative from the brackets to complete the sentences. (2 marks)
i) Those who sat (infront, in front) _____ rarely dozed.
ii) When I left the room earlier, they were _____(altogether, all together)

g) Rewrite the following sentences according to instructions given. (2 marks)
i) One of my cousins has gone to India.
(Begin: A cousin ...)
ii) Susan has been writing an article.
(change into passive)

KIRINYAGA WEST SUB-COUNTY EFFECTIVE „40" EXAMINATION 2016

101/3
ENGLISH
PAPER 3
(Creative Composition and Essays Based on Set Books)
JULY / AUGUST 2016
2 ½ HOURS.

Answer three questions only.

1. Imaginative Composition. (Compulsory) (20 marks)

EITHER

a) Write a composition illustrating the saying;
A bird in hand is worth two in the bush.

OR

b) Write a composition ending with the following statement.
... That is the moment I painfully realized that what I had already lost would never come back.

2. Compulsory Set Text: The Caucasian Chalk Circle. 20 marks)

The writer of the play, "The Caucasian Chalk Circle" has used women characters to develop humour in the play. Write an essay to support this statement, closely referring to the old couple, Ludovica, Grusinian Granny, Jussup"s mother, Aniko and Natella.

3. OPTIONAL SET TEXTS.
Answer any one of the following questions. (20 marks)

EITHER

a) The Short Story
Emilia Ilieva and Waveney Alembo (Eds): When the Sun Goes Down and Other stories, From Africa and Beyond
"Colonial militarism is a recipe for abuse of human rights."
With close reference to the events in Jane Kitjariri"s story „White hands", Write a composition supporting the above statement.

OR

b) Drama (20 marks)

Betrayal in The City by Francis Imbuga,
"The death of Adika forms the foundation of change in Kafira." Write an essay to validate this statement drawing your illustrations from the play "Betrayal in The City"

OR

c) Witi Ihimaera, THE WHALE RIDER
"Male chauvinism is an exercise in futility." Show the truth of this statememt, closely referring to the story of Koro Apiriana versus Kahu.

KIRINYAGA WEST SUB-COUNTY EFFECTIVE „40" EXAMINATION 2016
ENGLISH
101/1
MARKING SCHEME
PAPER 1

1. a) Functional skills (20 mks)
   i) Format 2 mks
   - Insert / border line ½ mk
   - Letter head ½ mk
   - Title ½ mk
   - Space for recipient"s name ½ mk
   - Sender"s address (R.S.V.P) ½ mk
   ii) Tone - Must be formal 1 mk
   iii) Content 3 mks
   - Time ½ mk
   - Venue 1 mk
   - Date ½ mk
   - Chief guest 1 mk
   iv) Language
   A - Script 4 mks
   B - Script 3 mks
   C - Script 2 mks
   D - Script 1 mk
   b) Congratulatory note.
   - Inset 1 mk
   - Date 1 mk
   - Salutation 1 mk
   - Writer Tone - Must be informal 1 mk
   Content
   - Congratulations / related word must be mentioned 1 mk
   - Reasons for congratulations. 1 mk
   - Compliment remarks 1 mk
   - Language 3 mks
2. Cloze Test.
   1. question
   2. ban
   3. Pros
   4. have
   5. reasons
   6. Although
   7. far
   8. surprising
   9. who
   10. opinions

   NB/ - Expect only one word per blank space.
   - Alternatives where one is wrong award 0
   - Misuse of capital letters award 0
   - If spelling is wrong award 0
3. Oral Skills

a) i) - Clear his / her throat.
   - Clap his / her hands
   - Sing a relevant song
   - Use an appropriate proverb.
   - Pose a relevant riddle (1 mk @ each)

   ii)- The narrator is not audible.
   - The narrator overuses gestures / facial expressions
   - Use of irrelevant / inappropriate gestures.
   - The narrator is shy / lacks eye contact.
   - The narrator couldn"t pronounce words correctly/not fluent. (1 mk @ each)

   iii) e.g "A tongue has no bone" - expect any relevant proverb.

b) Polish
   i) The soldier was ordered to polish his boots.
   ii) He used the wrong colour of polish since she had no otherwise.
   Intimate

i) Jara has become an intimate friend.
ii) Intimate to him that the guests will arrive early.
NB/ The form of the word MUST not be changed.

c) - be punctual
- be modestly / appropriately dressed
- be courteous.
- answer politely even to rude questions / uncomfortable questions.
- avoid exaggeration of courteous statements.
- avoid pleading
- do not show tension. (4 points 1 mark each)

NB/ Accept 2 for before and 2 during the interview.

(d) Complete conversation.

Cess: Hallo could I speak to Ms. Oketch please?
Cess: Tell her Delphine called in regard to ...
(leave a number).
Cess: The number is _____(give the number again)
Delphine: You mean _____ (repeat the number)
Delphine: Anything else?
Cess: Thank you. Goodbye.

KIRINYAGA WEST SUB-COUNTY EFFECTIVE „40" EXAMINATION 2016
ENGLISH
101/2
MARKING SCHEME
PAPER 2

1. Comprehension.

a) Improvement in a country"s economy, health and the welfare of its people are the key indexes used to assess the economic performance of a country. (2 mks)

b) The waiver of payment for primary and maternal health services in public health facilities. (2 mks)

c) underfunding
poor quality
poorly staffed health facilities. (must be in point form) (3 mks)

d) Devolution is one of the main ways the government hopes to overcome these and other problems in the health sector.(1 mk)

e) The overall responsibilities of the county governments in the health sector in their counties is planning, financing,
coordinating, deliveryü and monitoring of health services toward the fulfillment of the constitutional right to attain highest
health standard. (3 mks)

(f) They take little more time to build their capacity and ability to use devolved resources well. (2 mks)

(g) Disparity - difference
Persistent - unrelenting (2 mks)

(h) isn"t it?
(Should rewrite the sentence)
No mark if a comma is not used. (1 mk)

(i) There are lots of stikesü , issues of delayed salaries, and poor working conditions.(3 mks)

(h) Devolved Health Sectors or any other suitable title. (1 mk)

2.

a) - Tony watches Aoro get out of bed and head for the kitchen.
- He remembers doing the same much earlier (this time round, he knew Aoro would not succeed)
- He had seen his mother lock the kitchen earlier. (3 mks)

b) Sarcastic - He tells, Aoro schoolü is for those who still want to learn not for the men with deep voice and moustache.
Decisive/Resolute - He orders Aoro to look for work and leave his house.
1 mk for identification and 1 mk for illustration.
(No mk for identification only) (4 mks)

(c) Dialogueü - Between Aoro and Mark
"But father! I have not had breakfast"
"Since when did you see breakfast walking in here by itself"
Sarcasm - Aoro school is notü necessary for a bright, strong fellow like you. School is only for those who still want to learn.
1 mk for identification and 1 mk for illustration.
(No mk for identification only) (4 mks)

(d) - Vera and Becky have been taken to good schools.
- Tony is in school.
- The twins, Odogo and Opiyo are in primary school
- Mark himself and Elizabeth are educated.
- Mary is taken through private school. (4 mks)

(e) His father had on the previous night asked him to look for his own food yet Aoro is now asking for breakfast in the morning. (2 mks)

(f) - The day Odongo nearly drowned.
- The boys had gone to the river to swim.
- The twins had requested to be taught swimming
- Mark threatens to beat them with a belt and they are sent to bet without dinner. (4 mks)

(g) - He is tall.
- Has a deep voice.
- Has a moustache.

(h) Today, I will give you food. Tomorrow you go out and earn it.
Today I will give you food; however, tomorrow you go out and earn it.
or
Today I will give you food but tomorrow you go out and earn it.

3. a) The story is about the origin of death with God, Chameleon and Weaver bird deciding on the fate of

man.(2 mks)

b) Differences between myth and legend.

i) Legends are based on heroes while myths explaingeneral events / happenings in the society.

ii) Myths explain origin of things while legends narrate about characters who are extra ordinary.

c) (i) Chameleon.
Wise / intelligent / trustworthyü - spoke the truth when he was sent.
Slow / sluggishü - delayed in delivering God‟s word for mankind.
1 mk for identification and 1 mk for illustration.
(No mk for identification only) (2 mks)

ii) Weaver-bird.
Hasty / swift - flow in high speed and deliver his message.
Untrustworthy - gave a different account of what God had said.
1 mk for identification and 1 mk for illustration.
(No mk for identification only) (2 mks)

d) When chameleon stammers or mentions that "I was told ..." and repeats himself without saying what he was told. This creates suspense in the people gathered to hear what God had sent to tell them. (2 mks)

e) Dialogue - Weaver bird and God.
Suspense - When Chameleon stammers.
But we were told ...
Personification - Animals conversing e.g Chameleon saying he would go. (4 mks)
Identification- 1 mk
Illustration - 1 mk

(f) Chameleon said he would go there. (1 mk)

(f) Man was created by God. (1 mk)

(h) The believe in god. They go to consult God. (Chameleon and Weaver bird) about death. (2 mks)

4. a) i) despise - look down upon.
ii) living - putting up
iii) annoyed - worked up

b) i) Excited, the first lady cheered the team.
ii) Peace having been restored, the soldiers left the war-torn region.

c) i) I
ii) They

d) i) gaiety
ii) inefficiency

e) i) Some guests have badges others do not. Only those who have will park at the yard.
ii) All guests have badges and they will park at the yard.

f) i) in front
ii) all together

g) i) A cousin of mine has gone to India.
ii) An article has been being written by Susan.

KIRINYAGA WEST SUB-COUNTY EFFECTIVE „40" EXAMINATION 2016
ENGLISH
101/3
MARKING SCHEME
PAPER 3

1. Creative composition.

a) Must be a story illustrating the proverb. If it is just a philosophical point of view or explanation, treat as irrelevant and deduct up to 4 mks AD.

The story should illustrate a situation in which character does not appreciate what they have and in the end, loses it in pursuit of what they dreamt of.

b) Must be a story ending in the given statement. If not, deduct 2 mks AD. The story must tie well to the statement. If not, deduct up to 4 mks for irrelevance.

Paper 3 is intended to test the candidate"s ability to communicate in English. 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 give the full range of marks for each essay. It is therefore important to first determine how each essay communicates and in which category as shown below;

Categories A, B, C and D

2. The Caucasian Chalk Circle.

Introduction (2 mks)

- It must show that the candidate understands that the question tests on humour as brought out by the women characters in the play.
- Encourage the use of general to specific / contextualized introduction. However if the candidate uses either and demonstrates they understand the question, award full marks.
- Discourage paraphrasing the question.

Example.

Women characters in the play, The Caucasian Chalk Circle, are a great sensation. Through various people, critical issues have been comically presented. Such characters include Natella, Aniko, the old granny, Jussup"s mother and Ludovica. The writer has used them basically to add flavour to the play.

Body (12 mks)

(wi) Old Grussinia Granny

She is portrayed as the epitome of naivety. She is totally unaware that St. Banditus is a robber and is grateful to him for having performed „miracles" in her life. When the saint visits her, he offers her a cow which she takes to care of for five weeks oblivious of the fact that it is stolen from a rich farmer. She is also in possession of a ham and has not paid rent on her piece of land. She says that when the farmer"s servants come to claim the cow, saint Banditus changes their hearts to friendly people and they leave with bumps growing on their heads, leaving the cows. This effectively brings a comic relief in the otherwise tensed courtroom.

(wii) Ludovica

It is humourous how Ludovica gullibly follows the orders given to her by judge Azdak. Ludoviaca"s father -in-law, the inn keeper, accuses the stable man of raping her. She plainly explains how the stable man enticed her into the „act". It is funny how the judge cunningly leads her to confession and concludes that she intentionally assaulted the stableman with a dangerous weapon.

(wiii) Jussup"s mother.

The mother to the dying man is at all instances the epicenter of humour and absurdity. She wanted the son to marry Grusha and receive the dowry hurriedly before he dies on them. She goes ahead bargaining the dowry on learning that Grusha has a child. She says that her Jussup does not have to marry a girl with a child yet he is on his death bed. She hires a cheap monk to officiate the wedding. It is hilarious when the son does not answer the mock she jumps ahead saying that he has accepted

to marry Grusha. She even wishes aloud that the son should die soon as the rate at which the mourners are wolfing down the funeral cakes is unsustainable.

In the same breath, she wonders if the cheap mock has slipped out through the kitchen window. (wiv) Aniko.

Aniko plays a great role in advancing critical issues humuorously. She, who is said to be very religious, wears two pairs of stockings when going to church because she once went in a torn pair. It is funny that she is not concerned about the sister -in-law, who comes to her house ailing. Infact she is more concerned on who the father of the child is, instead of taking care of her. She also feigns concern on the husband‟s food getting cold. She flavours the story for her behaviour. (wv)Natella

She amusingly depicts her captivating personality. She is so materialistic that she is more worried about salvaging her clothes rather than her son‟s life. Natella orders that the son is put down so the servant can get her little staffron-coloured boots to match her green dress. It is funny that in such a tense moment a mother can look for cloths at the expense of the son. She at

some point beats and insults a young woman for making eyes at Shalva. She practically gives a comic relief to readers at a point when there is chaos in the palace and the husband has been beheaded.

(wvii) The very old couple (Lady)

A very old woman appears in court with her husband; they want to be granted divorce. It is very funny that she wants to be divorced after being in the marriage for forty years. She claims that she and the husband did not like each other from the very beginning. It is even funnier that after being divorced, judge Azdak suggests that that they dance together which they gladly do.

- Mark 3 : 3 : 3: 3
- Illustrations should be detailed.

Conclusion 2 mks

Example

In conclusion, women characters definitely spice the play. Their effectiveness in releasing tension is undoubtedly captivating.

3. (a) The short story.

Introduction.

The belief that a country needs strong military forces so as to have political power and influence is actually a recipe for abuse of human rights. Every human being was rights that must be respected. However, militarism forms a basis for abusing these rights Jane Kajavivi highlights these concerns in her story „White Hands". Accept any other valid introduction.

(mi) Sterilization.

To begin with, people are denied their rights to give birth. The young soldiers sterilize the women without their consent.

Angelika goes to hospital with severe stomach pain. When she gets there, the young white soldiers from South Africa examine her and conclude that her appendix has a problem. She is scheduled for an operation to remove the appendix.

Unfortunately, those soldier doctors not only remove the problematic appendix but also sterilize her. She signs no consent forms (pg 193-196). Consequently, Angelika cannot get pregnant. "... she and her husband would talk about the children they hoped for but in the end, they stopped speaking about it." (pg 192)

(mii) Medical care.

Militarism is also a recipe for denial of the right to proper medical care. The medical care is said to be so bad in Namibia that people are actually sick all the time. (pg 194). The personnel is inadequate hence people queue for so long to be attended.

Angelika had to wait in the queue for so long yet she was in tremendous pain. (pg 194) After queuing for this long, one is only given some pain killers. "... the precious prescribed pill ... so often it was just a painkiller ... (pg 194) In fact , Angelika admits that she hates hospitals because according to her, people go there and die. (pg 193). A good government provides proper health care to its citizens but with militarism, this rights is abused.

(miii) Political leadership.

With militarism, people are denied the right to assembly and association. One is not allowed to engage in political activities. Those who do so are vilified and humiliated. The white South African soldiers sent on military service to Namibia are said to have been hardened and brutalized by what they did "in the fight against those who wanted freedom." (pg 191) The political leaders who spearhead this fight for freedom are said to be detained, tortured or forced into exile (pg 191) This is abuse of human rights which is perpetrated by militarists.

(miv) Inequalities.

Also, militarism comes with a lot of inequalities and unfair distribution of resources. Angelika"s people are said to have been pushed to the rocky hills to pave way for the white settlers (pg 197). The roads leading through the white commercial farms are said to be well-maintained but they peter out when they reach the reserve where the natives have been pushed to. The road in the reserve is over hard rock, through dried up river beds and up steep slopes. In fact, it takes three hours for Angelika to reach there "... though the actual distance was not so long" (pg 197). Such an inequality

brought by colonism and militarism amounts to abuse of human rights.

(mv) Basic needs.
"... people struggle to cope ..." There is not enough .. water in the reserves and people wait for the early rains ..." (pg 198)

- Mark 3 : 3: 3 : 3
- Illustrations must be well detailed.

Conclusion
Considering the above illustrations, it is clear that militarism is actually a recipe for abuse of human rights. Innocent citizens are subjected to untold suffering hence militalism should be highly condemned.

(b) Betrayal in The City.
Introduction (2 mks)
- It must show that the candidate understands that the question tests on the plot development as triggered by the death of
Adika in the play. It should show that the characters‟ moves one motivated by Adika‟s death in a quest to rescue Kafira.

- Encourage the use of general to specific / contextualized introduction. However if the candidate uses either and demonstrates
  they understand the question, award full marks.
- Discourage paraphrasing the question.

Example
Adika has been portrayed as the prime victim of the despotic system of governance in Kafira. He ignites the struggle for the liberation of Kafira which does not come effortlessly. It takes the courage of several like - minded characters for Kafira to realize revolution / change.

Body

(ci) Jusper.

He is a brother to the deceased. After the death brutal killing of his brother, he decides to seek justice for his death and address the underlying causes. The death affects him so much that he sings songs of revenge during the funeral service. He eventually kills Chagaga, the chief‟s brother who had shot Adika. In his chat with Regina, Jusper reveals that Adika was killed for asking whether the country was on the right track. He also discloses that he cannot find rest after losing adika and his parents. He hence seeks for an opportunity to revenge. Jusper lands on an opportunity to write a play meant to entertain a visiting head of state and through the play he manages to stage a coup that realizes the freedom of Kafira.

(cii) Jere

Jere is a soldier who has been sent by Boss to stop the shaving ceremony of Adika, a tradition that must be followed, in honour of the dead. Jere comes out as a reasonable man and allows the ceremony to continue which sees him thrown behind bars for going against the dictates of Boss. In prison he meets Mosese an otherwise disillusioned man. It takes Jere to convince Mosese on the importance of acting in a play that Mosese has vowed not to.

(ciii) Mosese.

He is a university lecturer who comes across as courageous for speaking his mind at Adika‟s funeral. During the service, the politicians are out to muzzle everyone and turn the funeral into a political rally. They direct that the service must not take more than ten minutes and weeping is declared illegal for the academic staff. Mosese says he cannot bear the tyrannical leadership. He bitterly criticizers the regime and is thrown in prison. In prison he continues to criticize the tyranny. He says Kafira has nothing to look forward to. It is at this juncture that Jere convinces him to act in the play „Betrayal in The City‟ that topples the tyrannical regime.

(civ) Doga

He is Adika‟s father. Though a humble man, he asserts himself to the level of daring an overly ruthless system. He and Nina his wife insist on performing the shaving ceremony against the government‟s order. Following the defiance they are both killed on the orders of Boss. Jusper having lost his parents swears to hit back at the killers of his family. This motivates him to work together with Jere and Mosese until they overthrow the despot.

- Mark 3 : 3 : 3 : 3
- Illustration should be well detailed

Conclusion
It should summarize the body.

Example
It is clear that Kafira would never be liberated but for the death of Adika.

(c) Witi Ihimaera: The Whale Rider.

Introduction (2 mks)

It is actually true that male chauvinism is an exercise in futility. Those who discriminate against the female gender can never succeed. This is because many women in the society have already adjusted themselves to fight it out in the male-dominated world, and have actually succeeded. Witi Ihimaera illustrates this very clearly in his novel, “The Whale Rider”.

Accept any other valid introduction.

(ci) Rejection.

When Kahu is born, Porourangi calls to inform the family that a girl has been born. However, Koro Apirana, who had all along been expecting a boy, becomes so pissed off that he immediately rows to the sea to sulk. He rejects the girl and
declares that she is useless to him. (pg 10 - 12). He oven blames Nani Flowers, his wife, telling her that her female side was too strong (pg 10). He does not want anything to do with this girl, Kahu. This rejection is, however, a futile attempt since it neither prevent Kahu from growing up nor from being well loved by the rest of the family members.

(cii) Leadership.

It is futile to assume that a woman cannot take leadership roles Koro Apirana is so chauvinistic that Kahu‟s birth becomes a disappointment since he actually wanted an eldest boy-child who would take the mantle of leadership in his generation. He is not ready to entrust Kahu with the mantle. He therefore embarks on a journey to look for a boy who can replace Kahu. “... the one ...” who will “pull the sword out of the stone ...” (pg 55) He goes ahead to establish a men-only class in an attempt to identify „the one‟. However, none of these boys is able to satisfy his requirements (pg 55). Finally, he has no choice but to

swallow his pride and admit that Kahu is the best grandchild in the whole world, ",,, boy or girl, it doesn‟t matter" (pg 121).
This means that his chauvinistic assumption has all along been an exercise in futility since Kahu will definitely become the next chief.

(ciii) Birth cord.

Failure to observe traditions in the pretext of chauvinism is futile. According to the Maori traditions, Kahu‟s birth cord is supposed to be buried in Whangara. However, the chauvinistic Koro Apirana will hear none of this. It is clear that if Kahu were a boy, Koro would have no problem. His protest is futile since Nani Flowers, with the assistance of the boys, organizes to have the birth cord buried in Whangara. It is actually buried in the sight of Kahutia Te Rangi (pg. 17) Koro Apirana, whose male chaurinism has proved futile, only watches from his room. "... we saw the light go on in Koro Apirana‟s room .".(pg 17)

(civ) Education

Koro Apirana establishes a language school where people would learn the Maori culture. He makes it clear that his classes are for men only, since they are sacred. (pg 32 - 33) Kahu is very much interested in the classes. However, she is females since she cannot be allowed in by Koro Apirana, she sneaks up to the door to listen (pg 30). Whenever she does so, Koro Apirana chases her away. At one time, he actually hurls her out. This is an exercise in futility since despite chasing her, her head is said to bob away but later be seen slowly like a spiny sea urchin (pg 30). She often listens in by the door.

The boys in Koro Apirana‟s class are unable to retrieve the carved stone from the deep sea where Koro drops it. It is futile to discriminate against Kahu since she is the one who retrieves it and goes ahead to get some crayfish for her Koro. (pg 71 - 72)

Koro Apirana fails to attend Kahu‟s school break-up ceremony due to his chauvinistic nature. The seat reserved for him is said to have remained empty, like a gap in a row of teeth. (pg 67) This is despite the fact that she had a surprise for him. Despite this disappointment, Kahu does not freak out but successfully pulls through the ceremony and finally remarks that it is not Koro‟s fault that she is a girl. (pg 69)

(cv) The bull whale.

It is also „an exercise in futility to reject women‟s input. When the bull whale strands itself at Whangara beach, the chauvinistic Koro Apirana gathers all men, including a six-year-old boy (pg. 93) to assist in returning the bull whale to the sea where it belongs. They believe that this is their ancestor and if it dies, they all die; if it lives, they too live. Nani Flowers tries to suggest the input of women but Koro rejects it, saying that the work is sacred (pg 91). This rejection and discrimination is futile because at the end of it all, it is Kahu, a woman, who is able to finally coerce the bull whale back to the sea. (pg 100 - 105)

(cvi) Naming

When Koro Apirana learns that Porourangi‟s daughter has been named Kahutia Te Rangi, after the revered village ancestor, he becomes so angry that he goes out to the sea to sulk (pg 14). He is blatantly against the idea of naming the girl after the village ancestor. He believes it belittles him hence whenever he goes past the meeting house, he looks up at the figure of Kahutia Te Rangi and shakes his head sorrowfully. (pg 14)

Mark 3 : 3 : 3 : 3

Conclusion (2 mks)

In conclusion, it is clear that any attempt at discriminating against women and looking down upon them is actually an exercise in futility. All people, male or female, should be treated with utmost respect.

Accept any other reasonable conclusion

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101/1
ENGLISH
PAPER 1
(Functional Skills)
JULY / AUGUST 2016
2 HOURS.

1. Functional writing.

Imagine you are the Managing Director of Sukuma Moto Holdings. One of your employees has lost his father who succumbed to injuries after a grisly road accident. He is grief-stricken by this loss and clearly requires a lot of support from the entire staff. The hospital bill resulting from the deceased"s long stay in hospital has made it necessary to hold a fund-raising, after which there will be a requiem mass, then burial.

a) Write a memo to all the employees informing them of this death. (12 marks)
b) Write a condolence note to your friend about this loss. (8 marks)

2. CLOZE TEST. (10 marks)

Read the passage below and fill in each blank space with the most appropriate word.

Some students know so (1) _____ that they are unable to understand and do the tasks that the examiner requires of them. This is also, (2) _____ often the result of lack of proper preparation on their part (3) _____ the teacher"s (4) _____ to teach them. Rarely is this (5) _____ due to lack of teaching and access to books. Another aspect is the unfortunate desire (6) _____ many student"s part to try to impress. The desire often leads to (7) _____ use of vocabulary that distorts communication completely. Students are advised to (8) _____ vocabulary that they are (9) _____ with and understand their meaning if not, the examiner is more likely to find out the fault with your diction than be impressed (10) _____ it.

3. ORAL SKILLS. (30 marks)

a) Read the poem below and answer the questions that follow.

SUNSET

The sun spun like
a tossed coin
it whirled on the azure sky,
it clattered into the horizon,
it clicked in the slot,
and neon lights popped,
and blinked „ time expired"
as on a parking meter.

(Oswald Mbusiyeni: mtshaki)

Questions.

i) Describe the rhyme scheme of the poem. (2 marks)

ii) How would you say the last line of this poem? (2 marks)
iii) State any two onomatopoeic words in the poem. (2 marks)
iv) Identify any other sound pattern used in the poem. (1 mark)

v) State and illustrate three non-verbal cues that you would use to make the recitation of the above poem interesting. (3 marks)

b) A form one student is trying to compose a poem with alliteration. She/he has come up with the following list of words. Advise on five pairs that alliterate. (5 marks)

few	unity	shirt
cease	carrot	photic
one	chalk	when
unimpaired	own	pew
kite	chef	youth

c) Pick out the word with long vowel sounds. (5 marks)

Coat	look	further	moan
Card	should	steal	showed

More still fool

(d) Read the conversation then answer the questions that follow. (10 marks)

Kiprop: There‟s still a lot of sexism in football. Why can‟t the Kenya Football Federation let Filomena play in the Premier League?

Yano: Oh, come off it, Kiprop. KFF has nothing to do with the Filomena‟s case.She can‟t play in Premier League because

she doesn‟t belong to any team in the league,simple.

Steward: But, excuse me, Yano, Filomena doesn‟t belong to a team because KFF wouldn‟t let her join one. Moreover ...

Yano: Just a moment, Steward, You are quite well that the teams in Premier League are all men‟s teams. How were they

going to enroll Filomena?

Kiprop: Fair enough, that‟s the point I‟m making. Why should the teams be exclusively male? Why can‟t super player like Filomena ...

Yano: Sorry for the interruption, Kiprop. But every sport has its rules and in football there are no provisions for mixed

male and female teams.

Steward: I thought Gor Mahia Football Club wanted to ...

Kiprop: Why can‟t they change the outdated rules? Sorry Steward. You were saying something.

Steward: Well, I was just going to say Gor Mahia, „Kogalo‟ had wanted to consider Filomena‟s application to join them,

but

KFF told them to consult FIFA first.

Question.

i) What makes this conversation effective? (6 marks)

ii) In a conversation, how do we know it is our turn to speak? (4 marks)

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101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation & Grammar)
JULY / AUGUST 2016
2 ½ HOURS.

1. COMPREHENSION.

Read the following passage carefully, then answer the questions that follow. (20 marks)

It is ironical that the world is becoming both smaller and bigger at the same time. This paradoxical development is, curiously, due to information technology (ICT). Indeed, ambivalence seems to characterize ICT. It may be hailed as the most
significant achievement of humankind. However, one should not be blind to the challenges, or even the hazards, that ICT
poses to the human race.

ICT has certainly contracted the world. The phrase „global village", coined in the 1960"s by the Canadian scholar Marshall McLuhan, sounds truer today than at any other time in human history. Thanks to the wonders of the combination of
computers, satellite and wireless message transmission, the world has become a small place, like a village. This is in the sense that, even from the remotest corner of our planet, you can receive and send instant messages. It is just like calling out to someone to the end of a short street in a small village and getting an instant response.

This instant communication is obviously a positive and useful development. Communication is so fast that it is a wonder that
we were ever able to manage with only letters and the post office. Reference to such communication as „snail mail" aptly
conveys the sluggish nature of pre-internet communication. The speed with which information can be sent and receive today
has led to our era being dubbed the communication age". Our society, too, is described as an „information - based society".

We dare not act in ignorance when knowledge is, literally, available at the tip of our fingers and the tap of a button.

The picture, however, is not all rosy. The ease and speed with which messages can be coded, „loaded" on to various channels
and sent to any corner of the world poses a number of immediate dangers. Negative messages can as easily be facilitated by
ICT as positive ones. The information superhighway is hailed as wonderful vehicle for information, research, education and
knowledge in general. Unfortunately, it is, equally to conduit for evil such as fraud, terrorism, pornography, racism, hate
discourse and illicit trade. Even at the individual level, the dangers of ICT cannot be overstated. A clear source of worrying
examples in the rapidly evolving genre of social networking sites, such as Facebook, Twitter and their multitudes of
imitations. These websites, where millions of people post and exchange masses of information including personal details,
have become favorite hunting grounds for people with evil intentions. These villains are out to „meet" innocent and
unsuspecting users of these sits, especially those who are young and naive, and take advantage of them. Numerous cases are
reported of people, young and old alike, who have been seduced and abducted by „friends" they made on the Internet. One of
the worst known cases was of a modern-day cannibal who, in 2003, recruited his victim on the Intenet, and ended up killing
him, cutting him up and eating him.

A subtler but also more pervasive problem of the communication revolution is that the human mind is not quite adapted to the
speed of which ICT feeds information into it. In other words, people are receiving so many messages so fast that they just
cannot digest them. They do not know how to react to the information. Whether it is numbers or gory images of mutilated
bodies on our screens, our response to what we see and hear through the media have become troubling dull. We are, thus,
developing into a rather shallow and insensitive society. In other words, we see, hear and read so many messages that we
have no time to reflect on them. Information is rapidly becoming mere texts, sounds and images, with

no meaning.

Thus, the biggest challenge that information communication technology poses for us is the re-education of society to rediscover the values of serious thought and reflection. This might reinstate true insight and empathy that make us truly human.

Questions

a) Identify the paradox used in the first paragraph. (1 mark)
b) Why does the writer describe the world as „global village"? (3 marks).
c) What name is given to pre-internet communication, and why? (2 marks)
d) Why would ICT be describe as dangerous? (4 marks)
Give your answer in note form.
e) Give two advantages of ICT, according to the passage. (2 marks)
f) Comment on the suitability of the title of the passage. (3 marks)
g) "Even at the individual level the dangers of ICT cannot be overstated."
Rewrite beginning: One ... (1 mark)
h) "The instant communication is obviously a positive and useful development."
Begin: What ... (1 mark)
i) Explain the meaning of the following expressions as used in the passage. (3 marks)

(a) villains
(b) naive

(c) seduced

2. The River and The Source by Margaret Ogolla.
Read the following passagge and then answer the questions that follow: (25 marks)

"My child, I am terribly ashamed of you. You are no longer young yet you have never been anything selfish with the selfishness of a child. You feel that other people may suffer, but as for you, it is your right to be happy. You shake like a reed in the weed because you have never forgiven God for not giving you as many children as other women whom you consider less worthy. And you feel that God owes it to you to make sure that your only child lives and prospers. Learn my child that God owes nobody anything. He gives to all men both wicked and good from his great bounty according to his wisdom and mercy. You are no longer a child yet you understand nothing. Don"t you know that from the height of heaven and the vastness of his eternity he sees you as you shall be a hundred seasons hence when no one on earth will have any memory of you and your bloodline will have mingled and petered out like a well in the dry season? You are not wise, my child, learn wisdom. Put your child in his hands who can both plant and bring fruition. Try to be happy for Awiti when she tells us the news whatever it is. Don"t you see the world is changing and that she is acquiring what will make the difference as to whether she survives or perishes?" Maria eventually calmed down and her racing heart stilled within her but when she heard her daughter"s footsteps on the threshold the band tightened around her again and she started breathing fast-like a woman in labour. She struggled to control herself.

Questions.

a) What has happened that has made it necessary for Akoko to rebuke Maria at the beginning of the extract? (3 marks)
b) Justify the view that God is non-discriminative. (1 mark)
c) Awiti receives a letter inviting her to join college Mention two other letters that she receives, and the main message in each. (4 marks)
d) Identify and illustrate two stylistic devices used in the passage. (4 marks)
e) "You feel that other people may suffer ..." Give three causes of Nyabera"s suffering, from elsewhere in the story. (3 mark)
f) What is the main theme brought out in the passage? (2 marks)
g) What happens immediately after this extract? (2 marks)
h) I am terribly ashamed of you Add a question tag. (1 mark)
i) You shake like a reed in the wind. Change into past tense. (1 mark)
j) What is the meaning of „bounty" as used in the passage? (1 mark)
k) Identify and illustrate one character trait of Maria"s as brought out in the except. (3 marks)

3. Read the poem below and answer the questions that follow. (20 marks)

Western civilization
Sheets of tin nailed to posts
driven in the ground
make up the house

Some rags complete
The intimate landscape

The sun slanting through the cracks
welcomes the owner.

After twelve hours of slave
labour

Breaking
rock
shifting rock
breaking
rock
shifting rock
fair weather
wet weather
breaking
rock

shifting rock

Old age comes early

a mat on dark nights
is enough when he dies
gratefully
of hunger

Questions.

a) What is the poem about? (4 marks)
b) Identify and illustrate two features of style used in the poem. (4 marks)

c) What does the fifth stanza suggest about the work done by "he"? (2 marks)
d) What basic requirements does the "he" in the poem lack? (3 marks)
e) Why do you think the "he" dies "gratefully"? (1 mark)
f) Describe two themes brought out in the poem. (4 marks)

g) Explain the meaning of "Old age comes early" (1 marks)

h) Supply a word that means the same as hunger as used in the poem. (1 mark)
4. GRAMMAR. (15 marks)
a) Rewrite the following sentences beginning with the underlined words. (2 marks)
   i) I have never felt so angry in my life.
   ii) If we had been informed about the meeting, we would have attended it.
b) Complete the following sentences using the appropriate interjections. (2 marks)
   i) _____ You are hurting me.
   ii) _____ How disgusting this food is!
c) Use the correct form of the word in brackets to complete the sentences. (3 marks)
   i) The employer _____ his employees to increase their production (pressure)
   ii) We should express _____ whenever people are generous to us. (grateful)
   iii) His _____ behaviour has made him to be very unpopular. (scandal)
(d) Use the correct verbs in the following sentences. (2 marks)
   i) A group of people _____(are/is) standing outside your office.
   ii) Neither the players nor their coach _____(have / has) arrived.
(e) Fill in the blanks space with the correct preposition. (3 marks)
   i) We should never live _____ our means.
   ii) I am interested _____ the moral lesson in the story, not the characters.
   iii) Share this bread _____ the four of you.
(f) For each of the following sentences, follow the instructions given. (3 marks)
   i) "I am going to write these notes now," said Jones.
      (Change into reported speech)
   ii) They saw several students at the show.
      Rewrite in the passive voice.
   iii) Complete the following sentences appropriately.
      If the child had listened to his parents" advice _____

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101/3
ENGLISH
PAPER 3
(Creative Compositions and Essays Based on Set Texts)
JULY / AUGUST 2016
2 ½ HOURS.

Answer three questions only.

1. Imaginative Composition (Compulsory) 20 marks.
EITHER
a) Write a story ending with the following words.
... The experience left a permanent scar in my heart.
OR
b) Write a composition justifying or refuting this statement:
"The government is justified in its plan to provide laptops to pupils in class one."

2. The Compulsory Set Text. (20 marks)
Bertolt Brecht, The Caucasian Chalk Circle.
"Some people usually abandon their close family members during hard times for the sake of their fear or material thirst." Drawing illustrations from the play The Caucasian Chalk Circle, write an essay illustrating the truth of this statement.

3. The Optional Set Texts. (20 marks)
Answer any one of the following questions.
EITHER
a) The Short Story:
Ilieva Emilia and Olembo (Ed), When the Sun Goes Down and Other Stories.
With clear illustrations from Leila Abouzeid"s short story „Two Stories of a House", write an essay explaining how ingratitude breeds conflict in a society.

OR

b) Drama
Francis Imbuga, Betrayal in the city.
"... The outside of this cell, may well be the inside of another."
Discuss the validity of this statement basing your argument on Francis Imbuga"s, Betrayal in the City.

OR

c) The Novel.
Witi Ihimaera, The Whale Rider
"Change can sometimes be destructive to the set order of things in a society.? Drawing your illustration from Witi Ihimaera"s
The Whale Rider, write an essay to justify this statement.

MURANG"A SOUTH SUB-COUNTY MULTILATERAL EXAMINATION 2016
ENGLISH

101/1
MARKING SCHEME
PAPER 1

1. a) Internal memo P 1
   Format
   - Letterhead P 1
   - To:
   - From:P 1
   - RE:P 1
   - NameP ½
   - Designation. P ½

   Content
   - Information about death P½and reasons.P ½
   - Fund raising P ½
   - Requiem mass P ½
   - Burial P ½
   - Contributions P ½

   Language
   - Language accuracy - should communicate clearly and accurately.
   - Use short clear phrase
   - A - 3
   - B/C - 2
   - D - 1

   Summary F = 06 marks C = 03 marks
   L= 03 marks Total = 12 marks.

   (b) Condolence note, 8 mks
   Format;
   Senders address ½mk and date ½mk
   Salutation 1 mk e.g Dear Mr. James Maina.
   Signing off e.g Your sincerely / Yours truly ½mk, Name / Designation ½mk (Dear Sir, Yours faithfully - No score)
   Content Total 3 mks
   - Express sorrow; mention something positive about the deceased. 1 mk
   - Console your friend. 1 mk
   - Offer assistance 1 mk total 3 mks
   - Language = 2 mks

   Summary F = 03 mks C - 3 mks L - 02 mks
   = Total 8 mks

2. Cloze test.
   1. little
   2. more
   3. than
   4. failure
   5. ignorance
   6. on
   7. wrong
   8. use
   9. conversant / familiar
   10. by

3. a) i) Irregular rhyme scheme 1 mk abcbdeefP 1 mk
   ii) The line would be said slowly and softly,P 1 mk
   with a falling intonation - to show finality P 1 mk
   iii) Popped, blinked, whirled, clattered, clocked (2 mks)
   iv) Alliteration - sun spun
   Assonance - sun spun (any 1 x 1 = 1 mk)
   (the sound must be underlined.
   v) - Use of gestures
   - Facial expressions
   - Tonal variation
   - Dramatization
   (they must illustrate where and when) any 3 (1 x 3 = 3 mks)

b) Few, photic

One, when
Kite, carrot
Unity, youth
Chef, shirt (1 mk for each pair = 05 mks)

c) Card, more, further, steal, fool
1 mk each = 5 mks

d) i) - There is appropriate turn - taking.
- Polite interruption when the speakers have toe.g Sorry for interruption, just a moment. - Everyone has his say and none of them monopolizes the conversation.
-There is concession of space if a speaker finds himself interrupting another e.g Sorry Steward. You were saying something ...
- Acknowledgment of other people‟s good points e.g Kiprop says, “Fair enough, but ..” - The speakers focus on the point. They make relevant contributions.
Any three points:
Identification P 1 mk Illustration P 1 mk
2 x 3 = 06 mks

ii) - When the speaker uses a long pause.
- Use of body language that shows the speaker is ready to switch roles e.g nod of the head, looking at you.
- Tonal variation, rasing and falling to show that a speaker has come to the end of their statement.
- Selects you by name and asks a question to the whole group.
- Prediction of the speaker‟s completion point. Any 4 points 1 mk each 1 x 4 = 4 mks

MURANG"A SOUTH SUB-COUNTY MULTILATERAL EXAMINATION 2016
ENGLISH
101/2
MARKING SCHEME
PAPER 2
Comprehension.

1. a) The world is becoming both smaller and bigger
   b) This is because ICT has contracted the world in that there has been a combination of computers, satellite and wireless message transmission , thus making the world become a smaller place - village
   c) Snail mail, because of the slow speed at which letters and other mail were delivered, when compared to the fast speed of instant communication .
   d) - Transmission of negative messages.
   - Conduit for evils.
   - Social sites turning into hunting grounds for people with evil intentions
   - Development into a shallow and insensitive society.(4 mks)
   e) ICT enables instant communication to all parts of the planet and acts as a vehicle for information, research, education and knowledge in general.
   f) The title is suitable because ICT has its advantages and disadvantages.On one hand it is a fast channel for information transfer and it allows for research, education and knowledge acquisition, but on the other, it is a conduit of many evils.
   g) One cannot overstate the dangers of ICT, even at the individual level.
   h) What an obviously positive and useful development instant communication is!
   i) a) Evil, cruel, inhuman people
   b) inexperienced
   c) enticed, lured
2. a) Awiti has been invited to join the newly openedteacher training college after passing her primary school examination.
   Nyabera is unhappy about this, faring her daughter will die if taken away from her.
   b) God gives to all - both the wicked and the good according to His wisdom and mercy.
   c) During Awiti"s courtship with Mark:
   - Mark writes to her a letter whose main message is that Mark now works as an officer in charge of a warehouse, after working in the army
   - Mark writes to Elizabeth informing Elizabeth,that he will be visiting her home accompanied by his uncle and brother, and that she should arrange to have male relatives to receive them / he would visit her home for marriage negotiations.
   d) i) Similes: "You shake like a reed in the wind."
   "Your bloodline will have mingled and petered out like a well in the dry season". "... she started breathing fast - like a woman in labour."
   ii) Rhetorical questions - "Don"t you know that ...in the dry season?"
   Don"t you see the world ... survives or perishes?"
   iii) Biblical allusion :Akoko talks about God and heaven where God resides, according to Christianity. (accept any other appropriate device)
   e) Nyabera has lost many children through miscarriage and death.She has lost her husband too, and she was not able to live an enjoyable and fulfilling life with her inheritor - Ogoma Kwach.
   f) Change / Education.
   Awiti has excelled in her primary school education and Akoko if rebuking Nyabera because of failing to see the importance of education to Awiti - What will make her share in the current society.
   g) Akoko invites Awiti to read to them the letter inviting her to a teacher-training college and Akoko tells her that she and Nyabera will have to think about the issue carefully.
   h) aren;t I?
   i) You shook like a reed in the wind.
   j) generosity
   k) Selfish :- She feels that other people may suffer but she herself has a right to be happy.
   - She considers herself more worthy than other women to be given more children by God.
   (1 mk for identification, 2 mks for illustrations.

Award any other that is appropriate. No mark for identification without illustrations)

3. a) The persona describes the house in which a worker lives. The nuclei is a shanty, which have cracks. The worker does a monotonous job of breaking rock the whole day.

b) i) Irony: - Western civilization is ironical since the lining conditions of the “he” in the poem do not suggest civilization but misery and suffering.

- The “he” in the poem is grateful to die though normally death is feared / no onelikes dying.

ii) Repetition: “breaking rock” // shifting rock
(accept any other that or appropriate. I mk for identification, 1 mk for illustration. No mark for identification without illustration)

c) The repetition P 1 used in the stanza suggests that the work is monotonous / boring / uninteresting

d) Food : “he” dies of hunger.
Clothes: “a mat ... is enough ...” suggests that he lacks clothes / bedding to keep himself warm. Shelter” “he” lives in a shanty - “sheets of tin ... rags complete ... landscape.”

e) The “he” is happy to die for death brings to an end all his problems.

f) Poverty the “he” sleeps in a shanty, sleeps on a mat and dies of hunger.
Exploitation: The “he” engages in hard labour throughout the day but the fact that he lacks basic requirements suggests that
he is underpaid.

g) The “he” in the poem looks older than he really is because of the strenuous and miserable life that he leads.

h) Starvation.

4. Grammar.

a) (i) Never have I felt so angry in my life.
(ii) Had we been informed about the meeting, we would have attended it.

b) (i) Ouch!
(ii) Yuck!

c) (i) pressurises / pressurised
(ii) gratitude
(iii) scandalous

d) (i) is
(ii) has

e) (i) beyond
(ii) in
(iii) among

f) (i) Jones said that he was going to write those notes then.
ii) Several students were seen at the show.
iii) If the child had listened to his parents‟ advice, he/she would have passed the examination.
(Or any other that is appropriate.
The main clause should have “would have..” or “would not have ...”

MURANG"A SOUTH SUB-COUNTY MULTILATERAL EXAMINATION 2016
ENGLISH
101/3
MARKING SCHEME
PAPER 3

1. Points of interpretation.

(a) Write a story ending with the following words;
... The experience left a permanent scar in my heart.
- Must be a story / narrative. If not, deduct 2 mks for wrong format.
- It may be told in either the first person or the third person point of view.
- The given statement must tie well to the story. If not, deduct 1 mk
- If the given statement is not used at all, deduct 2 mks
- If the statements is not at the end of the story, deduct 1 mk
- The events in the story must revolve around the experience.

(b) Write a composition justifying or refuting this statement;
"The government is justified in its plan to provide laptops to pupils in class one."
Must be a composition in continuous prose discussing various reasons for or against the provision of the laptops to class one. The candidate must take a stand, if no stand, deduct 2 mks AD. It is important to determine first how each essay
communicates and in which category A, B, C or D is fits.

2. The Compulsory Set Text (20 mks)
Bertolt Brecht, The Caucasian Chalk Circle.
"Some people usually abandon their close family members during hard times for the sake of their own material thirst,: Drawing illustrations from the play The Caucasian Chalk Circle, write an essay illustrating the truth of this statement. Introduction (2 mks)
Some of the characters in The Caucasian Chalk Circle have ensured that family members do not matter as long as their comfortability is not compromised. Some go to such an extent of killing their own blood relations just to have access to power which eventually would lead them to controlling resources.
Accept any other relevant introduction.
Content (12 mks)

(i) Natella Abashwili irresponsibly abandons her son, Michael, when she is fleeing from the palace. She is more concerned with
her material possession. She has earlier on complained that her husband, the Governor, only does things for Michael (pg. 18
- 19). Before fleeing, she harangues the palace maids about her dresses (pg 24 - 25, 92). She is more preoccupied by what
she can carry along and only occasionally mentioned her son"s name (pg 24). This clearly shows that her material thirst
overrides her motherly instinct at such times whenthe helpless Michael is vulnerable to the marauding soldiers.

(ii) Natella Abashwili is more interested in inheritance written in Michael"s name. At the court session when Grusha is arraigned
before Judge Azdak for abducting Michael, Natella, through her lawyer reveals her true intentions of her dire need of taking
Michael back. Her second lawyer states caterogically that Natella"s husband"s estate is closed to her as it is tied to the heir.
She cannot do anything without Michael and she cannot even pay her lawyers (pg 92, 97). Despite being Michael"s
biological mother, she clearly needs him for what the Governor has left behind in his son"s name.

(iii) Lavrenti Vashnadze, Grusha Vashnadze"s brother, says nothing about the mistreatment that his sister undergoes from his
wife, Aniko. After risking her life for Michael, Grusha expects warm reception from her brother. The singer tells us how
Grusha expects to receive a warm embrace from the brother and the sister-in-law. The singer further described as ill from
walking. Lavrenti and his wife, Aniko (pg. 44). Though Grusha is described as ill from walking, Lavrenti and his wife,
Aniko, torment her with so many unnecessary questions (pg. 45 - 46) simply because she has a child. Lavrenti does not come
to her defence when Aniko gives Grusha a cold reception. The singer refers to him as „the cowardly brother" (pg. 47) and
Grusha advises little Michael that they have to make themselves as cockroaches in the house to be forgotten (pg. 48 - 49).
Lavrenti disposes of the sister by arranging for her some marriage to a „dying" Jussup since he fears Aniko, the source of his
comfortability (pg. 48)

(iv) The fat prince, Arsen Kazbeki, plots and overthrows his brother, Georgi Abashwili the Governor. The

Fat Prince with other prices meets in the capital and plots how to overthrow the Grand Duke and other Governors (pg. 19). At the command of the Fat Prince, the soldiers (Palace Guards) refuse to take order from the Adjutant and soon the soldiers get hold of the governor and slaughter. The Fat Prince and his drunked soldiers coldly carry the Governor‟s head on a lance and nail it on the palace door (pg. 27). The Fat Prince is interested in power at the expense of his brother‟s life. After taking over the reigns of power, the Fat Prince is now hunting down the Governor‟s heir, Michael (his nephew), in order to kill him and consolidate his power.

(v) Mother - in - law (the peasant woman), Jussup‟s mother is purely after the money she will get from Lavrenti for marrying Grusha to the „dying‟ Jussup. Lavrenti arranges for marriage for Grusha to stop people from asking questions about the father of Michael and Aniko also keeps on pressuring them about Grusha‟s husband (pg. 48 - 49). The peasant woman readily accepts to marry off his dying son at a fee. (pg. 49) and when she hears that Grusha has a child, she raises her fee to six hundred piasters from the initial four hundred (pg. 48, 49). She hires a cheap Monk instead of a priest to preside over the wedding since she does want to pay a lot of money (pg. 53). She takes advantage of her „dying son‟s incapability to earn some money from Lavrenti.

Accept any 4 well - illustrated points, 3 : 3 :3 : 3

Conclusion (2 mks)

In conclusion, in all that we undertake, we should never forget that blood is thicker than water.

Accept any other relevant conclusion	2 mks
Grammar and presentation	4 mks
Total	20 mks

3. a) Introduction (2 mks)

In this story, people help others in need, but the beneficiaries turn against their benefactors. The beneficiariesare usually out to bet something from the other person. Accept any other relevant introduction.

Content. (12 mks)

(i) Meeluda evicts Khadija from her house. Khadija Bent Ahmed willingly vacates a room as requested by the landlady, Meeluda Bent Al-bacheer. Khadija tells the court that Meeluda swore by Mecca that Khadija would be back as soon as her ceiling was repaired (pg. 175). When Khadiha leaves the room, the stairs and the landing are destroyed so she cannot access her room. Even though Khadija is a tenant, she has helped Meeluda like a sister; "Your blood from childbirth that I cleaned with my own hands? What about the meals cooked for your feasts and your morning ceremonies? What about your children, who grew up on my back? (pg. 175-6); they end up in court.

(ii) The county bumpkin snatches the old lady her husband. She has earlier helped a helpless pregnant girl scaredof her brothers. She took her home and make an agreement that once the girl delivers, she would go away and leave the baby. They had made a pact on the saint"s tomb, of which the old lady would hide the girl"s shame and then leave the baby (pg. 178 - 179). When all rites to do with birth are over the girl is expected to go away as agreed, she tells the old lady " "It"s rather time for you to go. I"m here in my own house, with my children. And she pulled a marriage contract (pg. 179)

(iii) The old lady"s husband leaves her for a young girl. The old lady tells Khadija that she has been married to the old man for forty years, but after he saw the country bumpkin, he ignored the old lady completely (pg. 178) and repudiated her after marrying the girl (179). Despite the number of years he has been married to the old lady, he secretly marries the county. She summarises her predicament thus: "There"s no good neighbor in this world, no grateful people, no faithful husbands" (pg 178).

(iv) Meeluda disowns Khadija despite the trust Khadija has bestowed on her as her landlady Khadija has been her tenant for thirty years (pg. 175) and belittles the rent being paid to her; "Forty dirhams a month. What„s that? It wouldn"t even buy a kilogram of meat" (pg. 175). In thirty years, Khadija has spent over two million centimes, money enough to build one a house though Meeluda does not appreciate this. Khadija has been evicted but she does not rush to court as she hopes for an amicable solution (pg. 176). When asked by the judge why she took so long to bring the case to court, she responds: "I had it in the hands of saints, Sir." Meeluda could have recognised long team trust that Khadija had on her as a landlady.

Accept any 4 well - illustrated points, 3 : 3 :3 : 3

Conclusion (2 mks)

In conclusion, for good neighborliness, people should appreciate others.

Accept any other relevant conclusion	2 mks
Grammar and presentation	4 mks
Total	20 mks

(b) Introduction (2 mks)

In betrayal in the city, the leaders together with their stooges are morally weak and cannot administer a fair social and political mode of operation. They are viciously repressive to those that they view as opposed to their way of doing things. This has caused great suffering to the people to an extent that there is no difference between being in jail or outside.

Accept any other relevant introduction.

Content. (12 mks)

(i) People are spied on the consequently reported to the authorities. Mulili spies for the government and therefore cannot allow Doga and Nina to carry out their funeral rites for their son Adika / Kabito. (pg 18, 33, 54, 62)

(ii) Innocent people are subjected to brutality and torture. Regina, Mosese"s sister is beaten up by soldiers forcing her to give evidence against him, to have him implicated. (pg 32)

(iii) People are being rounded up for criticizing the government and imprisoned on tramped up

charges. Mosese has bhang planted by Nicodemus in his car (pg. 29). And Mulili lies about Kabito.

(iv) Murders that are politically engineered. Adika (pg. 10). Doga and Nina (pg. 25). Kabito dies in a road accident on the orders of Boss. (pg 65)

(v) The voice of the masses has summarily been muffled. Juspers writing cannot be published / etc.
(pgs, 10, 29, 39, 45, 50, 65)

Mark 4 well developed points, 3 : 3 :3 : 3 = 12 mks

Conclusion (2 mks)

Accept any valid conclusion.

Grammar and presentation	4 mks
Total	20 mks

(c) Introduction (2 mks)

Change is always inevitable, but as it comes, it may destroy the very fabric that has always put people together.

Accept any other relevant introduction.

Content 12 mks

(i) The culture of the Maori is threatened with extinction.
Koro Apirana introduces the language school to teach the youth the history and the customs of the Maori and keep the Maori language going. / He also laments the lack of faith in the supernatural world. He says that as man grew in his arrogance, he

started to drive a wage through the original oneness of the world. In this passing of time, he divided the world into that half he could believe in and the other half he could not believe in... Belief in Maori gods ... has often been considered irrational. (pg 94)

(ii) Human beings begin to care less about the environment.

In the traditional societies there was closer communion with nature, so that it was believed some people had the powers to communicate with the whales, other sea creatures and even the forests. Then, there even were restrictions on fishing and fishing areas. As time passes by, Koro says: "there are too many people with snorkeling gear, and too many commercial fishermen with licenses. We have to place prohibitions on our fishing bed, boys, otherwise it will be just like the whales." (pg. 39) He further laments that the sea has become empty. Man even loses the capacity to talk to the sea creatures.

(iii) There is external influence on the Maori"s inheritance.

Rawiri observes the impact of external influence on Papua New Guinea including their neighbours across the boarder. He says the new technology demanded that the people had to live one thousand years in one lifetime from loincloth to the three - piece suit and computer knowledge in a simple step. (pg 54) This means destructionof the heritage because of rapid change.

(iv) Urbanization erodes morality in this society.

The people who had moved to Sydney lived morally liberal and loose lives. Rawili says he could see people living the way they pleased (pg. 48-9). He comes across a cousin named Hanare who is now wearing a dress. People are now engaged in a lot of partying and as they sober up in there morning, they would remember home and "... the memories would come seeping through. „How is our Nanny? How is our Koro? If you write to them, do not tell them that you saw us like this"." (pg. 49) People also sacrifice principles in pursuit of riches and fame. (pg 49)

(v) As societies merge there is emergence of racial discrimination.

Jeff"s mother wonders how she was going to explain his presence in her house to other expatriate women at the Bridge Club because Rawiri was too dark. Rawiri is later forced to associate only with people of his like as Benard and Joshua. At a wedding Jeff"s mother says, "He is a friend of Jeff. You know our Jeff, always bringing home dogs and strays." (pg 58)

Mark 4 well illustrated points, 3 : 3 :3 : 3 = 12 mks Conclusion (2 mks)

Changes that have occurred in Rawiri"s society have created destructive systems that are completely different from what was traditionally acceptable as the moral conduct of behaviour.

Accept any other valid conclusion.

Grammar and presentation 4 mks

Total 20 mks

GATANGA FORM FOUR END OF TERM II EXAMINATION 2016
KENYA CERTIFICATE OF SECONDARY EDUCATION

101/1
ENGLISH
PAPER 1
(Functional Skills)
JULY / AUGUST 2016
2 HOURS.

1. Functional writing. (20 marks)
You are the secretary of a committee that has been commissioned by your principal to investigate the causes of poor
performance at KCSE among high school students. Write the report and send it to the principal through an E-mail.
(20 marks)

2. CLOZE TEST.(10 marks)
Read the passage below and fill in each blank space with an appropriate word.
An unemployed man went to apply for a (1) _____ with Microsoft as a cleaner. The manager asked him to take an aptitude test (2) _____ he passed with flying colours. The supervisor told him. "You will be employed (3) _____ minimum wage, 5.15 an hour. Let me have your e-mail address, (4) _____ that I can send you a form to complete and tell you where to (5) _____ for work on the first day". Taken (6) _____ the man protested that he had neither a computer nor an e-mail address. The manager replied. "Well then, this means you don"t exist and we cannot employ someone who doesn"t exist."
The man left (7) _____. He had only ten dollars in his pocket. He decided to buy a (8)_____ of tomatoes at the
supermarket and sell them from door to door. By the end of (9)_____ second year, he was the owner of a fleet of trucks and (10) _____ a staff of one hundred formerly unemployed people, all selling tomatoes.

3. ORAL SKILLS. (30 marks)
a) Outline the stages in a riddling session. (5 marks)
b) "Blue lorries red lorries green lorries were moving very fast along Limuru road."
Identify two sound patterns evident in the tongue twister. (2 marks)
c) Read the following sentences and supply another word that is pronounced the same way as the underlined word.
(3 marks)
i) Why did the cow say to the pig "You are just a bore"
ii) How do you recognise rabbit stew? It has hairs in it.
iii) Why does a man who has just shaved look like a wild animal? Because he has a bare face.
d) Provide a word where each of these letters is silent in pronunciation. (5 marks)
i) p -
ii) o -
iii) n -
iv) t -
v) e -
e) Mention three things you would do so as to benefit fully from a presentation. (3 marks)
f) During a family gathering, your uncle calls you out to give a vote of thanks. What would you do to ensure you are effective in
your presentation. (4 marks)
g) Pilipo has completed his secondary school education. He goes to his area MP"s office with an aim of asking for a job.
The following is the conversation that takes place at the MP"s office. (8 marks)

Pilipo:	I want to speak to the MP.
Secretary:	Do you have an appointment?
Pilipo:	Yes. He asked me to see him today.
Secretary:	Kindly wait ...
	(MP emerges from his office)
Pilipo:	Hallo, MP!
MP:	Hello, (to the secretary) Make him comfortable for a while.(As he maves back to his office)
Pilipo:	(Following the MP into his office)
	I want you to give me a job. I have completed my secondary education.
MP:	Kindly wait outside as I finish with this gentleman (pointing at a man seated in his office)
	He is also looking for a job.

Questions.
i) Identify Pilipo"s shortcomings in the conversation above. (4 marks)

ii) What advice can you give to Pilipo to improve his etiquette? (4 marks)

GATANGA FORM FOUR END OF TERM II EXAMINATION 2016
KENYA CERTIFICATE OF SECONDARY EDUCATION

101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation & Grammar)
JULY / AUGUST 2016
2 ½ HOURS.

1. COMPREHENSION.
Read the following passage carefully, then answer the questions that follow. (20 marks)

The latest Ministry of Education Strategic Plan identifies programmes and projects for implementation to improve learning in schools.

Among the programes and projects earmarked for implementation are the construction and equipping of schools, building of at least one boarding primary school in each constituency in the arid and semi-arid districts, establishment of a computer supply programme, establishment of a voucher system for the needy to ensure equity in access to education, and recruitment of teachers.

Other activities to be implemented are the integration of the early childhood development and education programme into basic education, enhancement of special needs education into basic education, curriculum development and review as well as new programmes for the enhancement of ICT education and basic education.

However, the plan misses one critical but crucial factor in learning - improving nutrition for learners. Science has demonstrated that nutrition and specific nutrients in particular, play a key role in cognitive development and performance in schools. Studies have shown that children who eat a good breakfast perform better in the classroom (behaviourally as well as academically). It is easy to see how it would be difficult to pay attention and learn with a tired and / or hungry body.

Poor nutrition, on the other hand, contributes to disease, malnutrition, and child deaths. Vitamin A deficiency specifically impacts the immune system. Ten per cent of the global burden of disease can be attributed to maternal and child undernutrition. Malnutrition contributes to a third of all child deaths worldwide. These have serious consequences on school performance. They lead to higher absenteeism due to illness, poor health, cognitive and psychomotor underdevelopment, and low physical capacity. Yet most of the food that we consume lacks micronutrients - vitamins and minerals - which, though required in small quantities, are essential for the normal functioning of body systems. Diets in Kenya are typically deficient in one or more micronutrients particularly vitamin A, iron, iodine and zinc.

Among children, poor diets have contributed to widespread vitamin A deficiencies, stunting, and even obesity. Globally, 925 million people are under nourished, with children being the most visible vitamins. A quarter of the world‟s children live in Africa. Most of these, 550 million children, start each day lacking the nutrients their minds and bodies need to grow. In Kenya, malnutrition rates are critical - 25 per cent of all children under five years are malnourished. In some districts, a quarter of all children under five years are acutely malnourished and nine out of 10 children from poor house-holds fail to complete their basic education because of malnutrition. According to the 2014 Kenya Demographic and Health Survey, 26 per cent of the under-five children are stunted, 11 per cent are underweight, and 4 per cent are wasted.

While most parents will go to great lengths to ensure that they have paid school fees in full and in advance, bought all the required text and exercise books, and that the learners are well-dressed, many hardly put a similar effort in ensuring that their children have a nutritious breakfast.

According to a recent survey, although children do eat somethings for breakfast, it is not enough, with many only drinking tea. A nutritious breakfast should contain a piece of fruit, tea with milk, and margarine spread on four slices of brown bread or with either porridge or sweet potatoes.

For the Ministry of Education‟s strategic plan to have the desired impact on learning in schools, it should include programmes to improve nutrition for learners. (Adapted from The Daily Nation 23/05/2016)

Questions

a) From the first two paragraphs, which initiative has the Ministry of Education taken to improve learning in

schools.(3 marks)

b) What is the role of nutrition in cognitive development and performance in school? (2 marks).

c) In not more than twenty-five words, summarise the effects of malnutrition on education. (5 marks)

d) What indicates that malnutritional rates in Kenya are critical? (1 mark)

e) Explain the irony in parents‟ efforts to ensure that their children are retained in school. (2 marks)

f) Of what importance are micro-nutrients? (1 mark)

g) Malnutrition contributes to a third of all child deaths worldwide.
(Rewrite the sentence beginning: Of all child ....) (1 mark)

h) Other than impacting on education, how else does poor nutrition, affect children? (3 marks)

i) Explain the meaning of the following words as used in the passage. (2 marks)

i) critical

ii) underweight

2. The River and The Source by Margaret Ogolla.
Read the following passagge and then answer questions that follow: (25 marks)
She stayed awake late into the night and was wont to happen to her so much of late, memories of seventy years duration
flashed effortlessly through her mind. There she was as a very little girl, clothed in nothing but the love of Were - the god of
the eye of the rising sun; then she was sitting in the shadow of grandfather Oloo‟s largest bull missing her mother who had
gone away to seek the new way. Again there she was with her cousin Owuor walking in single file between Maria in front
and grandmother Akoko in the back. They were on their way to the mission at Aluor, a haven for heartbroken widows and
bereft orphans who wanted to learn the way of Yesu Kristu. And here she was studying in her cubicle at the teacher training
college. A love letter comes flying in through the open widow: it was from a fellow student whose name was Cosmas
somebody or other and like so many others it declared his willingness to climb mountains, ford rivers and swim oceans in
order to reach her and win her love. The guy must have drowned by now, thought Elizabeth her lips twitching. And, of
course, there was a lifetime of memories with Mark Anthony - in her opinion still the best looking man around. She also
remembered clearly the day Akoko had died and her conviction that it was all over. How mistaken she had been! For in truth it had only just begun and now she saw evidence of that great woman in so many of her grandchildren, but strangely enough
most clearly in her daughter-in-law Wandia - the girl from the ridge country of the Kikuyu, who was no blood relative but
who clearly if instinctively understood the true destiny of a woman - to live life to the full and to fight to the end.
In the small hours of the night, Elizabeth eventually slid into a fitful and disturbed sleep. Mark, being a very heavy sleeper
stirred stiffly but did not wake up. The following morning everyone packed up and scattered to whatever direction they had
come from - exhausted but happy.
Questions.

a) What has just happened before this extract. (3 marks)
b) “... her mother who had gone to seek the new way.” Why had her mother gone to seek this new way? (2 marks)
c) Why does she think “... it had only just begun ...”? (2 marks)
d) Describe two characters of Elizabeth evident in this extract. (4 marks)
e) Identify and illustrate two stylistic devices used in the excerpt. (4 marks)
f) From elsewhere in the novel, show evidence that Wandia lives life to the full. (4 marks)
g) “A love letter comes flying in through the open window.” (1 mark)
h) Explain what is meant by “... as was wont to happen to her so much of late ...” (2 marks)
i) Identify and explain the attitude of Elizabeth towards Cosmas. (3 marks)

3. Read the poem below and answer the questions that follow. (20 marks)

Their City
City in the sun
without any warmth
except for
wanaotosheka
and the tourists
escaping
from civilized boredom
Sit under the Tree
any Saturday morning
and watch the new
Africans,
the anxious faces
behind the steering wheels
in hire purchase cars
see them looking important
in a tiny corner
behind the chauffeur

We have seen them
in a nightmare,
the thickset directors
of several companies;

we have seen them
struggling under the weight
of a heavy lunch
on a Monday afternoon
cutting a tape

to open a
building,
we have seen
them
looking over their
gold-rimmed
glasses
to read a speech
And in the small hours
between one day and the next
we have strolled through
the deserted streets

and seen strange figures
under bougainvillea bushes

in traffic islands
figures hardly human
snoring away into
the cold winds of the night;
desperately dying to live.
(Lennard Okola)

Questions.

a) Who is the persona in the poem? (2 marks)
b) Explain what the poem is about. (3 marks)
c) What is achieved by repetition of "We have seen them"? (2 marks)
d) Identify and explain two thematic concerns of the poet. (4 marks)
e) Why are the "new Africans" said to have anxious faces? (2 marks)
f) Explain the meaning of the expression;
figures hardly human
desperately dying to live. (2 marks)
g) How does the persona portray the rich? (2 marks)
h) Describe the tone in the poem. (3 marks)

4. GRAMMAR. (15 marks)
a) Replace the underlined word in the sentences below with a phrasal verb. (3 marks)
i) Susan postponed her wedding until after the burial.
ii) My father has stopped smoking because he realized it is unhealthy. iii) After the scandal Mr. Njoroge decided to resign.
b) Use the preposition to fill in the gaps in each of the following sentences. . (3 marks)
a) Mary was accused _____ shop-lifting in a supermarket.
b) The accident victim succumbed _____ his injuries.
c) He jumped _____ the plane before it landed.
c) Rewrite the following sentences according to the instructions given. (3 marks)
i) He got into trouble with the manager. He had just joined the institution. He had known this manager for many year.
(Rewrite as one sentence beginning : No sooner ...)
ii) Did Mary give you the expected answer?
(Rewrite the question in the passive)
iii) The students went for preps after taking supper.
(Begin: Having ...)
d) Fill in the blank spaces with the correct form of the word in brackets. (3 marks)
i) Mary _____ the clothes on the lines to dry. (hanged, hung)
ii) The contractor left the _____ without paying the workers. (cite, site, sight)
iii) John claimed that his jacket had _____ him a fortune. (costed, cost)
(e) Replace the underlined phrases with a word having similar meaning in each sentence. (3 marks)
i) When driving one should be watchful of people moving on foot.
ii) The audience waited anxiously for the final decision of the magistrate.
iii) Parents were asked to bring new pillows, bedsheets and blankets to the school.

GATANGA FORM FOUR END OF TERM II EXAMINATION 2016
KENYA CERTIFICATE OF SECONDARY EDUCATION

101/3
ENGLISH
PAPER 3
(Creative Compositions and Essays Based on Set Texts)
JULY / AUGUST 2016
2 ½ HOURS.

Answer three questions only.

1. Imaginative Composition (Compulsory) 20 marks.
   EITHER

a) Write a composition beginning:
   Many things had happened so first and I knew I had to make a quick decision ...
   OR

b) Write a composition on the dangers of cheating in National Examinations.

2. The Compulsory Set Text. (20 marks)
   Bertolt Brecht, The Caucasian Chalk Circle.
   What goes around comes around. Using illustrations from Bertolt Brecht‟s Caucasian Chalk Circle, show the truth of this
   statement. (20 marks)

3. The Optional Set Texts. (20 marks)
   Answer any one of the following three questions.
   EITHER

a) The Short Story:
   Ilieva Emilia and Weveney Olembo (Ed), When the Sun Goes Down and Other Stories from Africa and Beyond.
   Citizens can contribute to lack of development in the society. Using the story Arrested development, write a composition to
   show the truth in the above statement. (20 marks)

   OR

b) Drama
   Francis Imbuga, Betrayal in the city.
   Bad government hits hard on the citizenry. With illustrations from Francis Imbuga‟s, Betrayal in the City,write an essay in
   support of this statement. (20 marks)

   OR

c) The Novel.
   Witi Ihimaera, The Whale Rider
   Sometimes, tradition can be a hindrance to the society‟s progress. In reference to Witi Ihimaera‟s The Whale Rider, write a
   composition showing the relevance of this statement. (20 marks)

GATANGA FORM FOUR END OF TERM II EXAMINATION 2016
ENGLISH
101/1
MARKING SCHEME
PAPER 1

Point of interpretation.

1. Should be a report, if not deduct up to 4 mks
   Report - 15 mks
   Format - Expect sub - titles
   1. title - (1 mk)
   2. Introduction - Student to cite terms of reference and Method of research (2 mks)
   3. Findings - student to raise at least four issues.(4 mks)
   4. Conclusion - Student to highlight whether findings agree with the problem under study or not. (2 mks)
   5. Recommendations - Students to suggest possible solutions. (3 mks)

   Language - (2 mks)
   E - mail 5 mks)
   Format
   To:
   From :
   C.C
   Date Time:
   Subject
   Introductory statement (2 mks)
   In the introductory remark, the student to indicate that the report is complete and being sent to the principal Closing tag - (1 mk)
2. Cloze test.
   1. job
   2. which
   3. at
   4. so
   5. report
   6. aback
   7. disappointed
   8. crate
   9. the
   10. managed
3. Oral skills.

a) 1. Riddler asks if he can set a riddle e.g „riddle riddle or „take a riddle"
   2. Respondent welcomes the challenge e.g „Set it" „Riddle come"
   3 Riddler puts across the challenge e.g „I have a house without a door"
   4. Respondent gives an answer.
   5. Riddler confirms if its right and asks for a prize if the answer is wrong.
   6. Respondent gives a virtual / hypothetical prize.
   7. Riddler gives the answer if prize is satisfying.

   At least the first five steps to earn five (5 mks)

b) Alliteration - lorries red lorries green lorries
   Repetition - lorries, lorries
   Consonance - lorries red lorries green lorries
   Assonance - Lorries red lorries green lorries
   any 2 = 2 mks (illustrated)

c) i) boar
   ii) hares
   iii) bear 3 mks

d) i) p - psychology, psyche, psychoric, psalms
   ii) o - lavatory button domitory cotton
   iii) n - condemn solemn column
   iv) t- listen glisten whistle castle
   v) e - tribe, move
   5 mks

e) - Participating where necessary e.g answering questions.
   - Taking notes.
   - Maintaining eye contact with the speakers.
   - Asking for classification.

- Sitting in a good pasture.
- Avoiding and kind of description e.g making noise.

Answers to be given in the positive tone.

f) - Project your voice.
- Make brief identifying the various people to appreciate and their input.
- Breath in and out for confidence just before speaking.
- Maintain eye contact with the audience while speaking.
- Get an ice breaker to diffuse tension e.g a joke, appreciation for being called by your uncle or introducing yourself.

g) 1. i) Pilipo did not knock at the door.- ask for clarification.
ii) Failed to create a friendly atmosphere by greeting and introducing himself.
iii) Fails to address the M.P respectfully e.g I want ...
iv) Does not show courtesy e.g not excusing himself while addressing the M.P
v) Shows impolite interruption toward the secretary. (any 4 = 4 mks)

2. i) He should be courteous when addressing others, for example, greet the secretary.
ii) Knock at the door.

GATANGA FORM FOUR END OF TERM II EXAMINATION 2016
ENGLISH
101/2
MARKING SCHEME
PAPER 2

1. a) - Construction and equipping of schools.
   - Building at least one boarding primary schoolin arid and semi - arid areas.
   - Establishment of a computer supply system.
   - voucher system for the needy to ensure equity in access.
   - Recruitment of teachers.
   (Any three 1 mk each)
   b) - Children who eat a good breakfast perform better in the classroom.(behaviourally and
   c) - academically)
   Malnutrition leads to poor performance due to poor health and abseentism caused by illness. It causes cognitive and
   psychomotor underdevelopment and low physical activity. (24 words) (5 mks)
   d) 25% of all children (in Kenya) under five years are malnourished. (1 mk)
   e) The parents pay school fees in full, buy required texts and exercise books and dress their children well but ignore their
   f) children‟s nutrition. (Must bring out the contrast) (2 mks)
   g) They are essential for the normal functioning of the body systems. (1 mk)
   Of all child deaths worldwide, malnutrition contributes a third. (1 mk)
   h) - Disease - Child deaths.
   - Malnutrition - Poor immune system.
   (Any three marks each) (3 mks)
   i) Critical - alarming, dangerously high.
   Underweight - Lower than expected weight with regards to age and body size.
2. a) Elizabeth has just come out of her bedroom unobserved. She checks on her sleeping grandchildren. When she bends she
   feels dizzy and goes back to her bedroom. (3 mks)
   b) She was frustrated by the demands of traditions. (2 mks)
   c) The death of Akoko was not her end but just the beginning of a great future ahead through her grandchildren. (2 mks)
   d) i) Nostalgic - She recalls the many events that happened in her life „...memories of seventy years duration flashed
   effortlessly through her mind.
   ii) Humorous - Imagines that “... the guy must have drowned by now.”
   iii) Observant / keen / intuitive - able to see / discern continuity of Akoko in the life of her grandchildren.
   - Able to see that Wandia was a strong woman. (any 2 illustration = 4 mks)
   e) i) Flashback ... letter comes flying through the widow.
   ii) Humour ... the guy must have drowned by now.”
   iii) Use of local dialect - were Yesu kristu. (any 2 + illustration = 4 mks)
   f) i) Studies to the highest level of education; that is becomes a professor.
   ii) Able to raise a happy family.
   (any 2 x 2 = 4 mks)
   g) A love letter comes flying through the open window, doesn‟t it.
   (If no comma do noat award. Observe punctuation). (1 mk)
   h) This was common with her. (2 mks)
   i) Contemptuous - Cosmas somebody or others ...
   Cynical - The guy must have drowned by now.
   Identify - 2 mks
   Explanation - 1 mk
3. a) - dissatisfied city resident.
   Illustration - „City in the sun without any warmth.
   - an ordinary city resident‟
   “We have stolled through the desert streets” (any 1 x 2 = 2 mks)
   b) - a city resident Pwho sees the rich enjoying their lifeP and the poor struggling to survive. (3 mks)
   c) It emphasisesP on the exclusion of ordinary residents of the city from the prestigious life of the rich and the fact that the
   ordinary residents are aware of this. (2 mks)
   d) - Inequality - the rich are living a high class life, (heavy lunch, car etc) while the poor are struggling (snoring in the
   cold wind)
   - Poverty - The poor do not have shelters, they sleep in cold winds of the night.(2 x 2 = 2 mks)
   e) - They are anxious because they are living a fake life e.g driving hire purchase cars.(2 mks)
   f) - People who are so poor they don‟t even look like human beings. They are struggling to survive.(2 mks)

g) - Pretentious - looking important
- hire purchase car.
- Uncaring - don‟t care about the poor
- just think of themselves. They live lavishly while some people have nowhere to sleep.
- Conceited / proud / vain - looking over gold rimmed glasses.
- looking important. (Any 1 illustrated - 2 mks)

h) Satirical
sarcastic
2 mks identification
1 mk for illustration
Illustration.

- City in the sun
- Looking important
- Thickset direction
- Reading a speech

4. a) i) put off
ii) given up
iii) step down

b) i) of
ii) to
iii) off

c) i) No sooner had he joined the institution than he got into trouble with the manager whom he had known for many years.
ii) Was the expected answer given to you by Mary?
iii) Having taken supper, the students went for preps.
(NB/ The comma must be in place, if don"t award any mark)

d) i) hung
ii) site
iii) cost

e) i) pedestrians
ii) verdict / judgement
iii) bedding

GATANGA FORM FOUR END OF TERM II EXAMINATION 2016
ENGLISH
101/3
MARKING SCHEME
PAPER 3

1. Points of interpretation.

a) - It must be a story, if not deduct 4 AD (Automatic Deduction)
- The given sentence should appear at the beginning of the essay, (if not deduct 2 AD.

b) It must be an expository essay.
Expect at least four points e.g cancellation of exams.
- Placement of students in wrong courses.
- Failure
- Perpetuation of corruption.
- Culture of laziness.
- Peserving cases denied chances in colleges
- Loss of money.
- Lack of employement.

2. - Must have an introduction. (2 mks)
- Sample introduction.
If you do a good deed, that goodness will follow you. Any evil deed will similarly be followed by evil. In the Caucasian
Chalk Circle a number of characters are hit back by their deeds. Among these characters are Natella, the Governor, the
Fat Prince, and Grusha and many others.
- The introduction can be contextual (drawn from the text) or general or a combination of both.
(accept any relevant introduction)
CONTENT.
- Natella abandons Michael. This action haunts her later when she loses the custody of her child and her husband‟s estate.
- Grusha saves Michael and sacrifices to keep him alive. In the end, she gets Michael and also wins Simon back.
- The fat prince overthrows the governor and has him beheaded. Later he too is beheaded by the Ironshirts after the return
of the Grand Duke to power.
- The governor is exploitative in his rule. He has a lot of wealth at the expense of the poor. However he is so greedy that
though he has so much wealth, he still plans to grab land from the poor in order to extend his palace. Later on he loses his
wealth to the poor when he is toppled.
- Azdak saves the Grand Duke when he unknowingly hides him in his hut. Later on he is saved by the Grand Duke and
reinstated as judges.
- Azdak surrenders himself to be judged from having hidden the Grand Duke who is perceived to be an enemy of the
people. This is an act of patriotism. Instead of being judged / arrested he is elevated to the position of a judge.
-Aniko refuses to welcome Grusha to her home. As a result she loses her milk money, six hundred piastas, which is
stolen by her husband to pay Jussup‟s mother so that Grusha can get married to her son.
- The farmers whom Azdak ruled against conspire to have him arrested and hanged. Instead the farmers are arrested and
led away as Azdak is reinstated as a judge.
Content: 3 : 3 : 3 : 3 = 12 mks
(Expect any four points, mark three marks each)
CONCLUSION.
Any relevant conclusion.
It can be a wrap up of what the candidate has discussed, a relevant proverb etc.
Language - 4 mks

3. a) Short stories.
Introduction. (2 mks) Should be relevant.
- Citizens are obsessed with studying and working abroad instead of their own country.
- They idle about waiting for scholarships, opportunities etc instead of working/ doing something to develop their country.
- Want easy life e.g the narrator wonders why she decided to do her research in town and not in far flung villages.
- They don‟t do things on time e.g all travelling on Friday when there are no means of transport.
- They exploit each other e.g in the car, they are overcharged by the driver.
- They don‟t complain when things are not done right e.g when overchanged they don‟t complain.
- Citizens are corrupt - for example the driver of the van carries contraband and smuggles people to

South Africa and pays
the police so as to avoid paying taxes.

- Those with money buy imported furniture and other goods that they don‟t need e.g the narrator‟s friend complains of a
rich man who buys Victorian furniture. The woman in the van prefers to buy cheap shoes make from Korea which are of
low quality to buying authentic designer label.

Conclusion - 2 mks

Language - 4 mks

4 x 3 = 12 mks

b) Francis Imbuga, Betrayal in the City.

Introduction.

Bad governance has adverse effects on the citizens of a country. There is bad governance in Kafira as shown by the actions of some characters like Boss, Mulili and others.
(The introduction can be contextual, general combination of both)
Accept any relevant introduction. (2 mks)
Content.

- Citizens that question the leadership are assassinated for example Adika, Nina and Doga, Kabito.
- Citizens‟ freedom of expression is curtailed. For example;
- Mosese is jailed for speaking up against Adika‟s murder.
- Jusper‟s manuscripts / plays are not published because they are against the government.
- Adika is killed for participating in a strike.
- The top government official cannot speak freely.
- It causes a lot wrangling (quarrels, mistrust) among the government officials e.g Mulili keeps betraying the other officials and even causes the assassination of Kabito.
- The citizens are deprived of employment which goes to expatriates.
- Citizens are denied the right to practise their culture. For example Nina and Doga are stopped from holding the shaving ceremony for Adika.
- Due to corruption there is no fairmess in the awarding of tenders. For example Mulili gets tenders because he is Boss‟s cousin and Kabito bribes in order to get tenders.

(Expect four points well illustrated)
Mark 3 : 3 : 3 : 3 = 12 mks
NB: The candidate must bring out the suffering of the citizens. If not brought out the students should earn a mark (01) for the point.
CONCLUSION.
Any relevant conclusion. It can be a wrap up of what the candidate has discussed, a relevant proverb etc
Language 4 mks

c) (Accept any relevant introduction)
It can be contexual, general or a combination of both. (2 mks)

- The naming of Kahu, a girl, after an important male ancestor of the tribe Kahutia Te Rangi is against the traditions. Koro is opposed to it from the word go but Nani Flowers enforces it.
Ironically Kahu lives up to the challenge of the name when she saves the day after whales come to Wahangara.
- Women are not allowed to participate in traditional classes. Kahu is chased away from the meeting house by Koro Apirana on this basis. However she eavesdrops and becomes better in their tradition than the boys. She uses this knowledge to save her tribe. She is able to speak to the whales.
- Muriwai saves the Mataatua canoe that she and a few others had been left aboard. She realises that the tide has risen and the canoe might be wrecked. She declares that she will turn herself into a man and commands the rest on where to row the boat.
- Traditions demand that the first born children in the family of the chief must always be sons. Koro Apirana is angry with Pororangi for breaking this line. Kahu the first born girl ends up becoming the heir and savior that the community was waiting for.

(Expect any four points)
3 : 3 : 3 : 3 = 12 mks
CONCLUSION.
Any relevant conclusion. It can be a wrap-up of what the candidate has discussed, a relevant proverb etc.
Language - 4 mks

KERICHO SUB-COUNTY JOINT EVALUATION
ENGLISH
101/2
Paper 2
(Comprehension, Literary Appreciation and Grammar)

1. COMPREHENSION (20 MARKS)

Read the passage below and answer the questions that follow. Choosing a career

The career market is full of opportunities. Gone are the days when we had „either….or" career choices. The time when women, for example, choose between only: nursing, teaching and secretarial work are long gone. The explosion in communication technology, and the liberalization and globalization of the world economy, has ensured that there is no longer a dearth of career choices. Today, colleges and universities offer a wide range of training opportunities to high school graduates. This has made choosing a career an involving process. It has also given rise to the need for career counseling.

When choosing a career, whether you have the help of a career counselor or not, there are several factors that you should consider. These include your abilities or talents, your interests, your priorities and the available opportunities in the job market.

The skills required in a particular career and the ability to gain them through education must be considered when choosing careers. Becoming a doctor, for instance, requires extensive education and training , and many years of educational commitment. In addition to the compulsory subjects, the academic background required for this career is good grades in chemistry and biology at secondary school level. If your ability in these subjects is just average, you would be overstretching your luck to enroll for a Bachelor of medicine degree course. In the past, students have chosen to pursue training in engineering, even when their ability to handle physics and mathematics is very low. This, in many cases, has made them drop out of the class mid-course. The waste of time and resources would have been involved if they had considered a career that did not require the ability to handle mathematics and physics well.

There are many times when people have been driven to choose a particular career because of the salary and prestige associated with jobs in this field. At times, the desire to take certain course come from within an individual, but most times, individuals feel pressured by peers or family to take certain courses. Joining a career in which you have no interest in is a recipe for all dual life since you will spend more of your working hours doing something you do not like. Your career does not necessarily have to be your passion, but it should not bore you to death either. You can work out your interests by identifying the subjects you enjoy most at school, or the topics that are of interest to you and for which you take the initiative to read on your own.

It is true that many young people are attracted more by the social mobility that the job might provide than by their interest in the career. However, research has found that money does not play as big a role in job satisfaction as many people think. Of course we all have to make a living, but if you do not like your job, It does not matter how much you get paid to do it. What matter is how well a vareer choice matches your values.

QUESTIONS

i) What has created the necessity for career counseling? (2 marks)
ii) Why is one"s ability an important factor in career choice? (2 marks)
iii) Why do u think the write cites engineering in the passage? (2 marks)
iv) According to the passage which career should a person who values variety choose? (2 marks)
v) Make notes on the importance of knowing the availability of jobs in the career field one wants to join. (4 marks)
vi) What evidence is given in the passage to support the statement "Money does not play a big role in job satisfaction?" (3 marks)

vii) Explain the meaning of the following words as used in the passage. (4 marks)

a) Liberalization

b) Dearth

c) Social mobility

d) Collaboration

viii) Rewrite the following statement according to the instructions given.

The waste of time and resources would have been avoided if they had considered a career that did not require the ability to handle Mathematics and Physics well.

(Begin: If.....) (1 mark)

2. Read the excerpt below and answer the questions that follow.

When Mark got home that evening he met a grim Elizabeth and a trembling son. “Your son needs to be taken to an approved school, look at this,” she handed him the letter. He read it quietly: thgen he read it again quietly incase his eyes were playing tricks on him. He said nothing. After dinner, he called his family together.

“I have always done my best to provide for you, my children. Of all the things I provide, the most important is education and so far I have been pleased with your efforts. However, I cannot force anyone to go to school, especially if such a person is a man almost as tall as I am. When one is young, his parents are bound by duty to provide for him.

When he becomes a man, and Aoro here is obviously a man- since he is tall and has a deep voice and a moustache - it‟s his duty to provide for himself.” The man in question hung his head in shame.

“Aoro, school is not necessary for a bright, strong fellow like you. School is fore those fools who still want to learn. Today I will give you food. Tomorrow you go out and earn it. I will also allow you to stay in this house for a month after which I expect you to move out and look for a place of your own.” Mark stood up and left the room - his dumbfounded family staring after him. He had never troubled his head with vague theories about the supposed fragility of growing minds, and if he had he would have pointed out the fact that he had yet to father a fragile child. He woke up his son at dawn and ordered him out.

“But father! I have not had breakfast!”

“Since when did you see breakfast walking in here by itself? Go and earn yours.” He reached for his belt.

a) Place this excerpt in its immediate context. (3 marks)
b) Identify one theme evident in this passage. (2 marks)
c) Describe the tone of voice in Mark‟s words. (2 marks)
d) Identify a sentence in the passage that has parenthesis. (1 mark)
e) In one word, describe Aoro‟s stage of life. (1 mark)
f) What is the mood in Mark‟s house this evening? (2 marks)
g) Identify and illustrate Mark‟s character traits in this excerpt. (4 marks)
h) The man in question hung his head in shame. (Add a question tag) (1 mark)
i) Identify the use of personification in this passage. (2 marks)
j) Where else in the text are events of this extract recounted. (2 marks)
k) Explain the meaning of the following words as used in the passage:
   i) Dumb-founded
   ii) Fragility
l) What happened in the morning of the second day after this excerpt. (3 marks)

3. Read the poem below and then answer the question that follows. (20 mark)

THE PRESS

So What is the mountain deal?
About the minister‟s ailing son
That makes boiling news?

How come it was not whispered?
When Tina‟s hospital bed was crawled with maggots
And her eyes oozed pus
Because the doctors lacked gloves?

What about Kasajja‟s only child
Who died because the man with the key
To the oxygen room was on leave?

I have seen queues
Of emaciated mothers clinging to
Babies with translucent skins
Faint in line
And the lioness of a nurse
Commanding tersely
„Get up or live the line“
Didn‟t I hear it rumored
that
The man with the white
mane
Ushered a rape case out of
court
Because the seven-year-old
Failed to testify?
Anyway, I only remembered these things
Ehen I drink
They indeed tipsyexplosions.

Susan Nalugwa Kiguli

Adopted By from: Echoes across the valley.

Questions

a) Identify and explain the social evils dealt with in the poem. (6 marks)
b) Pick out three poetic devices evident in this poem and comment on their significance. (6 marks)

c) Comment on the tone of the poem. (2 marks)
d) Is the title significant? Why or why not? (2 marks)

e) Explain the irony of the poem? (2 marks)

f) Explain the meaning of the following words: (2 marks)
   i) Crawled
   ii) Ushered

4. a) Rewrite each of the following sentences according to the instructions given after each. (3 marks)
   i) The father cannot take credit for it and neither the son.
   ii) (Rewrite beginning: Neither…….)
   iii) Mr. Mweru is teaching English.
   iv) (Rewrite beginning : English…..)
   v) What the principal bought was a set of class readers.
   (Rewrite ending with "bought")

b) Explain the difference in meaning between the following pairs of sentences. (4 marks)
   i) Even Siele completed the race
   ii) Siele even completed the race.
   iii) They gave us little support
   iv) They gave us a little support

c) Write the following sentences in indirect speech. (2 marks)
   i) "These mangoes must be very juicy," Anna said.
   ii) Ipu vowed, "I intend to do everything possible right here and now."

   d) Fill in the gaps with the appropriate preposition. (3 marks)
   i) Our leaders are dedicated …….. their duties.
   ii) I am fond …….. little children.
   iii) The fans were excited …….. the musicians performance.

e) Use the correct form of the verb in brackets in each of the following sentences. (3 marks)
   i) Why was the child …….. (forsake)
   ii) The burden was …….. (bear)
   iii) They shouldn"t have …….. (sling) stones at the building.

KERICHO SUB-COUNTY JOINT EVALUATION
101/3
ENGLISH
PAPER 3
(Creative Composition and Essays Bases on Set Texts)

1. Imaginative composition. (20 marks)

Either,

a) Write a composition beginning with the sentence:
As I approached lour gate, I felt that something was a miss
.....
Or,

b) Write a discursive composition on ways education can be used to enhance national unity.

2. The Compulsory Set Text (20 marks)
Bertolt Bretch"s: The Caucasian Chalk Circle

Using the Caucasian Chalk Circle by Bertolt Brecht for your illustration, write an essay negating the saying: „Blood is thicker than water"

3. The Optional Set Texts (20 marks)

Either,

a) The short story: Ilieva and Olembo (Ed.) When the Sun Goes Down and Other Stories from Africa and Beyond

Poor gavanance in a country makes the citizens go through a lot of problems. Write an essay to validate this statement using illustrations from Sandisile Tsuma"s story Arrested Development.

Or,

b) Drama: Francis Imbuga"s Betrayal in the City

"Betrayal in the City exposes the troubles associated with independent African states."
Using illustrations from the text by Francis Imbuga, writean essay in support of this statement.

Or,

c) The Novel: Witi Ihimaera"s The Whale Rider

Love and rejection can be a very painful experience. With specific reference to the text, discuss the truth of this statement .

KERICHO SUB-COUNTY JOINT EVALUATION
ENGLISH
101/1
PAPER 1
MARKING SCHEME

Q1. Format(6 mks)
i) Senders address 1mk
ii) Date 1 mk
iii) Receivers address 1mk
iv) Salutation 1mk
v) Reference 1mk
vi) Closing tag 1mk (must bear signature to score)

Content/body (7 mks)
i) Introduction - introduce the recommendation and state how long you"ve known them(2 mks)
ii) Body - Give details of their achievements and success. State challenge/weakness if any. (4 mks)
iii) Conclusion - Give your confidence (do you recommend or not) (1 mk)

Language
- Use your own discretion to arrive at the correct language work. (6 mks)

Tone
- Formal / official tone (1 mk)

2. Cloze text
i) Feels
ii) More
iii) Makes
iv) That
v) Time
vi) Run
vii) Have
viii) Involved
ix) Everyone
x) Know

3. a)
i) Repetition- Oh! It has dawned
Idiophones- ii ,ii ,ii.
Direct address The persona
Addresses the initiate directly using pronoun „you" (any 3×1=3mks)

ii) - Use appropriate costumes e.g. loin cloth
- Incorporating a dance
- Use accompanishments e.g. drum
- Use gestures (must illustrate)
- Use facial expressions (must illustrate)
- Tonal variation
- Any other relevant answer (any three 3×1=3mks)

iii) - Rehearse to master the content before performance day.
- Look for appropriate costumes and accompaniments.
- Stage a mock recitation before an imaginary audience
- Practise on use of facial expressions, tonal variations and gestures to use
- Know the time when you are to perform.
- Ensure good grooming
- Think of conventional ways of attracting the audience e.g. clapping hands, clearing the throat.
- Consult an expert for advice. (any 4×1=4mks)

b)
i) phase
ii) plain
iii) mail

c)
i) h
ii) t
iii) c

d)

i) Rising
ii) Falling

e)
i) Taking a deep breath
ii) Walk from one side to another as your calm down

f)
i) You realize one person is speaking all the time.
ii) Repetition of the same points
iii) Digression to other issues
iv) You had read what is being discussed
v) The chairperson is not in control of who speaks, when and what is said or the conclusion. vi) No order in who speaks next
vii) Not writing notes.
Any other relevant (any three)

g) i)
- The caller does not identify himself and when he does he used nick names e.g. DJ Karo.
- The caller does not used the polite language e.g. how did you expect me to know that. Am I an angel?
- The caller is proud/bossy/patronizing e.g. you may be not of any help.
- Interrupts impolitely / rudely
- Uses slang in formal conversations e.g. works.

(any other relevant) (any 3×1=3mks)

ii)
- Identifies herself
- Uses polite expressions e.g. What can I do for you
- Exercises self-control when the caller says “you may not be of any help”.
- Connects the caller to the human resource officer
- Seeks clarification e.g. I do not understand you. (3×1=3mks)

KERICHO SUB-COUNTY JOINT EVALUATION
ENGLISH
101/2
PAPER 2
MARKING SCHEME

1. Reading Comprehension.

1. Career counseling is necessary because choosing a career is an involving process due to the many career opportunities
available. (2 mks)
2. One‟s ability determines whether one will be frustrated or fulfilled as he or she pursues a certain career.(2 mks)
3. Engineering is one of the programs that require specific abilities. (2 mks)
4. A career where he or she is not working alone or doing the same thing every day. (2 mks)
5. Points to consider.
- One is informed of unique personal traits which are an advantage with regard to highly competitive jobs.
- One is able to tell the level of education the job requires.
- To be able to understand that competitive jobs require more education.
- Know how well the job pays. (4 mks)
6. If one does not like the job he or she is doing, it will not matter how much money one is paid to do the job. (3 mks)
7.

a) Liberalization - freedom from restriction‟s
b) Dearth - Scarcity orb shortage.
c) Social mobility - Improvement in one‟s social standing.
d) Collaboration - cooperation in doing something. (4 mks)

8. If they had considered a career that did not require the ability to handle mathematics and physics well, the waste of time and
resources would have been avoided. (1 mk)

2.

a) Before
- Aoro is suspended from school due to indiscipline.
- At first he cheated he was on half term but later gives the suspension letter to the mother.
After
- He spends the whole day lout in the streets but gets neither job nor food
- He comes back home hungry. (4 mks)

b) Education
- Mark says‟ “of all the things I provide the most important is education.” Mark is furious at Aoro for being send out of school
Parenting
- Mark disciplines Aoro as a responsible parent. He also says he provides for the family
(any one 2 mks)

c) Angry tone - Mark is furious and sends Aoro out in the streets.
Sarcastic - The speech by Mark e.g. School is only for the fools who still want to learn.etc.
Any one (2 mks)

d) When he becomes a man and Aoro here is obviously a man - since he is tall and has a deep and a moustache - it is his duty to
provide for himself. (1 mk)
e) Teenager / adolescent (1 mk)
f) Tensed / strained (2 mks)
g)

a. Strict - Sends Aoro out in the streets with a stern warning
b. Patient / self-controlled - Talks at length to the family.
c. Responsible - Disciplines Aoro. He also says, “I have always done my best to provide for you, my children.”
(Any 2 traits - 1 mark identification, 1 mark illustration: 2×2=4mks)

h) , didn‟t he (1 mk)
i) ..... breakfast walking in here by itself?
..... eyes were playing tricks on him. (any one 1 mk)
j) While Aoro was taking Wandia to his parents.
k)

i) Confused (1 mk)
ii) Being delicate (1 mk)

l)

- Aoro wakes up early. Waits for his father in the sitting room to plead for forgiveness.
- His father acted as if he was not going to listen to him and Aoro fainted.
- His father poured a basin of cold water on his face.
- He came to him and shook his head facing his father and recognized that here was a man to be respected and feared.

(3 marks)

3. a)
- Discrimination.
  The ministers son is accorded medical attention while the less fortune are neglected e.g. Tina and Kasajja‟s only child.
- Callousness / insensitivity
  The medical stuff lacks concern for the patient to get up or leave the line.
- Negligence
  Tina‟s bed is infested with maggots and her eyes are oozing blood. Kisajja‟s only child died due to the negligence, in both
  cases, medical stuff gives very flimsy reasons for not attending to the patients.
- Injustice / misuse of power.
  The judge dismisses a rape case because seven years old victim failed to testify.
  Any 3 (1 mk identification, 1mk illustration)2×3=6mks

b) i) Use of rhetorical questions.
- How come it was not whispered?
- So was is the mountain deal?
  ii) Use of hyperbolic questions.
- Mountain deal - making a big of an ordinary situation.
- Boiling news - Hot news or breaking news.
  In both cases the persona is criticizing the media. It gives exaggerated attention to the minister‟s son‟s minor illness at the expense of the deserving cases.
  iii) Metaphor
- Lioness of a nurse
  iv) Satire
  The last stanza underscores the persona treats it as a tipsy talk of a drunk yet poet is ridiculing the injustice meted out to the less fortuned.

1mk identification, 1mk illustration = 2 mks 2×3=6mks

c) Bitter / angry / sarcastic or satirical
  The persona is disheartened by the hypocrisy of the press. It lacks neutrality and focuses on the bog people only.

1 mk identification , 1 mk explanation 1×2=2mks

d) The title is relevant:
  The poet is castigating the press for its partiality and lack of commitment to expose social injustice; practiced in the society
  yet the press is duty bound to produce and release free and fair news. (2 mks)

e) The press is supposed to equally cover all the citizens and not to be biased. Here the press gkives news yet the news are
  biased against people. (2 mks)

f) Crawled - infested
  Ushered - dismissed / cancelled

4.
a)
i) Neither the father nor the son can take credit for it OR Neither the son nor the father can take credit for it.
ii) English is being taught by Mr Mwero.
iii) A set of class of readers was what the principal bought.
b)
a. i) Siele was among those who complegted the race.
  ii) Among the other things that Siele did, he completed the race.
b. i) They hardly / scarcely gave us any support.
  ii) The support they gave us was not enough but at least they gave. c) i) Ann said those mangoes had to be very juicy.
  ii) Ipu vowed that he intended to do everything possible right there and then.

d) i) to
  ii) of
  iii) by

e) i) Forsaken
  ii)Borne
  iii)Slung

KERICHO SUB-COUNTY JOINT EVALUATION
ENGLISH
101/3
PAPER 3
MARKING SCHEME

1. IMAGINATIVE COMPOSITION

a) It must be a story. If not deduct by 4 marks
- Irrelevancy deduct up to 4 marks
- Must present a credible scenario beginning with the sentence given. If it is not, treat as an irrelevant and deduct upto 4 marks

b) It must be discursive essay.

2. The number of points does not affect the linguistic mark.

COMPULSORY SET TEXT

*Candidates must give introduction. (2mks)

Some of the characters in the Caucasian Chalk Circle have ensured that family members does not matter as long as their comfortability is not compromised. Some go to the extent of killing their own blood relations just to have access to power which eventually would lead them to controlling resources.

Accept any other relevant introduction

*Content (12 marks)

i. Natella Abashwili irresponsibly abandons her son Micheal, when she is fleeing from the palace. She si more concerned with her material possession. She has earlier on complained that her husband the governor, only does things for Micheal (p 18 - 19) Before fleeing, she harangues the palace maids about her dresses (p 24 - 25, 92). She is more preoccupied by what she can carry along and only occasionally mentions her son‟s name (p 24). This clearly shows that her material thirst overrides her motherly instinct at such times when the helpless Micheal is vulnerable to the marauding soldiers.

ii. Natella Abashwili is more interested in inheritance written in Micheals name. At the court session when Grusha is arraigned before the judge Azdak for abducing Micheal, Natella, through her lawyer reveals her true intension for her dire need of taking Micheal back. Her second lawyer states categorically that Natella‟s husband‟s estate is closed to her as it is tied to the heir. She cannot do anything without Micheal and she cannot even pay her lawyers (p 92,97). Despite being Micheal‟s biological mother, she dearly needs him for what the governor has left behind in his son‟s name.

iii. Lavrenti Vashnadze, Grusha Vashnadze‟s brother, says nothing about the mistreatment that his sister undergoes from his wife, Aniko.
After risking her life for Micheal, Grusha expec ts warm reception from Her brother. The singer tells us how Grusha expects to receive a warm embrace from the brother and the sister in law. The singer further shows us what lavrenti has acquired courtesy of his marriage to Aniko (p 44). Though Grusha is described as ill from walking, Lavrenti and his wife, Aniko, torment her with so many unnecessary questions ((p 45-46) simply because she has a child. Lavrenti does not come to her defence when Aniko gives her a cold reception. The singer refers to him as „the cowardly brother‟ (p 47) and Grusha advises little Micheal that they have to make themselves as small as cockroaches in the house to be forgotten (p 48-49). Lavrenti disposes of the sister by arranging for her some marriage to a „dying‟ Jussup since he feras Aniko, the source of his comfortability (p 48).

iv. The Fat Prince, Arsen Kazbeki, plots and overthrows his brother, Georgi Abashwili, the Governor. The Fat Prince is motivated by his lust for power (materialism). The Fat Prince with the other princes meets in the capital and plots how to overthrow the Grand Duke and other Governance (p 19). At the command of the Fat Prince, the soldiers (palace guards) refuse to take orders from the adjutant and soon the soldiers get hold of the Governor and slaughter. The Fat Prince and his drunken soldiers coldly carry the Governor‟s head on a lance and anil it on the palace door (p. 27). The Fat Prince is interested in power at the expence of his brother‟s life. After taking over the reign of power, the Fat Prince is now hunting down the Governor‟s heir, Micheal (his nephew), in order to kill him and consolidate his power.

v. Mother - in - law (the Peasant Woman), Jussup‟s mother is purely after the money she will get from Lavrenti for marrying
Grusha to the „dying‟ Jussup.
Lavrenti arranges for marriages for Grusha to stop people from asking questions about the father of Michealand Aniko also keeps on pressuring them about Grusha‟s husband (p 48-49). The peasant woman readily accepts to marry off his „dying‟ son at a fee (p. 49) and when she hears that Grusha has a child she raises the fee to six hundred piasters from the initial four
hundred (p 48-49). She hires a cheap monk instead of a priest to preside over the weeding since she does not want to pay a lot of money (p 53). She takes advantage of hey „dying‟ son‟s incapability to earn some money from Lavrenti.
Accept any four well illustrated points 4×3=12mks
*Conclusion (2 marks)
In conclusion, in all that we undertake, we should never forget that blood is thicker than water.
Accept any other relevant conclusion. (2 marks)
Total 20 marks
NB.
- Accept 4 points. Mark 3:3:3:3 = 12 marks

- Conclusion: 2 marks
- Introduction: 2 marks
- Language and presentation: 4 marks - to be pegged on content mark i.e

3.

a) The optional Set texts

Introduction

- In a poorly managed country, people are bound to face a lot of problems: economic, social or political. In many African countries which are poorly managed by their leaders, the citizens face a lot of problems- economic, social and political. In Sandisile Tshuma‟s story arrested Development the problems people face in a poorly managed country areb addressed.

Accept any plausible introduction

i. Public transport is crippled

- The narrator and other passengers wait at Max‟s Garage for almost three hours to get a ride to Beitbridge (pg 86).
- The Passengers at Max‟s Garage grumble that there are many private cars going to Esigodini but nothing going to Beitbridge or even Wanda (pg. 87).
- The narrator and other passengers at Max‟s Garage just get in the only car headed for Beitbridge. The driver charges, them 800,000 dollars each - a very high price (pg. 87).
- The narrator notes that there is no public transport, he and other passengers are extremely desparate and they have to bear with the situation. (pg. 88)
- The narrator says he and other passengers are packed in one van like sardines (pg. 88)
- The young man at Gwanda says the transport situation in Beitbridge was so bad that he had to wait for eighteen hours for a min- bus to fill up to make a trip to Bulawayo (pg. 92).

ii. Filling stations are barely functioning

- The narrator observes that the filling station at Max‟s garage is not functioning. He has been there for three hours and nothing is working (pg. 87)
- The private car owner headed Beitbridge has to get his fuel off the black market and has to offer his

iii. There are endless power cuts

- There is power blackout at Beitbridge when the narrator arrives. He walks into the starry night (pg. 86)
- The narrator says that they are used to waiting for most services including electricity (pg 86). A friend of the narrator, Lihle, says that she can do anything in the dark; fetch water, light a fire, cook a decent meal etc for she is used to endless power cuts (pg. 93)
- Lihle‟s imported hair piece always smells like wood smoke from firewood she uses as a result of the endless power cuts (pg. 93)

iv. There is extortion and exploitation

- Passengers have to pay exorbitant fares since there is no transport and are desperate to reach their destinations. The narrator and other passengers, For instance, pay 800,000 dollars as fare to Beitbridge. (pg. 88)
- The young man who boards a van at Gwanda is coned of his hard earned dollars by unscrupulous Shona money changers at Beitbridge (pg. 92)

v. Corruption and bribery

- Police officers have to be bribed to offer services to the people
- The driver of the second van bribes the traffic police officer at the roadblock so as to get a ticket to enable him to pass subsequent roadblocks along the way (pg. 88)
- Gloria bribes the cops and customs officials to allow her smuggle Zimbabwean cigarettes to South Africa where they are highly demanded (pg. 93)
- The driver of the second van and Gloria talk of how they pay off farmers, magistrates, anyone and everyone. (pg. 93)

Conclusion

- A recap of the points discussed
- An opinion that sums up the points

(accept any other relevant conclusion)

b) “Betrayal in the City exposes the troubles associated with independent African states.”

Introduction

Using illustrations from the text by Francis Imbuga, write an essay in support of this statement.

i) Just like the play, there is betrayal in Kafira.

- Boss‟s regime fails to do for the people who had elected them to power. Instead of creating jobs for the citizens of Kafira, they bring expatriates to take the already existing job position.
- Betrayal is also portrayed by characters like Mulili who betrays Kabito to safeguard his own personal interest.

ii) There is a lot of corruption in Kafira.

- Tumbo keeps a substantial share of the amount that was supposed to be used for auditions to select the best play.
- Boss uses his power to award Mulili who also happens to be his cousin, the university tender.
- The member of the committee being concerned with money other than discussing what they are supposed to do.

iii) Imbuga has also brought out injustice in Kafira.

- Chagaga who kills Adika is not prosecuted.
- Mosese is arrested and jailed without trial.
- Jusper is beaten by a mob after he has confessed killing Chagaga.

iv) Francis Imbuga also portrays the tribalism and nepotism that kis apparent in Kafira.

- Boss employs his cousin Mulili
- The Askari cannot serve Jere with tea because he does not come from the same tribe with him.

v) Unemployment

- Has also been exposed as a problem in Kafira.
- University students going on strike because of the hiring of the expatriates.

c) Love and rejection can be a very painful experiences.

Introduction:

The candidate must make a statement to show his / her stand. Approach: A two - sided essay. Love - Theme illustrated through the following characters.

i) Nani flowers love for Kahu. A grandmother‟s love: protective and possessive. Appreciative - appreciates the girl - child

Reason

- To perpetuate feminism, importance and role of a woman in the family / society.

Agenda:

- Kahu has royal blood; a woman in Nani‟s family ancestry was an able brave leader.
- Her love gives Kahu happiness and confidence
- Nani protects her umbilical cord why? She perceives her to be the future leader of the Maori community.
- Encourages her (Kahu) to do daring and challenges Koro Apirana for having a bias for boys.

ii) Rawiri‟s love for Kahu - Gives her sense of belonging/security.

- Encouragement and support to purse her studies to the highest level: university.

iii) Koro Apirana‟s rejection: - Describe incidents of rejection:

Unhappy / disappointed at her birth; he wanted a male great grandchild - an heir to his chiefdom.

- Unappreciative and uncaring; not protective towards Kahu.
- Snails at her whenever she seeks for his love and attention (biting of his toe) merely a baby!

Begins a search for a male heir - found a school for boys training in the Maovi culture.

- Kahu was not allowed to attend the school
- She eavesdrops to listen to what goes on in the school.
- On, day Koro notices her and growls at her,“Go away…….you“

NTIMA, NYAKI AND MUNICIPALITY CLUSTER EVALUATION. 2016
ENGLISH
101/1
PAPER 1

1. FUNCTIONAL WRITING (20 marks)

a) You are the president of the students‟ council in your school. There have been rising cases of indiscipline in the school and the principal has appointed you to lead a team of students, to investigate the cause of this problem and report back to him within two weeks. Write your report.

2. CLOZE TEST (10 marks)

Read the following passage filling the blank spaces with the most appropriate word.

There are many obstacles the Government has to grapple with in ensuring access of children to free and compulsory education. (1) ……., the obstacles, parents everywhere would, (2) …….. they have the ability, get (3) ……. children into school. However, the economic circumstances of the (4) ……. often make it very hard for them to send their children to school, particularly (5) …….. there are fees to be paid.

The Government (6) …….. Made massive interventions to address the obstacle regarding affordability. (7) ……. employment of thousands of teachers, even though we need more to meet the shortage, capitation to students and other infrastructural support to schools (8) …….. the support it is receiving from the development partners, has helped to cut the (9) ……. on households in securing (10) ……. basic education for their children.

3. a) ORAL SKILLS (30 marks)

Read the following narrative and answer the questions that follow.

Once upon a time, a woman who was pregnant and about to give birth went to the bush to collect firewood. On reaching the bush, she suddenly gave birth to a baby boy who was so deformed and ugly, that she decided to exchange it for another baby; a normal- looking one she found abandoned and crying in a nearby thicket. She didn‟t know that this baby was a spirit called Ekipie by Turkana.

The woman returned home with the baby and since it was evening time, she had to milk the cows. So as usual, she took three gourds and filled them with milk from the numerous cows they owned. She put the milk containers in her hut where her eldest daughter was minding the new baby. Then she went out again to complete some of her chores.

Later, when she returned to the hut where she had left the baby, she found to her dismay, that there was not milk at all . All the three gourds were empty. Surprised, and shocked, she questioned her daughter about the milk and what had happened to it. The girl replied, “The baby has drunk it all.”

“I can‟t believe such a tale. Its ridiculous for you to say such a thing,” she scolded her daughter. “Don‟t tell lies. Admit you are just imagining things. Who drank the milk?” The woman persisted in questioning her daughter, who swore it was the baby.

Strange as it may sound to you, the same thing happened again the following day and on several consecutive days. The woman grew puzzled and confused. Her husband too began to complain about non-availability of milk in the household. Now, the woman had not alternative but to tell the truth.

Questions

1. State two ways you would prepare your audience to listen to the above story. (2 marks)
2. What two things would indicate to you that the audience is following the story? (2 marks)
3. What two oral devices would you use in narrating the story effectively? Illustrate your answer. (2 marks)
4. How do you perform the reply of the girl, “The baby has drunk it all.” (2 marks)

b) i) Provide another word pronounced the same as the following words: (3 marks)

Cent
Know
Pray
Lessen
Where
Aural

ii) For each of the following sets of words, identify the odd one out according to the pronunciation of the underlined sounds.

Knot note not
Weapon weed wed
Breathe breath breadth

c) i) You are set to take part in the county debating contest. How would you prepare yourself for this event?

(4 marks)

ii) Mention two things you would do to avoid stage fright during the session. (2 marks)

d) Explain the meaning of the following sentences taking into consideration the underlined words: (4 marks)

i) I did the job

I did do the job

ii) Juma paid for it.

Juma paid for it

e) Read the following conservation between July and a peer counselor and then answer the questions that follow.

PEER COUNSELLOR: (Motioning her to seat) Hello Judy. How are you getting on? Please have a seat and don‟t be anxious.

JUDY: Don‟t tell me it‟s all over school now. I will kill you……

PEER COUNSELLOR: Please relax well, you swore me to secrecy and I have kept my part of the bargain. No cause of alarm.

JUDY: So then, why do you want to see me? You mean it can show?

PEER COUNSELLOR: Calm down. You are just in early stages and please keep up appearances. The school closes next month.

JUDY: (Looking disturbed) One more month and the whole world will know. I need to procure …

PEER COUNSELLOR: Don‟t even go there …… will you be able to live with the guilty? Remember things can also go wrong and you may die.

JUDY: (Visibly agitated). Then tell me what to do.

PEER COUNSELLOR: Please calm down; all is not lost. You just tripped; you never fell. These days Judy, girls are accepted back to school after giving birth so you need not worry. All will be fine. In mean time, just relax for your baby.

JUDY: (Sighs) Thank you for being there for me. Remember not a word to a soul.

PEER COUNSELLOR: You can trust me Judy. Good day.

JUDY: Good day.

i) How does the counselor establish good rapport with Judy? (1 mark)

ii) What good conversational skills does the counselor show? (3 marks)

iii) Identify two shortcomings in Judy‟s speech. (2 marks)

NTIMA, NYAKI AND MUNICIPALITY CLUSTEREVALUATION - 2016
Kenya Certificate of Secondary education
101/2
ENGLISH
Paper 2
2 ½ hours

1. Read the following passage and then answer the questions that follow.

Indiscipline pervades our life so completely today that it is difficulty to establish what a decent disciplined society looks like. We see and hear and read about indiscipline in the home, in school, in public service, in private sector, on the roads … it‟s alarming.

The malaise takes so many different forms - sometimes brutally crudes, at other time more subtle - that a comprehensive definition of it would be very difficult. For our present purposes let, us say that indiscipline is a failure or refusal to submit one‟s desires and actions to the restraints of orderly social conduct in the recognition of the rights and desires of others. The goal of indiscipline is self-interest; its action, the abandonment of self-restraint in pursuit of the goal.

Although indiscipline is by definition distinct from lawlessness, the line between the two is often tenuous indeed. For example, an indisciplined driver breaks a traffic regulation by overtaking on the side-walk; then commits the criminal act of manslaughter by knocking down and killing a pedestrian.

The danger of indiscipline escalating into lawlessness is particularly acute when large numbers of people are involved in it: i.e. in situations of mass indiscipline.

There is no provision in our laws which says that a man who comes first to a public counter should be served before the man who comes later. But our sense of natural justice and our intelligence tell us that, it should be so because it is only fair and experience has shown that any other way is liable to create disorder and delay.

Discipline does not invite supervision by an external force but is imposed by the individual from within. Indeed discipline is either self-discipline or it is nothing at all. But although society thus appears to leave individuals to their own discretion in the matter of social discipline, this freedom is strictly controlled by sanctions of varying severity. It may be no more than a disapproving look; a mild verbal reprimand, or it may be extremely grave like for instance, social ostracism.

I think that society realizes that given adequate social education the average citizen will come to appreciate that it is in his or her interest to uphold discipline. As soon as a sufficient number of citizens understand this , they will supervise their own behavior and that of their immediate neighbours. The resulting condition may be called a climate of discipline.

Even in such a climate there will always be a sporadic incidents or indiscipline because there will always be people who on account of their immaturity, mental incompetence, sheer devilry or even innocent exuberance are unable or unwilling to impose the internal break of self-discipline on their desires and actions. But in disciplined societies they will remain an eccentric minority.

i) Why does the writer describe indiscipline as alarming? Support your answer with information from the first paragraph. (2 marks)
ii) What makes it difficult to define indiscipline precisely? (3 marks)
iii) How would recognition and respect of other people‟s rights and desires reduce indiscipline? (2 marks)
iv) Why do you think the example of an indisciplined driver is cited? (2 marks)
v) What role should our sense of natural justice and intelligence play? (2 marks)
vi) Make notes on how an individual as well as the society help to instill self-discipline. (4 marks)
vii) Rewrite the following sentences maintaining the meaning.
Although indiscipline is definition distinct from lawlessness, the line between the two is often tenuous indeed.(1 mark)
(Begin: The line ……)
viii) What is the writer‟s attitude towards those who do not exercise self-discipline? (2 marks)
ix) Explain the meaning of the following words and expressions as used in this passage. (2 marks)
a) Verbal reprimand
b) Devilry

2. Read the following excerpt and then answer the questions that follow. (25 marks)

“You‟ve remembered us at last,” she observed quietly.

“Yes. I am sorry.Er-er I was kind of busy but here I am now” He felt like the dirt in the street.

“Did you receive my letters? The girls had a bad attack of malaria. I thought Becky would die.” He had received that letter but had read it in the haze if his infatuation.

This was getting worse than he had feared.

“I got it but there was no way I could get away. I am sorry.” He added lamely.

“Why didn‟t you least write to console us?” He kept quiet, but he knew he would rather die than tell her what had actually

happened. Fortunately for him Elizabeth was no vindictive and did not hold grudges for long. She only said:

"We are all going back together. We are family and it is clear that you need someone to remind you of your duty all the time. " He was only too willing to oblige, after all things could have been much worse. He would move house as soon as possible incase the neighbours started blabbing.

She eventually heard the rumours but chose to say nothing about it though he held his breath for days. She was learning the first cardinal rule of marriage, not everything has to be blurted out.

a) Briefly describe what happens before the events of this excerpt. (3 marks)

b) Identify the dominant theme highlighted in this excerpt. Illustrate your answer with sufficient information from the excerpt.

(3 marks)

c) Describe the character of Elizabeth as brought out in the above excerpt. (2 marks)

d) Who is the "he" referred to in the excerpt and what kind of person is he? (3 marks)

e) i) "We are a family and it is clear that you need someone to remind you of your duty all the time."(Report this statement)

(1 mark)

ii) This was getting worse than he had feared. (Add a question tag). (1 mark)

f) "She eventually heard the rumours but chose to say nothing about it ….."

What rumours did Elizabeth hear and what does her reaction reveal about her relationship with the „he"? (4 marks)

g) Identify one aspect of style used in this excerpt and explain its effectiveness. (2 marks)

h) Where is Elizabeth living at the time of this episode? Explain the circumstances that led to this family being separated.

(4 marks)

i) Explain the meaning of the following words as used in the extract. (2 marks)

a) Cardinal

b) Blabbing

Question 3

Read the following poem and answer the questions that follow.

I WENT TO CHURCH.

I went to church today.
Yes I went and prayed for all
Friends and foes a like.
Dead and those alive.

I also prayed hard.
For the soul of that soldier.
Who got short.
Fighting for our motherland
While I shot hot life into his wife.
And I prayed to God too
That I live long
To go and pray again

Questions.

a) What is the poem about? (4 marks)

b) Identify and illustrate any two character traits of the speaker. (4 marks)

c) Identify and illustrate three poetic devices used in the poem. (6 marks)

d) What is the meaning of the following lines as used in the poem. (2 marks)

i) While I shot hot life into his wife.

ii) That I live long to go and pray again.

e) i) What is the tone of the poem (2 marks)

ii) Explain the overriding mood of the poem. (2 marks)

4. GRAMMAR

a) Fill in the blank spaces with the correct preposition. (3 marks)

i) He persisted …… his folly despite the advice I gave him.

ii) The brothers look so alike, one can easily mistake one …… the other.

iii) You should evaluate what he says because many young people have been taken ……. by his sweet words.

b) Fill in the blank spaces with the correct form of the words in the brackets. (3 marks)

i) It took the police quite some time to …… (peace) the agitated demonstrators.

ii) The criminal refused to reveal to his …… (capture) how he escaped from the prison.

iii) Some Christians only think of divine …… (provide) when in need.

c) Replace the underlined word in each of the sentences with the most suitable phrasal verbs. (3 marks)

i) The doctor remarked that the girl resembles her father.

ii) The looters stole goods of unknown value during the city riots.(make)

iii) When the regained consciousness he was amazed to realize that he was in hospital.(come)

d) Rewrite the sentences below according to the instructions given at each. (3 marks)

i) That was the worst storm the village had ever experienced.(Rewrite beginning with Never …..)

ii) John was so ill that the doctor advised him to stay at home for a few days.
(Rewrite beginning with. Being …..)

iii) The farmer bought a cow that had been stolen from school.(Rewrite in passive)

e) Fill in the blank spaces in the sentences below with a suitable connector (3 marks)

i) The thieves talked in whispers …… they be overheard.

ii) My dog is small …… fierce.

iii) The old man is very sharp …… her age.

NTIMA, NYAKI AND MUNICIPALITY CLUSTER EVALUATION - 2016
Kenya Certificate of Secondary Education
101/3
ENGLISH
Paper 3
2 ½ hours
Answer THREE questions only

1. COMPULSORY Imaginative composition (20 marks)
EITHER
a) Write a composition beginning with the following sentence.
"The door was flung open and everybody looked up ……."
OR
b) Write a composition to illustrate the following proverb:
Those who live in glass houses should not throw stones.

2. The compulsory set text
DRAMA
The Caucasian Chalk Circle By Bertolt Brecht
"The consequences of war are always painful and far reaching." Support this statement with close reference to "The
Caucasian Chalk Circle", by Bertolt Brecht (20 marks)

3. OPTIONAL SET TEXTS
Answer any one of the following questions.
EITHER.
a) The short story: Longhorn:"When the sun goes down and other stories from Africa and Beyond ".
"Desperation leads to moral degradation". Support this statement with illustrations from Sefi Atta‟s short story, "Twilight
Trek."
(20 marks)
OR
b) Drama: "Betrayal in the City" - Francis Imbuga
"Power, if unchecked, usually leads to suffering. "With illustration from Francis Imbuga‟s "Betrayal in the city", support the
above statement. (20 marks)
OR
c) The Novel: "The Whale Rider" - Witi Ihimaera
"Every society is unique; this is as dictated by their own cultural practices," support this statement in reference to Witi
Ihimaera‟s „The Whale Rider‟ (20 marks)

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101/1
ENGLISH
PAPER 1

1. Format
   - Heading - 2 mks (name of institution ½ commissioning officer ½ , reason ½ time span ½)
   - Introduction ½
   - Subtitle ½ ×4=2
   - Recommendation ½ (must be numbered)
   - Name/designation (optional)

   Total - 6mks

   Content
   Expect at least four findings (areas under clear sub -titles)
   eg. Noise - making
   Dressing
   Vernacular speaking.
   Defiance to authority
   Truancy etc. 4×2=8 mks

   Tone
   2 marks - must be passive / formal.
   -Language and presentation
   A - 4 - very good/excellent
   B - 3 - fairly good
   C - 2 - weak
   D - 1 - very weak

   Summary.

Format	-	6
Content	-	8
Tone	-	2
L & P	-	4

2. Cloze text marking scheme.
   1. Despite
   2. If
   3. Their
   4. Families
   5. When
   6. Has
   7. The
   8. And
   9. Burden
   10. Quality
3. i)
   - use of conventional formula understood by audience
     eg. - I am going to tell you a
     - Story story
     - Take a story
   - Giving a riddle/ puzzle related to the story.
   - Singing a song related to the story
   - Playing a musical instrument
   - Clearing your throat
   - Any other relevant (any two)

ii)
   - Body language eg. Smilling, sitting posture that shows alertness, nodding etc.
   - Eye contact
   - Appropriate emotional response to parts of the story eg. Sad/happy facial expression.
   - The general response at the end of the story
   - (Any two) any other relevant

iii)
   - Tonal/voice variation of the mother as contrasted so that of the girl.
   - Facial expression such as happy/smilling/jubilant face of the mother returning to complete her chores.
   - Gestures eg. Gesticulating the milking of a cow.

- Body movement. The woman returning to complete her chores.

(Any two) any other relevant.

iv)

- Tonal variation - soft and persuasive tone to show mood of utterance.
- Pitch - voice projection such as a low tone/voice to show.
- Tempo/pace - words said slowly to express fear.
- Facial expression - sad/surprised face
- Gestures - lifting hands

(Any two) - Any other relevant.

3. b) i)
   - Scent
   - no
   - prey
   - wear
   - oral

   ii) Note
   Weed
   Breathe.

   c) i)
   - research on the motion/topic
   - Personal grooming eg. Hair, clothes. Shoes etc.
   - Prepare flash cards or short notes.
   - Practice use of non - verbal skills eg. Use of gesture movement on stage, facial expressions etc.

   Any other relevant 1×4=(4 mks)

   ii)
   - Take a deep breath
   - Say a short prayer
   - Recite positive affirmations

   Any other relevant 1×2 =2 mks

d) i) I did the job - a statement of fact that the speaker did the speaker did the job.
   I did do the job - emphasis of the fact the speaker actually did the job.

   ii) Juma paid for it. - it is Juma who paid for it and not anybody else.
   Juma paid for it. - Juma actually paid for it/did the paying/ did nothing more/emphasizes the item is indeed paid for

e) i)
   - greeting Hello Judy
   - Motioning her to sit
   - Asking her to relax
   - Calling her by name.

   any one

   ii) She is polite 1/2 eg. Calm down
   Allows turn taking eg. Reads the agitation in Judy.
   Interrupts politely (interrupting, please relax)

   iii) She is impatient (1/2) eg. So then, why ½ mk
   She is rude (1/2) eg. I will kill myself (1/2)
   Suspicious (anxious ½ eg. Don"t tell me it"s all over the second school.(1/2)

NTIMA, NYAKI MUNICIPALITY CLUSTER EVALUATION - 2016
Kenya Certificate of Secondary Education
101/2
ENGLISH
PAPER 2
Comprehension

i) It has begun to look like the normal thing/ virtually every facet of the society has been infected/ No one has escaped/
Indiscipline pervades our life/
It is everywhere.
NB, Any one (2 mks)

ii) It assumes many different forms - some forms are overt (crude) while others are discreet (subtle)/it is difficult to put your figure on it exactly. (3 mks)

iii) This may check individual‟s excesses/ one may become more considerate and therefore less self - centred. (Selflessness).
(2 mks)

iv) It shows that although discipline is not strictly lawlessness it can easily lead to lawlessness and criminal acts? To illustrate how indiscipline can easily lead to lawlessness and criminal acts. (2 mks)

v) To realize and appreciate that although the law makes no provision for a first - come - served policy observing that policy would create order and efficiency decency/
It is fair and not liable to create disorder and delay. (2 mks)

vi) - Exercise self-discipline without external supervision.
- Individual can also supervise the behavior of his/her neighbour
- Society must control indiscipline by showing disapproval and/punishing it.
- Society has the duty of providing social education.
NB - should be in note form
- Deduct ½ mrk from total marks if not in note form. (4 mks)

vii) The line between indiscipline and lawlessness is often tenuous. (1 mk)

viii) Contemptuous/hostile/condemnatory/disgust/despise/resentful. (2 mks)
Illustrate - use of expressions like “immaturity” mental incompetence.

ix) Verbal reprimand - a spoken rebuke/warning/caution/scolding/admonishing/reproof
Devilry - mischief/high spiritual/evil nature /wickedness/daring act, escapade.

2. a) Mark was living alone in Nakuru where he worked, away from his family.
He had just broken up with a girl he had been living with, after she cheats/lies to him that she was expectant. The following day he travelled to western Kenya where his family lived.
Expect all three (3 mks)

b) Family relations
-Elizabeth complains that Mark had remembered them. “At last” meaning he had stayed away for long. -Mark felt “Like the dirt in the street” for neglecting his family.
-The girls had been sick and Elizabeth wrote to Mark, their father to inform him.
-Elizabeth tells Mark that they would go back to Nakuru together ……..
Id - 1 ill - 2 =3mks

c) Forgiving - “Elizabeth was not vindictive”
Wise - did not pay attention to gossip/rumours that would have ruined her family.
Motherly/responsible - she took care to her sick children and wrote to their father to inform him. Any other relevant Id - 1mk
Ill - 1mk
= 2mks

d) Mark Antony Sigu/Elizabeth‟s husband - 1 mk
Honesty/sincere - when confronted by Elizabeth, he is apologetic “I‟m sorry”, “he felt like the dirt……”
Irresponsible - He does not respond to Elizabeth‟s call when his children were sick. “ ……in the haze of his infatuation.”
Any other relevant. Id - 1ill - 1 =2mks

e) i) Elizabeth/she said said that they were family and it was clear that he needed someone to remind him of his duty all the time
(1mk)
ii) This was getting worse than he had feared, wasn‟t it? (1 mk) Do not award if punctuation is incorrect.

f) That Mark had been living with a girlfriend/woman. This reveals that Elizabeth loved and respected her husband, and that she was committed to her marriage and determined to make it work. (4 mks)

g) Dialogue.
Between Elizabeth and Mark.
Eff. Reveals the character of Mark as honest and sincere and Elizabeth was patient, wise and committed, the couple loves one

another.

h) She was living at Aluor where she was teaching. She had been forced to move away from Nakuru owing to insecurity as a result of the state of Emergency in the country. (4 mks)

i) Cardinal - fundermental/basic/very important

Blabbing - talking carelessly about things that should be kept secret Marking Scheme for the poem.

a) The poem is about a person who has gone to church to pray.
He prays for friends and foes to living and the dead.
He had committed adultery with the soldier‟s wife.
He is remorseful or apologetic and asks for forgiveness.

b) He is religious/pious - goes to church to pray - “To go and pray again”
He is immoral/promiscuous - commits adultery with the soldier wife “While I shot hot life into his wife”

c) i) Repetition - “I went and prayed”
ii) Alliteration - friends and foes live long
Fighting for
iii) Imagery (metaphor) - “I shot hot life into her wife”

d) i) The speaker engages in sexual affairs and impregnates the soldier wife.
ii) He asks God to preserve his life so that he can go often to pray in in church.

e) i) Apologetic/remorseful/reconciliatory. Asks God for forgiveness.
ii) Prayerful - “That I live long to go and pray again”

Question 4 Marking Scheme.
Grammar.

a) i) in
ii) for
iii) in

b) i) Pacify/appease
ii) Captor
iii) Providence

c) i) Took after
ii) Made away with
iii) Came to

.d) i) Never had the village experience such a storm.
ii) Being so ill, John was advised by the doctor to stay at home for a few days.
iii) The cow that had been stolen from the school was bought by the farmer.

e) i) Lest/else
ii) but
iii) despite/in spite of.

NTIMA, NYAKI AND MUNICIPALITY CLUSTER EVALUATION - 2016
Kenya Certificate of Secondary Education
101/3
ENGLISH
PAPER 3
2 ½ hours

1. a) Must be a story, if not deduct 4 marks.
Third person narration is acceptable.
Must begin with the given statements if not deduct 2 mks.
Story must develop naturally the input sentence if not deduct 4mks. (Irrelevancy) Length must not exceed two pages if not deduct 2 mks. (350-450 words)

b) It must be a story if not deduct 4 marks.
The story must show that candidates understand the proverb.
Length must not exceed 2 pages (350 -450 words)

2. Compulsory: Caucasian Chalk Circle

 Displacement

The Caucasian village is described as was ravage and I ruins. The number of villages has declined and people have relocated

to other areas. All pleasures have been rationed. Tobacco and wine have been rationed. People‟s normal lifestyle is affected

as evidenced when the goat herding commune has been asked to relocate on order from government. Grusha‟s case.

 Fear of insecurity. The girl tractorist notes that plan to rehabilitate the disputed valley work conceived during days and nights

when they had to take over in the mountains. Displacement of people from palace and homes.

 Poverty - during the days of Governor Abashwili and the grand duke‟s leadership, majority of people had been rendered

beggars. The governor is confronted by petitioners who are not comfortable with the state of affairs - children are emaciated, people are clutches while others are crippled due to war
There are high taxes by the government
Soldiers taking goats from the peasants.

 Deaths - the fat prince conspires with other princes to overthrow the governor, He has him beheaded and his head is hanged

at the entrance door of this palace for all to see.

 General suffering. The case of Grusha‟s suffering with Michael all the way to mountains and even after suffering of peasants.

Question 3 a. marking scheme.

i) When the sun goes down

ii) Immoral ways are never rewarded.
It is true that desperation leads to moral degradation as outlined in Sefi Atta‟s story Twilight Trek, some of the moral degradation shown are, dishonest, prostitution, blackmail and hypocrisy.

Dishonest

The narrator in his desperation to go to Spain duped his boss, and as result the boss was angry with him and even threatened

to send a gang to slit his throat. Due to the fear the narrator developed a strong desire to leave to Spain immediately.

The narrator is told to be prepared for thieves, the Moroccan security forces, and to look out for conmen that will take his

money. P.16.

Dishonesty is seen in the story when nasty Tuareg makes the narrator and the others pay him more dollars. The wheezy

w3oman pleads with Tuareg but he showed her no mercy. The Tuareg only calms down when he is given extra $100 which was not the agreement in the beginning.

After the end of the journey no gratitude is shown to the Tuareg. He is not appreciated at all and instead referred to as cheat. „He has driven us hundreds of miles and none of us is thankful to him, the cheat‟ p.115.

Illegal emigrates use wrong routes to set to Spain as they know that if they use the right routes they would be arrested as they were illegal. P.10.

The narrator did not have enough money to enable him get fare and therefore resorts to selling Marijuana which is drug that is not allowed.

The narrator is warned to be alert as the presence of conmen was not inevitable. He was also to be cautious about security forces, also told to be prepared for thieves p.116. Narrator sleeps in his sneakers just incase they get stolen.

Black mail

Blackmail is another moral degradation obvious in the short story. The narrator and others have crossed the border using fake

passports p.115. This is not a habit that would be encouraged in any country. Obazeee tries to sneak

overload in Ceuta as he
was trying to avoid the security forces. Obazeee is aware that his stay in Tangier in a guest house near Pete Socce was not
legitimate.

Prostituting

The narrator‟s mother in abid to survive involves herself in prostitution and even imtroduces the same to the narrator. The narrator says that when he was young his mother would snear lipstick all over his face oiled his hair and braided it into cornrows like a girl p.109.

The narrator‟s mother introduces him to a Lebanese and would convince him that the Lebanese man will only touch him. The narrator‟s mother was involved with many men sexually, the narrator says that some were rich, married, handsome, fat, and white, like his father p.10.This show promotion of moral degradation in a bid to survive.

Hypocrisy

Hypocrisy is shown by Patience. Patience keeps on reading the Bible which makes the narrator build trust in her. “Patience pulls a white Bible out of her pocket and begins to read to me about Moses who led the Israelites” p.113.

She says it is only God who can save us now. She is reading her Bible again p.118. When Patience disappears and does not return, the narrator could not believe it after Obazeee makes him realize that she had gone for food and would not be returning.

The narrator is left alone wondering what to do as Patience had stolen his money. “There is space since is my sneakers now. Too much space since Patience took my money”. P.123

Patience tells the narrator that she had enough money which they were to share yet she was planning to rob him. P.122 From the above illustration, it is clear that desperation leads to moral degradation.

Mark 4:4:4:4: =12mks

Intro. -2mks

Conc. -2 mks

G & P -4mks

3. b)

 Adika‟s funeral is taken over by the state and converted into a political rally - service is not supposed to take more than 10 minutes, students shouldn‟t carry coffin and weeping in public by academic staff was illegal.

Mosese goes against this that he is framed with Opium and thrown in jail.

 Jasper‟s parents are killed in cold blood on orders from the government “Those brutes murdered my parents.”

This leads to Jusper‟s father psychological suffering.

 There curtailed freedom of expression. The state takes away the students‟ rights to print Adika‟s picture in the local daily.

Publishers are not free to publish Jusper‟s manuscript because the true was too much in the nude”

Through the order from the government, Doga and Nina are forbidden to carry on with their son‟s shaving ceremonies.

When Jere empathizes with them and allows it he is imprisoned.

This also leads to the killing of Doga and Nina.

 When university students go no strike condemning the influx of expatriate personnel in the country, boss goes ahead and orders for three hundred more to show them that he had the upper hand.

The aftermath of this demonstration is Adika‟s death and Mosese‟s imprisonment.

 Boss uses his power to have Kabito‟s University milk tender cancelled and given to his cousin Mulili. This leads to animosity between Mulili and Kabito. The result is Kabito‟s death.

 Tumbo declares Jusper the winner of the play6 writing competition that was not held. This gives an opportunity to Jusper and the other parties to avenge the wrongs done against him‟them/nation.

 Boss trying to get Regina by force.

 Boss locking Mercedes in the palace.

(Any other relevant)

Introduction - 2 mks

4 well illustrated points - 12 mks

Conclusion - 2 mks

Grammar and presentation - 4 mks

3. c

 The Maori community believed in the communication and co-existence between the human and the sea and its animals. The ancient bull is saved by a man. He becomes its master.

A man is sighted riding on a whale which had a tattoo imprinted on the forehead, flinging spears which turn into various animals.

 In the Mori tribe, leadership is hereditary. Chiefdom falls from the eldest son to the next eldest son.

Koro Apirana - Porourangi

 Birth cord and after birth of a child is usually buried among their fathers‟ people. This shows that that is where baby belongs body and soul and would be protected by ancestors of the people. Nani flowers burying Kahu‟s after birth in Whangara.

The people live in harmony with Tangaroa kingdom and guardians therein. They made offerings to the sea god to thank or when they needed help and other favours. They bless every new net and lives to Tangaroa.

 Fishing is sacred is only done by men. The people do not take with them food to the boat because

fishing task was sacred.

Fishing areas are kept under protective custody of the guardians. They also feared overfishing lest they bring retribution.

- In Maori tradition, a stranded whale was a gift from the gods.
- The Mori community is largely patriarchal.

  Chiefdom is male dominated and handed down through the eldest son of each generation eldest son. The custodian of traditional stool is believed to be handed over the line of descent in the tribe.

  Koro Apirana training only the boys.

  Koro rejects his grate granddaughters who have broken the male line of succession. Any other relevant

  Introduction - 2 mks

  4 well illustrated points - 12 mks

  Conclusion - 2 mks

  Grammar and presentation - 4 mks

KANGEMA/MATHIOYA JOINT EVALUATION EXAMINATION 2016

ENGLISH
101/1
(Functional Skills, Cloze Test and Oral Skills)
PAPER 1
JULY/ AUGUST 2016

FUNCTIONAL WRITING (20 MARKS)

1. a) You are the principal of Apex secondary school. You have received a letter from Equity Bank seeking information on one of your former students who has applied for a job in that institution. Write a confidential report on that student. (10 marks)

(b) The Board of management of your school has decided to throw Form Four leavers a party. You are charged with determining the meal for the day. Prepare a recipe for the dish. (10 marks)

2. CLOZE TEST (10 MARKS)

The story had it (1)_____ many years ago when Mr. Nwege was (2) _____ poor , hungry elementary teacher- that is before he (3) _____ his own grammar school and became rich but apparently still hungry - he had an (4) _____ rickety bicycle of the kind the villagers gave the onomatopoeic name anikilijia. Needless to say the brakes were (5)_____. One day he was (6)_____ down a steep slope that led a narrow bridge at the (7) _____ of the hill he saw a lorry - an unusual (8)_____ in those days coming down the opposite slope. It looked like a (9) _____ collision on the bridge. In his extremely Mr. Nwege had raised his voice and cried to passing (10) _____. In the name of God push me down!

3. ORAL SKILLS (30 MARKS)

(a) Read the poem written below and answer the questions that follow.

The seed shop
Here in a quiet and dusty room they lie
Faded as crumbled stone or shifting sane
Forlorn as ashes, shriveled scentless dry
Meadows and gardens running through any hand

In this brown husk a dale of how throne
dreams
A cedar in this narrow cells in thrust
That will drink deeply of a century‟s
streams
These lilies shall make summer on my
dust
Here in their safe and simple house of
death
Sealed in their shells, a million roses
leap
Here I can blow a garden with my
breath
And in my hand a forest lies asleep

i) Identify four pairs of rhyming words. (2 marks)
ii) Describe the tone of the voice that would be appropriate in reading this poem. (3 marks)
iii) How would you say the last two lines of the poem? (2 marks)

(b) The following interview took place between a company manager and Mogaka. Read it and answer the questions that follow.

Manager: Good morning Mr. Mogaka. Please sit down and feel at home. Mogaka: Oh my it is really hot. Thank you sir.
Manager: You have applied for the IT job?
Mogaka: Yes sir.
Manager: Do you know wat the job entails? Did you read the advertisement in the newspaper?
Mogaka: (Looking absent minded. Fiddling with his fingers and avoiding eye contact.) Excuse me. Did you say something about newspaper. Yes, I read newspapers but not everyday.

Manager: You‟re certainly not listening. I asked you a question about our advertisement and the requirements of the IT job.

Mogaka: Yes, Yes. You talked about listening. Yes, it is important to listen to you boss.

Manager: Mr. Mogaka, are you here with me? This is the end of the interview. You will hear from us in due course.

Mogaka: I hope you will consider me for the job.

Give four reasons why Mogaka is not likely to get the job. (4 marks)

(c) You are part of a group discussing the live performance of The Caucasian Chalk Circle. One of the members present a point
that you strongly disagree with. How would you interrupt politely? Give five phrases. (5 marks)

(d) Identify any five pairs of words that are pronounced the same. (1□5=5mks)

Bath	birth	bale	head
Berry	mind	heard	mad
Made	bury	burrow	
Bail	hand	maid	
Ball	herd	berth	

(e) You are invited to be the guest speaker at the form Four Leavers" Party. How would you deal with fear and anxiety associate
with public speaking. (4 marks)

(f) For the following words underline the stressed syllable to give the intended meaning.

i) Address (verb)
ii) Produce (noun)
iii) Recess (noun)
iv) Refuse (verb)
v) Conduct (noun)

KANGEMA /MATHIOYA FORM FOUR JOINT EVALUATION
Kenya Certificate of Secondary Education
101/2
ENGLISH
PAPER 2

1. COMPREHENSION (20MARKS)

Read the passage below and answer the questions that follow.

What I did not enjoy at the university was the discrimination I and my fellow female colleagues faced. Bearing in mind my first encounter with the professor of zoology in early 1996, it became important to ensure that the female members of staff were accepted as equal members of the university‟s academic staff and received the same benefits as their male colleagues.

Before Vertistine Mbaya and I arrived, there had never been an African woman among the academic members of staff in the faculty of veterinary sciences at the University of Nairobi, and the members of women on the academic members of staff of any faculty at the university was at that time tiny. Vertistine, an African American who had come in Kenya in the early 1960‟s and was married to a Kenyan, Simon Mbaya, taught in department of Biochemistry and was qualified to get all the benefits due to academic members of the staff. So was I.(A woman married TO another member of academic staff complicated the issuance of benefits such as housing , health insurance, and a pension because it would mean duplicating benefits. Neither of our husbands, however, enjoyed the status). I met professor Mbaya , or Vert, as she is known to her friends, in the second-floor corridor outside our offices at the Chiromo campus. Only three offices separated us we hit it off immediately. She has been a wonderful and trusted friend ever since.

Vert and I waged this fight for equality together. Many of the benefits given to male professional staff at the university were legacies of the colonial era, when young male teachers from Britain were encouraged to work in Kenya and other colonies and were provided with incentives in addition to their salaries. These included housing, free tuition for their children‟s education, and paid holiday time. When Kenya became independent, we took over most these systems completely intact. The University also had a number of incentives that, taken together, amounted to a large increase of one‟s salary.

However, the University‟s full benefits accrued only to men. At that time, only single women or widows on that professional staff could receive university housing. Married women were expected to be housed by their husbands and it was argued that they therefore did not “need “ a housing allowance or insurance coverage or a pension. I argued with the University that this was completely unacceptable and the terms of service must be equal. Professional women, I said, could not be discriminated against just because during the colonial times no women professionals came to work in the colonies.

This seemed a completely reasonable proposition. It never occurred to me that Vert and I would have to fight this battle. That I or other women should be paid less than our male colleagues of equal standing was very irritating to us. Because of that type of discrimination, junior male staff took home more than we did, despite our senior academic positions.

(Adapted from: Wangari Maathai, 2006:UNBOWED, pg. 114-115)

QUESTIONS

1. According to the passage, what two things did the author not enjoy at the University? (2 marks)
2. Briefly explain the situation at the University of Nairobi before the arrival of the author. (2 marks)
3. According to the passage, what are some of the benefits accrued to male professionals at the University? (3marks)
4. Based on the passage, explain the relationship between the colonial and post-colonial gender relations in work places. (2 marks)
5. Make notes on various forms of gender discrimination addressed by the author in the passage. (5 marks)
6. In what ways does the University‟s policy disadvantages married women? (2 marks)
7. Supply the appropriate question tag for the sentence below?
   It never occurred to me that Vert and I would have to fight this battle,
8. Infer the meaning of the following phrases; (3marks)
   a) Hit off
   b) Accrued only to
   c) Of equal standing

2. Read the excerpt below and then answer the questions that follow. (25 marks)

The days came, dragged slowly by, and eventually went as days are wont to do when misery and apprehension hung low and oppressive in the very air. The children crept by, hardly daring to make a noise, sensing without being told that what had happened was too terrible to be talked about. The mother hardly said a word and the chief at best times a man of few words was no better.

The relationship between a chief and his people was usually not an authoritarian. His main job was to lead the council of Jodongo in their arbitration and their final word was law. He was also a sort of priests, for on public worshipping days he lead the whole community in sacrifice and libation. The people held a good chief in high esteem and usually sent a son to help in chiefs household especially in herding cattle, but this was voluntary. The women once in a while gathered together to help the chiefs wives till the land. This was also voluntary, but people did it gladly. In turn their chief was ready to listen to their problems at any time of the day or night. He also led them (not sent them) to battle, or if he was too old, his eldest son.

Apart from people‟s sheer incomprehension at their chief‟s stubborn monogamy, Owuor and his wife were held in very high esteem and were much loved by their people. Everybody shared in the chief‟s grief and fear for his son. Besides they loved Obura in his own right. He was open, bright, cheerful and was never known to take advantage of his position and to lord it over others. He did not shun work. He was also very brave and on the whole everybody had been secure in the knowledge that the next chief would be a good man. To get rid of bad hereditary chief was possible but not easy and might involve actual bloodshed. For the people of Ramogi, bloodshed even in battle, was a great taboo and required much cleansing,

for the angry dead know no barriers, and they might come to comfound you long after you had forgotten them. So it was good to know that the future would be in the hands of a good man. His disappearance was a cause of concern for all.

a) What happens immediately before this excerpt? (4 marks)
b) In note form, state the duties of a chief. (4 marks)
c) What is the attitude of this community towards the chief? (3 marks)
d) Describe the character of Chief Owuor from the excerpt. (2 marks)
e) Identify and describe any one theme depicted in this extract. (2 marks)
f) Comment on use of oral narration style in this extract. (3 marks)
g) Describe the mood brought out in this passage? (3 marks)
h) "He also led them (not sent them) to battle, of if he was too old his eldest son. Name the underlined feature and explained its
importance. (2 marks)
i) Explain the meaning of the following words as used in the passage. (2 marks)
a) Shun
b) Authoritarian

3. POETRY FOR LITERARY APPRECIATION

Read the following poem and respond to the questions appropriately. „STILL I RISE"

You may write me down in
history
With your bitter, twisted lies,
You may trod me in the very
dirt
But still, like dust, I"ll rise.
Does my sassiness upset you?
Why are you beset with gloom?
„Cause I walk like I"ve got oil
wells"
Pumping in my living room.

Just like moons and like suns,
With the certainity of tides
Just like hopes springing high,
Still I"ll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like tear drops.
Weakened by my soulful cries.

Does my haughtiness offend you?
Don"t you take it awful hard
„cause I laugh like I"ve got gold mines
Diggin" in my own backyard.

You m,ay shoot me with your word
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I"ll rise.

Out of the hurts of history"s shame
I rise
Up from a past that"s rooted in pain
I raise
I"m a black ocean, leaping and wide,
Welling and swelling I bear
In the tide
Leaving behind nights of terror and fear
I rise
Into a day brake that is wondrously clear
I rise
Bringing the gifts that my
Ancestors game,
I am the dream and the
Hope of the slave
I rise
I rise

I rise

Adapted from: Maya Angelous" STILL I RISE (1978)

1. With support from the poem, briefly explain what the poem is about. (3 marks)
2. Identify three challenges that the speaker in the poem contends with. (3 marks)
3. What is the attitude of the speaker towards these challenges? (2 marks)
4. Identify and illustrate figures of speech from the poem above. Comment on their effectiveness. (4 marks)
5. Other than the style in (4) above, identify and illustrate other two stylistic devices employed by the poet. (4 marks)
6. Explain the meaning of the following phrases as they are used in poem. (3 marks)
   a) „Cause I laugh I"ve got gold mines"
   b) „But still, like dust, I"ll rise".
   c) I am Black Ocean, leaping and wide.
7. Supply the following sentence with ethe correct question tag. (1 mark)
   I am the dream and the hope of the slave.

4. GRAMMAR (15 MARKS)

a) Rewrite the following as instructed without changing the meaning. (4 marks)

i) The counselor advised the students to consider the consequences of their behavior.
(Rewrite in direct speech)

ii) The principal provides leadership in the school. The principal also teaches.
(Begin: Besides.....)

iii) Donald Trump will not win the election if he does not clear himself of the racist accusations.
(Begin unless.....)

iv) The foreman at the site very early.(Rewrite removing the gender bias)

b) Replace the underlined word with the correct phrasal verb formed from the word in brackets.

i) The factory manager had to tolerate lazy workers. (Put)

ii) The teacher on duty caught us making noise. (Burst)

c) Fill in the blank spaces with the correct preposition. (2 marks)

i) He is quite overcome..... sorrow over the loss

ii) I conclude..... What I heard that he would be late.

d) Use the form of the word in brackets to fill in the blank spaces. (3 marks)

i) He ..... himself to his boss. (dear)

ii) Korir was glad for having been invited to the interview but the staff at the ..... was not helpful. (receive) iii) There are no ..... in that house. (occupy)

e) Replace the underlined words with a single word that means the same. (1 mark)

i) John brought books, pens, envelops and writing pad.

f) Arrage the adjectives in the correct order. (1 mark)

i) The ..... box is Peter"s.
(metallic, Chinese, old, fancy, big)

g) Identify and explain the meaning of the idiomatic expression in this sentence. (2 marks)
Out of the blues, the politician found himself at the edge of the cliff.

KANGEMA/MOTHIOYA JOINT EVALUATION EXAMINATION 2016

ENGLISH
101/3
PAPER 3
(Creative composition and essays based on set texts)
JULY/AUGUST 2016
Answer three questions only

1. Imaginative Composition (Compulsory) (20 marks)
Either

a) Write a story beginning with the following sentence.
I walked home feeling dejected……

Or

b) Write a composition on the following statement;
"Technological development has impacted negatively on the society, especially the youth."

2. The compulsory set text: The Caucasian Chalk Circle. (20 marks)
"During political strife, it is the common man who suffers most." Basing your argument on Bertolt Bretch Play The Caucasian Chalk Circle Justify the truth of this statement.

3. The Optional Set Texts
Answer any one of the following three questions;
Either

a) The short story
Emilia Ilieva and Waveney Olembo (Eds), When the Sun Goes Down and Other stories from Africa and Beyond.

"Extreme poverty in Africa has obliged most Africans to brave life threatening challenges in a bid to seek better life
overseas." Validate this statement in close reference to Sefi Attas story Twilight Trek. (20 marks)

OR

b) Drama
Francis Imbuga, Betrayal in the city.
"Dissenting voices that challenge the excess of dictatorial regimes are usually crushed." Justify the truth of this statement in
close reference to Francis Imbuga"s play Betrayal in the city. (20 marks)

OR

c) The Novel
Witi Ihimaera, The Whale Rider:
"In male dominated cultures women need to be assertive in order to survive." Using Nani Flowers as an example, Write an
essay to show the truth of the above statement as brought out in Witi Ihimaera"s novel The Whale Rider.

KANGEMA/MATHIOYA FORM FOUR JOINT EVALUATION
ENGLISH
101/1
PAPER 1
MARKING SCHEME

POINTS OF INTERPRETATION MUST BE A FORMAL LETTER

FORMAT

- Writer"s address ½ mark
- Date ½ mark
- Recipients address ½ mark
- Salutation ½ mark
- Re. 1mark
- Closing tag - Yours faithfully ½ mark

Name and signature Both should appear to score ½ mark

TOTAL (4 marks)

BODY - Must have information related to the applicants suitability or unsuitability. i.e. characte traits, responsibilities,
recommendation / No recommendation (4 marks)

Linguistic marks - 2 marks

TOTAL = 10 MARKS

RECIPE

Points of interpretation

FORMAT

Heading - 1 mark
Ingredients and measurements - 1 mark
Methods of preparation / procedure -1 mark
(3 marks)

BODY

- Logical steps must be observed - numbered or lettered.
- The serving method is a must - i.e. serve while hot or warm or cold, with stew, tea etc.

(4 marks)

LINGUISTIC MARKS - 3 MARKS

- Consider logicality in the method of preparation when awarding the linguistic mark.

CLOZE TEXT

1. That
2. Still / a
3. Built / construction / bought
4. Old
5. Faulty
6. Riding
7. Bottom
8. Sight / occurrence / phenomenon
9. Head-on
10. Pedestrians

ORAL SKILLS

1. POEM

i) Rhyming pairs (2 marks)
Lie - dry
Sand - hand
Dreams - streams
Thrust - dust
Leap - asleep ½ mark for each pair.
NB- Consider the first four pairs only - Draw a line after the 4th pair and ignore the rest.

ii) Tone - Hopeful / optimistic

Illustration - The seeds which appear lifeless now can assume life and produce gardens and forests.
1 mark - identification
2 marks - illustration 3 MARKS

iii) Rising intonation in the second last line (1 mark)

Falling intonation in the last line to suggest finality. (1 mark)

2.

a) He does not focus on the interview.
b) He avoids eye contact
c) He fiddles with the fingers - on indication he is nervous.
d) He has not gathered information on the job
e) He had no idea what to expect at the interview.
f) He does not thank the interviewer at the end of the interview. (1×4=4marks)

NB - Consider the first four answers. Ignore the rest.

3.

a) Excuse me……
b) May I interrupt…..
c) If I may suggest….
d) Pardon me …….
e) Can we look at it this way…..
f) If you allow me ……
g) If you wont mind …… 1×5=5 marks

NB- Consider the first five answers. Ignore the rest.

4. Birth - berth
Bale - bail
Herd - heard
Bury - berry
Maid - made 1×5=5mks

5.

a) Planning the speech by jotting and arranging the points.
b) Rehearsing before a mock audience.
c) Practicing on pronunciation
d) Practicing on voice projection
e) Psyching myself that I can.
f) Ensuring my dressing and grooming are appropriate.
g) Pre-visiting the venue for familiarization. (4×1=4mks)

6.

i) Address
ii) Produce
iii) Recess
iv) Refuse
v) Conduct (5×1 =5 mks)

KANGEMA/MATHIOYA FORM FOUR JOINT EVALUATION

ENGLISH
101/2
PAPER 2
MARKING SCHEME

1. COMPREHENSION

1. i) Female members of staff were not accepted as equal members of the university‟s academic staff.
   ii) They did not receive equal benefits as their male colleagues
2. i) There had never been an African woman among the academic members of stuff in faculty of veterinary sciences at the
   UON.
   ii) The number of women on the academic staff and any faculty at the university was at that time tiny.
3. i) Incentives in addition to their salaries such as
   a) Housing
   b) Free tuition for their children‟s education
   c) Paid holiday time
4. In both colonial and post-colonial times, there were incentives provided to male professionals only in addition to their
   salaries. These incentives were not given to women.
5. Female members of staff were not accepted equal members of the university‟s academic staff.
   They did not receive the same benefits as there male colleagues.
   Before the author and Verstistine arrived at the university, there had never been an African woman among the academic members of staff in the faculty of veterinary sciences.
   The number of women on the academic staff of the faculty at the university was very tiny.
   Married women were expected to be housed by their husbands and it was argued that they did not „need‟ a housing allowance, insurance coverage or pension.
6. They were not given all the benefits that accrued only to men, single women or widows. These benefits included: housing,
   health insurance and pensions. This is because it would mean duplicating benefits since their husbands had been given these
   benefits already.
7. did it?
   NB-The tag must start with a small letter
8. a) began/ started off.
   b) Only men received the university‟s full benefits/ applied only to men
   c) Of the same level

2. The River and the Source

a) Obura disappears with two young men. The chief sends people to look for them and on the third day they came back to report
   that the young men cannot be found but they hint at the possibility of having gone with the whitemen
b) A chief was supposed to:
   Lead the council of Jodongo in their arbitration and their final
   word was law. He was a priest
   Listen to their problems any time of the day or night.
   He also led them to battle
c) Loving/respectful
   The chief was held in high esteem and would send a son to help in chief‟s household especially in herding cattle. “This was voluntary”
   They were loved by the people-“…. Were much loved by their people.” d) Introvert/reserved - the chief does not talk much.
   He is a man of few words.”…. and the chief at best a man of few words…..”
e) Leadership - the traditional way of leading the people - the chief and his role in the Jodongo.” His main job was to lead the
   council of Jodongo in….”
   Tradition - among the people of Ramogi it was wrong to kill a person. If it happened there was cleansing as they believed the angry dead could punish one later in life.
   “For the people of Ramogi, blood even in battle was great fabric and required cleansing.”
   Religion - traditional African religion - the belief that the dead could punish the living - “for the angry dead knew no barriers….”
f) Quite effective - it enhances plot development by specifically describing the days “coming” “dragging slowly” and
   “eventually went.” It also capture the somber mood in excerpt - “when misery and apprehension hang low and oppressive In
   the very air.”
g) Somber/melancholic.
   From the beginning, sadness is evident through choice of words eg “ the days dragged slowly by then

eventually went as days
are wont to do when the misery and apprehension hang low and expressive in the air.” This makes the leader remember that
Obura has disappeared and there is mourning.

h) Parenthesis - it is used to give additional information.
i) Shun - avoid
Authoritarian - controlling and forcing people to obey.

3. POETRY

1. „Still I rise" is a poem about the history of the African - American people"s defiance1 towards the oppression meted to them
as slaves and blacks1. The subject matter can also be universal notion of triumph/defiance of downtrodden in oppressive
regimes. Then persona talks of I"m Black Ocean, leaping and wide. Also talks of him/her being the dream and the hope of the
slave.
2. The speaker is hated passionately; you may kill me with your hatefulness.
The speaker and his/her likes the segregated financially (resource wise) the speaker writes of "I walk like I"ve got oil wells"
pumping in my living room.
(life)
The speakers in the whereabouts (life) are misrepresented twisted and even falsified to negate his/her existence/status.
3. Attitude of triumph/optimism/hope. Optimistic attitude/hopeful attitude. The persona talks of „rising" I"ll rise amidst all these
setbacks.
She describes herself as the black ocean, leaping and wide…… meaning that she sees herself mighty and strong like an
ocean.
4. Imagery
1. Similes: but still, like dust, I"ll rise-shows how easily she will rise; cause I laugh like I"ve got gold mines, digging in my
own
backyard shows that through her oppressors might think they have ended her by subjecting her to poverty, still she walks like she has all the wealth in the world!
2. Metaphors; I"m a black ocean, leaping and wide, welling and swelling I bear. This powerful metaphor
reveals the overcoming oppression/the strength of the speaker as a black person/the positivity.
5. i) Rhetorical questions.
Does my sassiness upset you?
Why are you beset with gloom?
These and other questions prod the readers to deeply consider the strength/positive energy/hope that the speaker possesses.
ii) Repetition
I"ll rise
Still I"ll rise
The above phrases have been repeated severally to highlight the speaker"s optimism
6. a) „Cause I laugh like I"ve got gold mines" this shows her happiness that is expected to be possessed by extremely wealthy.
Though she has been.
b) „But still, like dust, I"ll rise" describes the ease at which she will rise. Almost effortlessly!
c) I am a black ocean, leaping and wide. Describes the strength/the night that she possesses as a black woman.

GRAMMAR

A. i) "Consider the consequences of your behavior." The counselor advised the students.
The counselor advised the students, "consider the consequences of your behavior." ii) Besides providing leadership in school, the principal also teaches.
iii) Unless Donald Trump clears himself of the racist accusations, he will not win the election. iv) The supervisor arrived at the site very early.
B. i) put up with
ii) burst into
C. i) with
ii) from
D. i) endear
ii) reception
iii) occupants
E. i) stationery
F i) fancy, big, old, Chinese,metallic.
G. - out of the blues - unexpectedly
- at the edge of the cliff - difficult situation

KANGEMA/MATHIOYA FORM FOUR JOINT EVALUATION

ENGLISH
101/3
PAPER 3
MARKING SCHEME
IMAGINATIVE COMPOSITION
Points of interpretation.

1. a) It must be a story if not deduct 4 marks.
   Must begin with the given statement if not deduct 2 marks
   The statement must be relevant to the story if not deduct upto 4 marks for tagging.
   b) Parts of interpretation
   The composition must be argumentative, candidate can argue for / against the statement if not deduct upto 4 marks.
   - Must be in continuous prose
   NB - Maximum for deduction for both a / and / b is 4 marks.

2. THE CAUCASIAN CHALK CIRCLE

"During political strife it is the common man who suffers most." Basing your argument on Bertolt Bretch play The Caucasian
Chalk Circle justify the truth of this statement. (20 marks)

Introduction.
The consequences of political unrest have for reaching effects on the lives of the common citizenry. This is well illustrated in the text as shown below.

Him doubt his sanity. All these are tactics of the government to insist fear among these public intellectuals in order to curb their criticism.

5. Police brutality. A number of those vocal individuals are subjected to police brutality. For instance, the Kafira university
students are harassed even with line bullets leading to Adika"s death during a peaceful demonstration. Regina too, in an
attempt to be made to confess against her brother is brutally beaten until she loses hearing in one ear. Moses too receives two mature strokes „to ease the tension" as revealed by the Askari. Indeed police brutality has been employed by the „powers that be" as a tool to silence / crush the dissenting voices.

Conclusion;
Tyrannical regimes are usually wary of dissenting voices. They normally do not put up with any sort of criticism on their
excesses and thus through political assassinations, detentions, police brutality among other, these voices get silenced!

Marking instructions.
Introduction = 12 marks
Body 3□4 = 12 marks (3:3:3:3)
Conclusion = 2 marks
Grammar = 4 marks

NB - The candidate must identify the dissenting voices and show how they are silenced based on the text.

C. The Whale Rider (20 marks)
The chauvinistic society, women needs to be assertive in order to survive, Using Nani flowers as an example write an essay to show the truth of the above statement as brought out in Witi Ihimaera"s novel "The Whale rider"

Introduction.
The society in „the whale rider" is a male dominated one. There is hereditary chiefdom based on the first son. The girl child is like Kahu, is therefore seen to be of no use, thus discriminated against. Nani flowers however comes out strongly in several occasions to challenge this bias, thus enduring her survival of her great granddaughter, kahu.

Content
When Kahu is born, Koro Apirana disgusted that she is a girl. Decides to take his row boat to row*** ** middle of the sea
so as to avoid Nani flowers ignoring her calls. In reaction, Nani takes Rawiri"s dinghy and races him

in the sea. Eventually she ties the boat to hers and pull him back to the beach (p 11 - 12). Nani in this ease empowers Koro who is indifferent about the girl child Kahu.

While Koro Apirana cannot reconcile the Maori hereditary leadership with the birth of the girl child Kahu, Nani constantly

reminds him of her ancestors, Muriwai. This is a woman who has saved her community from wrecking in a canoe, thus

becoming a powerful chief. This is a constant reminder of the chauvinistic society that women are able to lead. (p 12, 13,)

Koro strongly opposes bringing Kahu‟s afterbirths to be buried in Whangara. In her reaction, Nani tell him “she is
Porourang‟s blood and yours. It is her right to have her birth cords here, in this ground.” (p 16) she then takes the initiative with the help of Rawiri and other boys, to go to town, bring after births and buries them. A duty that should have been performed by man (pg 17).
When Koro complains of Porourangi‟s remains cold her. She then reacts to Koro‟s indifference by telling Kahu, “never mind Kahu, he‟ll come around;” (p 26). This is to be fulfilled later when Koro realizes that Kahu is whale rider. At this point he confess to Nani: “I blame myself for this. Its all my fault” (p 117)
Nani insists that women should assist men in pulling the whales back back to the sea. This is inspite of Koro‟s stand that, that
is sacred work, not for women. But Nani remains persistent and say: “If I need you need the help, well I shall change myself
into a man just like Muriwai.” (p 91) Later at the beach, she leads other women to help pulling the bull whale back to the sea.
(p 98 - 99)
Accept any other relevant point.

Conclusion
Nani Flowers has remains bold and assertive and this enables her and her great grand daughter Kahu, to survive against
gender bias seen in Koro. It is therefore important that people especially women, be assertive in order to survive chauvinistic society.

Introduction	(2 marks)
Content any 4 well illustrated points.	4□3=12 marks
Conclusion	2 marks
Grammar / presentation	4 marks
Total	20 marks

MAARA SUB-COUNTY FORM 4 JOINT EVALUATION TEST

English
(Functional skills, Close Test and Oral Skills)
Paper 1
JULY/AUGUST 2016
TIME: 2 HRS

FUNCTIONAL WRITING (20 MARKS)

1. You are the secretary in charge of academics in your school. The school has been performing disgracefully in the national examinations. The headteacher has asked you to investigate and try to find out what could be the cause of the poor performance. Below are the areas you looked into:
   i) Discipline
   ii) Syllabus coverage
   iii) Relationship between teachers and students
   iv) Classrooms
   v) Text books

   Write a report on your findings and give recommendations that would make the school improve. (20 marks)

2. CLOZE TEST (10 MARKS)
   Read the passage below and fill in the blanks with appropriate words.
   The gap 1, _____ the rich and the poor is widest among Africans 2, ____. According to the latest World Bank 3, _____, seven out of ten nations in the list of the top ten most unequal countries are in the continent.
   4, _____ report, „Poverty in a Raising Africa," found inequality 5, _____ high and Southern Africa. The 6, _____ come at a time when another survey by consultancy firm Knight Frank showed that the number of high net worth individuals (HNWI) in Africa 7, _____ despite difficult economic times last year. Kenya, for 8, _____, added 202 more dollar millionaires. The fact that the continent has 9, _____ steady expansion, which has not "resulted 10, _____ substantial improvements in well-being" was high-lighted. Africa has averaged growth of 4.5 per cent.

3. ORAL SKILLS (30 MARKS)
   a) Read the poem written below and answer the questions that follow. I want to die when you love me

I want to die when you love me
While yet you hold me fair
While laughter lies upon my lips
And lights are in my air

I want to die while you love me
I could not bear to see
The glory of this perfect day

Grown dim or cease to be
I want to die while you love me
Oh! Who would care to live
Till love has nothing more to ask
And nothing more to give

I want to die while you love me
And bear to that still bed
Your kisses, turbulent, unspent
To warm me when I am dead.

i) Identify the rhyme scheme of the poem. (2 marks)
ii) What effects is achieved by the use of rhyme? (2 marks)
iii) Identify and illustrate instances of alliteration in the poem. (2 marks)
iv) How would you say the last two lines of this poem? (2 marks)
b) What intonation would be use in the following sentences? (4 marks)

i) Are you sick?
ii) Why haven‟t you washed your clothes?
iii) She has gone.
iv) That‟s wonderful.

c) For each of the words given provide another with the same pronunciation. (5 marks)
i) Elicit

ii) Billed
iii) Wet
iv) Qay
v) Draft

d) Identify the silent letter in the following words.
i) Mnemonic
ii) Gnash
iii) Indictment
iv) Solemn
v) Scepter

e) Underline the part (syllable) where the stress falls in each of the words below. (3 marks)
i) coward
ii) contest (verb)
iii) discuss (verb)
iv) friendly
v) superb
vi) acknowledge

f) Read the conversation and answer the questions that follow.

Becky: (Shouting) what does she have to do to be punished, commit murder?
Vera: Go easy on her.
Becky: (Irritably) But you know he does anything she asks him to do. Its not fair.
Vera: Grow up! ……..
Becky: (Screaming) you hate me! You never liked me! You only came to my school to spy on me because you are jealous of me you ugly witch, you pretender.
Vera: (Tears welling) I sacrificed my golden chance to be with you stupid and return it with nothing but insults!

i) Identify Becky‟s two shortcomings in her communication to Vera. (2 marks)
ii) What two good conversational skills should they have employed to enhance communication?(3 marks)

MAARA SUB-COUNTY FORM 4 JOINT EVALUATION TEST

English
(Comprehension, Literacy Appreciation and Grammar)
Paper 2
JULY/AUGUST 2016
TIME: 2 HRS

1. COMPREHENSION (20 MARKS)
Read the passage below and answer the questions that follow.

What can be more ridiculous than to be than 47 per cent of Kenyan youth have no qualms with and admire those who acquire wealth through dubious means? Or that 40 per cent would only vote for those who bribe them? And that 30 per cent of youth think "corruption is a profitable venture" that they would pursue to realize their dreams?

Well, that is according to the Aga Khan University"s East African Institute, which commissioned a survey between 2014 and 2015, conducted in the East African states of Rwanda, Tanzania, Kenya and Uganda. It captured some 1,854 youth aged between 18 and 35 from rural and urban centres across the county, as reflected in the Kenya Youth Report 2015.

On the hair-raising revelation that fifty per cent of Kenyan youth believe it does not matter how one makes money, so long as they stay clear of the gallows and docks, no one surmises it better than the fiery anti-corruption activist John Githongo, who comments that it isn"t surprising, since corruption has been glorified for more than 50 years.

The rule of law has been thrown to the dogs and corrupt thieves are having a field day distributing money earned dubiously in fundraisers and harambees. Don"t even mind some of the loot ends up in church coffers.

The eye-popping report further reveals that 73 per cent of youth would rather not stand up for what is right for fear of retribution and being deemed politically incorrect.

It is my wish that today"s youth stop viewing graft as acceptable and shun their vulnerability to electoral bribery as it degrades their efforts at trying to achieve better service delivery from their elected leaders.

The modern youth must understand that the Constitution grants them the right to demand proper service delivery without being at risk of any penalties and without any conditions other than being a citizen in Kenya.

Therefore, the notion that a politician can only help voters financially before being elected into office must cease henceforth.
(Alvin Abok, Maseno)

The recently published survey on the thinking of youth about life is a confirmation of how the mind of the youth has been poisoned.
This is compounded by what has come to be known as digital colonization. Most youth think the world is a place where humans are supposed to enjoy life.

The reality is opposite. Life is a struggle. Period. Whatever position, status, county you will be born or will live in, you will be struggling with one thing or another, That just how life was designed to be very fair. You will never get everything. One needs to look at what those who are driven by greed end up with.

The sad thing is that they will learn about this the hard way - through experience.
(Cornelius Oliko)
(The Daily Nation Thursday January 21, 2016)

QUESTIONS

a) And that 30 percent of youth think, "Corruption is a Profitable Venture" that they would pursue to realize their dreams. What
is the effect of quotation marks in the above statement? (2 marks)
b) According to the extract, where was the survey in question conducted and by who? (2 marks)
c) In note form, make a summary of the youths" precaution of life as illustrated in the passage. (4 marks)
d) Show understanding of the advice the author gives to the youth. (3 marks)
e) Life is a struggle.
i) Negate the sentence above.
ii) Supply a question tag to the sentence in (i) above, (the answer in (i). (1 mark)
f) "Most youth think the world is a place where humans are supposed to enjoy life". What is the irony in this statement?

(2 marks)

g) Comment on the attitude of the author towards corruption. (2 marks)

h) Explain the meaning of the following words/phrases as used in the passage. (3 marks)

i) Surmises

ii) Thrown to the dogs

iii) Retribution

2. Read the excerpt below and then answer the question that follow. (25 marks)

THE RIVER AND THE SOURCE

Lately, they said the Rosary, a prayer which she had spent her childhood trying to dodge but which now came automatically to her lips bringing unspeakable consolation. Later still someone gave a talk on work as a means of sanctification, but she didn‟t understand it. Work to her was something you did, enjoyed, hopefully earned money from, but which she could not connect with anything other than material well-being.

They walked out of the chapel and Mary-Anne introduced her to a collection of people of every hue, colour, and accent. They all shook her hand enthusiastically.

“Did you like it?” asked Mary-Anne as they waited for a bus.

“Well, I didn‟t know you were taking me to church. You sounded so mysterious!”

“Not mysterious. It was just hard to explain. A recollection is an experience which one has to go through to understand. In fact several experiences. Each time you have a different problem, a different experience, a different level of participation, of understanding. I am sure some of it did not make any sense to you.”

“You are right. To try to live one‟s faith better, to let it permeate ones entire life -that makes sense. Otherwise going to church becomes a mere circus as it has for me; but that bit about work as a means of achieving holiness puzzles me.”

“It is a matter of linking different thought processes. You have put the one half of it very well -faith permeating one‟s life. That‟s good. I like it. But what does one‟s entire life consist of? What does your life consist of, Vera?”

“Well, I have my lectures, my assignments, my work actually,” she replied beginning to vaguely see.

“Yes! So your faith has to permeate your work-the activity which occupies your day and which you will be engaged in, all your life. What else do you have to offer on all loving, benevolent God? You are not a nun, or a recluse, who can pray all day and thus be constantly in the presence of God. So your work becomes your prayer.”

“But how?”

“Do it well and offer it to God. Eventually it becomes a habit. I used to be quite restless. I still am. So when I sit down to read and I get the itch to jump up and come around to gossip a little, I remind myself that what I am doing is all I have to offer my God and if I do it badly or halfway, I will have botched up my sacrifice, rather like Cain who preferred to eat meat - and give God the vegetables.”

Vera laughed at that.

“You are funny. I never heard that explanation before. I often wondered what God had against those carrots and sukumawiki. How do you know so much any way?”

“I read and read some more. I think it is a shame to have a degree in commerce, yet in matters of faith which is such an intrinsic part of the human person, have only kindergarten level knowledge.”

“Well my friend, that describes me to a T.” Vera‟s face clouded again.

“Don‟t worry. It is a disease that is easy to treat. I‟ll lend you a couple of books this evening to start you off. You are not the kind of person who needs anything more than just that-a point of departure.”

a) Place this excerpt in its immediate context. (3 marks)
b) How was the winding of the „Revolution‟ dome? (2 marks)
c) According to Vera, what is work? (4 marks)
d) What kind of people attended the „recollection‟? (3 marks)
e) “Not mysterious. It was just hard to explain.
Rewrite in one sentence using a suitable conjuction. (1 mark)
f) In a paragraph of about 40 words, show how the clergy and the lay should serve „the all loving benevolent God‟ (4 marks)
g) Illustrate the use of humour in the last three paragraphs. (2 marks)
h) Illustrate the character of Mary-Anne as displayed in this excerpt. (3 marks)
i) Explain the meaning of the following words/illustrations as used in the excerpt. (3 marks)
   i) dodge -
   ii) mysterious -
   iii) kindergarten level -

3. POETRY FOR LITERACY APPRECIATION

Read the following poem and respond to the questions appropriately.

THE SMILING ORPHAN

And when she passed away,
They came,
Kinsmen came,
Friends came,
Everybody came to mourn her.

Hospitalized for five months
The ward was her world

Fellow patients her compatriots
The meager hospital supply-her-diet

When she was dying
Her son was on official duty
The state demanded his services
Her only daughter, uneducated,
Sat by her
Crying, praying waiting for an answer
From God far above
Wishing, she spoke the language
Figures in white-coats do understand
They matched, the figures did
Stiff, numb and deaf, to the cries and wishes
Of her dying mother

As she was dying
Friends and kinsmen TALKED of her
How good, how helpful: a very practical woman
None reached her: they were too busy, there waws
no money, Who would look after their homes?
Was it so crucial their presence?

But when she passed away, they came,
Kinsmen came, friends hired cars to come,
Neighbours gathered to mourn her,
They ought to be there, to be there for the funeral
So they swore

The mourners shrieked out cries
As they arrived in the busy compound of the dead.
Memories of loved ones no more
Stimulated tears of many.

They cried dutiful tears for the deceased
Now stretching their hands all over to help
The daughter looked at them
With dry eyes, quiet, blank

The mourners pinched each other
Shocked by the stone - heartedness
Of the be-orphaned.

She sat: watching the tears soak their garments
Or in the soil around them; wasted

That night, she went to her love,
In the freshly made emergency grass hut,
And let loose all ties of the Convectional Dress she wore
Submitting to the Great Power, she whispered:

„Now ……
You and I must know Now……
Tomorrow you might never understand
Unable to lick my tears ……..
And there was light
In the darkness of the hut
While outside
The mourners cried
Louder thant he Orphan

By Grace Birabwa Isharaza

Questions

a) Who is the persona in the poem? (2 marks)

4. GRAMMAR (15 MARKS)

a) Rewrite the following according to the instructions given after each. (6 marks)

i) If I knew how to do it, I …… make a big wooden box for the safety of my belongings.
(Fill in the blank space using the most appropriate modal auxillary)

ii) Githingithia is …….. criss-crossing the universe in pursuant of popularity.
(Use an appropriate preposition).

iii) We ……. The blind man in his benefactor‟s abode where he ……happily everafter.
(Fill in the blank spaces using the correct past form of live and leave).

iv) Mr. Muthama had just reached the forest edge where the elusive leopard killed him.
(Rewrite beginning: Hardly……)

v) When I arrived in the school this morning, I was very tired that I had to rest for an hour before doing anything. (Rewrite the sentence correctly)

b) Rewrite the following in the passive. (3 marks)

i) My grandfather built this castle in 1900.

ii) Weru tea factory has employed more than a hundred workers. iii) Careless driving causes many accidents.

c) Rewrite the following in inversion.

i) The lioness slid down the hill.

ii) Mr. Mwiti is coming here.

iii) A big rock hung over the cave.

d) Use the correct alternative to complete the sentences below:

i) Teaching …… (practice/practise) is not an essay job for teacher-trainees.

ii) The prophet‟s ……(prophecy/prophesy) was misleading to his audience.

iii) He ……. (ensured/insured) his car with UAP.

MAARA SUB-COUNTY FORM 4 JOINT EVALUATION TEST

English
Paper 3
JULY/AUGUST 2016
TIME: 2 HRS
Answer three questions only

(Imaginative Composition (Compulsory)

Either

a) Write a story beginning with these words:
My plan was all laid down and it was time to get down to hard work……

OR

b) Write a composition to illustrate the saying;
Look before you leap

2. The compulsory set Text:
Bertolt Brecht: The Caucasian Chalk Circle.
The playwright has employed use of songs by characters to enhance our understanding an entertaining story by the singer, Arkadi.
With reference to any three songs by Grusha and any one by Judge Azdak show the truth of this statement.

3. The Optional Set Texts
Answer any one of the following three questions;
Either

a) The short story
Emilia Ilieva and Waveney Olembo (Eds), When the Sun Goes Down and Other Stories from Africa and Beyond. "Cut your expectations short rest you wallow in disappointments"
With sufficient illustrations form Sefi Atta „Twilight Trek", write an essay in support this statement.(20 marks)

OR

b) Drama
Francis Imbuga, Betrayal in the City.
"Fighting for fairness comes with a price" Discuss the validity of this statement in relation to the play Betrayal in the city.

OR

c) The Novel
Witi Ihimaera, The Whale Rider.
"Fighting for love and acceptance from a loved one can be quite challenging, but with patience and determination, one wins the battle."
Write an essay in support of this statement closely referring to the experiences of Kahu in Witi Ihimaera"s novel, The Whale Rider.

MAARA FORM FOUR JOINT EVALUATION JULY/AUG 2016
PAPER 1
ENGLISH
MARKING SCHEME

1. A REPORT
- Heading: A REPORT ON THE CAUSES (1 mks)
- Content: The five sub-heading well explained (10mks)
- Conclusion:(1mk)
- At least two recommendation (2mks)
- Compiler (1mk)
- Languages (5mks)

2. CLOZE TEST (10MKS)
   1. between
   2. countries/ nations/states
   3. reports
   4. The (capital T)
   5. especially
   6. findings
   7. increased
   8. Instance/example
   9. experienced
   10. in

3. A)
   i) aabcb, aadaaaefe,aghg irregular 2mks
   ii) - musically effect through rhythm
   - makes poem interesting
   - memorability
   iii) - want, when
   - yet, you
   - laughter, lies, lips
   NB: Letter must be underlined or use the sound symbol like want, when/w/
   iv) - Pause where there are commas and use falling intonation for the last line (2mks)

B: i) Rising
   ii) Falling
   iii) Falling
   iv) Falling (4mks)

C. i) Illicit
   ii) Build
   iii) Whet
   iv) Key
   v) Draught (5mks)

D. i) Mnemonic
   ii) Gnash
   iii) Indictment
   iv) Solemn
   v) Scepter (5mks)

E. i) Coward
   ii) Contest
   iii) Discuss
   iv) Friendly
   v) Superb
   vi) Acknowledge (3mks)

F i) Rude/ Impolite
   ii) lack of courtesy
   iii) Poor turn -taking -cuts in / interrupts Vera‟s
   iv) speech.
   v) Shouts/screams any two

a) i) Interrupt politely
   ii) Allow for turn taking
   iii) Use of polite language any two

MAARA SUB-COUNTY FORM 4 JOINT EVALUATION TEST

English
(Comprehension, Literacy Appreciation and Grammar)
Paper 2
JULY/AUGUST 2016
TIME: 2 HRS

1. COMPREHENSION

a) The quotation marks negate or disapprove, the phrase in quotation mark. It also presents the feeling of the author that
corruption is unacceptable or unprofitable venture in spite of the youths perception. 1 mark each x 2 = 2 marks
Award any two plausible points.

b) The survey was conducted in the East African state of Rwanda, Tanzania, Kenya and Uganda by the Aga Khan University"s
East African Institute. 1 mark each x 2 = 2 marks

c) - Accept electoral bribery
- Notion that a politician can help voters financially before being elected into office.
- The world is a place where human beings are supposed to enjoy life.
- Youth do not stand up for what is right for fear of retribution and being politically incorrect.
- Admire those who acquire wealth through dubious means.
- To them it does not matter how one makes money so long as you stay clear of the gallows and clocks.

Must be in points form. If in prose continuous deduct ½ mark from the total marks.
Any 4 points x 1 mark = 4 marks

d) - They should shun corruption / stop viewing corruption an acceptable.
- They should shun corruption for it can lead to poor service delivery by politicians.
- That they have constitutional right to demand for proper service delivery without any conditions.

Any point = one mark 1 x 3 = 3 marks
Expect 3 points.

e) i) Life is not a struggle
ii) Life is not a struggle
NB: The comma and the question mark must be there. If not so award zero. = 0

f) Youths think that the world is a place where humans are supposed to enjoy life yet/but life is a struggle/life and designed to
be very fair and you will never get everything. Even those who are driven by greed do not end up enjoying life.
NB: The contrast must come out, if not so, award zero (0) award no mark.

g) Youths think that the world is a place where humans are supposed to enjoy life yet/but life is a struggle/life and designed to
be very fair and you will never get everything. Even those who are driven by greed do not end up enjoying life.
NB: The contrast must come out, if not so, award zero (0) award no mark.

g) He hates, rejects despises, scorns contemptuous or loathes corruption. He says that rule of law has been thrown to the dogs
and corrupt thieves are having a field day distributing money earned dubiously in fundraisers and harambees. He also adds
that some of the loot ends up in church coffers.

NB:- Illustrations are many
Identification (1 mark)
Illustration (1 mark)
No mark for identification without illustration or the vice versa. Total = 2 marks

h) i) Surmises - guesses/supposes/conjecture
ii) Retribution - severe punishment
iii) Thrown to the dogs - not considered important/not valued/ruined/being in the wrong hands.

1 mark each x 3 = 3 marks
Do not penalize for expression errors.
Accept any plausible answer. (3 marks)

2.

a) - After „breaking up" with her boyfriend, Vera is taken to „a recollection" next Saturday by her friend Mary-Anne.
- Vera learns more about the Catholic faith.
- Vera joins the catholic prelature of Opus Dei as a non-marrying member. 3 marks

b) Winding up of the „Recollection":
- They said the Rosary.
- A talk on „work as means of santification" 2 marks

c) Work according to Vera is :-
- Something you did.
- Something you enjoyed.

- Something you hopefully earned money from.
- Something not connected to anything other than material well being. 4 marks

d) The type of people who attended the „recollection".

- Every hue
- Colour
- Accent 3 marks

e) Not mysterious but it was just hard to explain. 1 mark

f) Points to mark in the paragraph:-

- The clergy - pray all day to the constantly in the presence of God.
- They lay - faith to permeate their work.

Marking instructions:

- Penalise by ½ of the total marks won where continuous prose (paragraph in complete sentences) is not used.
- No marks to be awarded for points made beyond the 45th word.
- Penalise by a glimmer ($^1/_4$mk) where an expression error is made but only once in a sentence wherea point is made.

g) Use of humour

- Cain eating meat and giving God vegetables - carrots and sukumawiki.
- A degree in commerce but in matters of faith, only Kindergarten level knowledge. 2 marks

h) Character of Mary-Anne

- Religion - faith (catholic)
- Says the Rosary with Vera.
- Invites Vera to a recollection.
- Teaches Vera on how the clergy and the lay should serve God.
- Caring:- She handles Vera‟s personal issues with a lot of concern.
- Knowledgeable:- She confesses to Vera that she had read widely to understand things including religion although she is a commerce student. (3 marks for 3 well illustrated traits - no marks for identification without illustration)

i) Vocabulary: 3 marks

i) Dodge - avoid/evade
ii) Mysterious - strange
iii) Kindergarten level - the lowest academic level

3. POETRY

a) The persona is an observer who tells the story of the deceased and the smiling orphan and the mourners. He/she uses the third person “She sat have ….. they said. …. When she died….. they came.”

Identification - 1 mark
Illustration - 1 mark
Total marks = 2 marks

b) The poem is about a woman who was sick and hospitalized for five months.

- And was never visited by relatives who claimed they were busy.
- Later, the woman dies and ironically, the relatives come to her funeral in large numbers vowing that they cannot miss the burial.
- During the funeral, her only daughter (who had stayed) with her in hospital) seems unmoved and the relatives start backbiting her saying she is hardhearted. Total marks 4

c) The title „The smiling orphan‟ is very effective in relation to what has been described in the poem. It has been used in reference to the illiterate daughter who had stayed in hospital with the mother for five months but now is perceived as not being in mourning by the other mourners. This makes her smile at their hypocrisy. She is an orphan now that her mother is dead.

Any two points = 2 marks

d) Loving/caring- She sat by her mother‟s side throughout the five months the mother was hospitalized. Responsible- She takes care of her sick mother when other people/relatives and even her brother gave excuses of unavailability.

Identification - 1 mark
Illustration - 1 mark
No mark for illustration without identification and Vice versa.

e) Repetition- They came --- To illustrate the fact that the mourners arrived for the funeral in large numbers.
Rhetoric questions- Who would look after their homes? Was it crucial their presence? Reveals the attitude of the mourners at the beginning, that they were indifferent/not bothered.
Hyperbole stanza (8) …. Their tears sock their garments. Enhances the satire …..
That the mourners cry much and we know that their grief is not genuine. They are hypocritical.
Ellipsis 2nd last stanza. Enhances suspense, allows imagination, and reveals the feelings of the orphan/the strain she‟s been under etc.

1 mark for identification
1 mark for illustration
1 mark for illustration on the effective of the aspect of style so identified.

Any other plausible style with illustrations and effectiveness. No mark for identification.
Without illustrations.

f) Sad/melancholic/somber/sorrowful.
The poem captures the loss of a loved one.

1. The orphan is mourning her mother/She sat by her mother/she sat by her mother crying and praying to God perhaps to save her mother dies.

Identification - 1 mark
Illustration - 1 mark
Total marks = 2 marks

g) i) Their tears were not genuine/they were hypocritical.
ii) She felt relieved - she had unburdened her grief (with her lever there‟s no condemnation)

4. a)i) would
ii) of
iii) left/lived
iv) Hardly had Mr. Muthama reached the forest edge when the elusive leopard killed him.
v) When I arrived in the school this morning, I was so tired that I had to rest for an hour before doing anything.

b) The passive: (3 marks)
i) This castle was built in 1900 (by my grandfather)
ii) More than a hundred workers/have been employed (by Weru Tea Factory) iii) Many accidents are caused (by careless driving)

c) Inversion:
i) Down the hill slid the lioness.
ii) Here comes Mr. Mwiti.
iii) Over the cave hung a big rock.

d) i) Practice
ii) Prophesy
iii) Insured.

MAARA SUB-COUNTY FORM 4 JOINT EVALUATION TEST

English
Paper 3
JULY/AUGUST 2016
TIME: 2 HRS

1 Points of interpretation.

1. a) The candidate should give a sustained account of a plan meticulously set to help him/her achieve a certain target. The candidate must be involved, if not treat as irrelevant and deduct 4 marks AD. It must be a story if not deduct UPTO 4 marks AD.

b) Must be a story. If not deduct 4 marks AD for irrelevancy.the story should emphasize the need for one to be cautious before making a final decision in any undertaking .the candidate may or may not be involved in the story.

2. The compulsory set text

Bertolt Brech. The Caucasian Chalk Circle. 20 marks

Introduction

A writer, in ensuring the readers enjoy his/her piece of writing will adopt a number of features of style in developing the plot. One such feature is the use of songs, which is extensively used by Bertolt in The Caucasian Chalk Circle.

Accept any other relevant introduction - 2 marks

Grusha

i. The Song of the Four Generals (pg 30 - 31)

Grusha sings this song as she flees with Michael from Nuka to the Northern mountains. The Iron sheets sent by Prince Kazbeki are hot on her heels in order to capture the boy and take him to the prince. In this song, Grusha uplifts her spirit in the difficult circumstances she is facing. In the song of the four Generals, she praises one particular General. Sosso Robakidse, who unlike the other four, never let anything deter him in winning the battle in Iran. This compares to her, fighting spirit where she is not ready to give in till Michael is safe from his uncle, Kazbeki. We get also to learn that there are soldiers out at war in Iran. In a way, in this song, Grusha prays that her love, Simon Shashava will be safe under the Captainsnie of Sosso Robakidse.

ii. The song of the Rotten Bridge (Page 41)

In this incident, Grusha has just managed to escape from the corporal and the ironsheets with Michael. She hits the corporal with a log of wood at the Peasant Woman‟s house and flees Northwards with Michael. At the Janga - Jau Glacier, she adopts Michael (page 39). At the point she sings this song, she has encountered a great obstacle, a bridge that she MUST cross on her way to her brother‟s house is rotten and very dangerous to cross. The merchant woman and the men she finds stranded there persuade her to drop the idea of crossing it in vain. (page 40 - 41). At the sight of the ironsheets, she has no option but cross over. In the song she sings encouragement to Michael that they must not put the deer abyss and the rottenness of the bridge in their minds. They have no alternative but cross it. Michael and she will share everything they are able to set. Her pre-occupation is Michael‟s safety.

iii. The song of the child (Pages 42 - 43)

This is immediately after she has successfully managed to cross the bridge. The merchant woman is so shocked by the incident she considers it a sin. The corporal is made that she had escaped from their grip once more. In this song, Grusha sings praises to Michael. She reassures him that although his parents were evil, Michael shall grow to be great.

iv. The son of the center (Page 47)

Grusha has arrived at her brother‟s house weak and weary after around twenty nine days of trekking, seven of them across the glacier (pages 39, 44). Despite the cold reception by her sister-in-law, and cowardly reaction of her brother, she makes herself as comfortable as possible for the time being. As she weaves in the workroom, she remembers her love Simon, the day he had to leave for war. In this song, she advices him to keep safe by remaining in the center of the battle field, since those in the front and the rear easily get hit by the enemy. She prays that he pulls through the war and eventually come back home to them.

Judge Azdak

i. The song of injustice in Persia (Page 68 - 69)

Azdak has just denounced himself for having sheltered the Grand Duke who is accused of crimes against

humanity. (Page 66). He wants to be judged for this. He blames himself for letting the Grand swindler escape. In this song learnt from his grandfather, who had witnessed the experience people had in the Persian war first hand, Azdak recounts the kinds of crime and injustices meted on the people. The common man sacrifices and suffers so that the mighty can get comfort.

"The king must …….. new province…… peasant must give up ……. savings."

"Our men are carried …… earth, so that great men can eat at home."

The illiterate enjoy sumptuous meals while the ordinary people starve (Page 69)

ii. The song of Chaos in Egypt (Page 83 - 84)

Azdak has just concluded a number of cases brought to him among them the invalid‟s versus the doctor the innkeeper versus the stableman and the farmers versus the old woman. The fat prince has been beheaded (page 83). He sings this song to serve as a reminder of the terrible times. People lived in fear of attacks, loosing and property destruction. There is need for peace to be installed immediately.

Mark any three (Grusha) and any one (Azdak)

Expect four points marks 3:3:3:3

NB: The candidate should tie the song to the events unfolding in the plot of the story to score three marks in each point.

CONCLUSION

Bertolt has successfully used the song to summarize experiences of characters in the play, hence adding flavour to his masterpiece.

Accept any other relevant conclusion - 2 marks

Grammar and presentation - 4 marks pegged on content

Summary

Introduction	2 marks
Content	12 marks
Conclusion	2 marks
Grammar and presentation	4marks
Total	20 marks

3. OPTIONAL SET TEXT

a) The short story.

INTRODUCTION

When you have great expectations, you are setting yourself up to be disconcerted. The story, "Twilight Trek," examines the many Africans who run to European countries due to the poverty and frustration at home. They encounter numerous pitfalls but the allure of greener pastures make them do anything to fulfill their ambitions. They end up being disillusioned as shown through the narrator and other illegal immigrants.

Accept any other relevant introduction = 2 marks

CONTENT

i. The narrator runs away from his mother who has subjected him to child abuse. He is determined to migrate to find a better way to survive. He disguises himself as Jean-lue to get fake Malian passport to enable him travel to Spain or Europe.

To raise full fare, the narrator is forced to sell marijuana. He could not raise much so he had to dupe his boss.

The narrator hopes to play football once he gets overseas, become famous and marry a white woman.

Finally, the narrators money is stolen by patience thus he cannot cross to Spain. He can only see Spain kilometers away. The narrator‟s hopes are shattered.

ii. Through a dream, the narrator‟s mother tells him about a man she knew, who hid himself in the wheel of an aeroplane that flew overnight to London. The low temperature or high altitude finished him. Immigration officers discovered him two days later. By the end of the month, they had deported him back to his family for burial. Despite the man‟s ambition to get to the land of promise, it was in vain. Pg. 120.

iii. One man from Mali could not afford his fare. He crossed the Sahara on foot. It took him several days. The Moroccan security forces got hold of him when he reached Tangler. They repatriated him straight back to the border of Algeria and told to trace his way to Gao with the same two legs that brought him to their country.

iv. The illegal immigrants have great expectations. They travel using fake passports which they have to produce money to get.

They are transported in the back of trucks and the conditions are deplorable. They endure cold wind at night and the sand in the desert.

"….. is like needles in my eyes, ants in my nostrils, cobwebs in my chest." Pliz

Despite the difficulty of the journey, and the swelling expectations, several of the immigrants cannot make it to Spain.

v. Obazee and others at the camp are only twenty miles away from their destination. There are those who have lived in the camp for over ten years. They cannot make their way back and have to contend with the poor conditions under which they are living. The camp is like an open sewer. The people are like refuges on television squatting under plastic sheets, men, women and children. Obazee takes the narrator to a cliff from there he can see Spain P 119.

vi. Patience is equally disillusioned. Her disappointment is reflected in her frequent sobbing.

"Patience says it is unfair. Climbing up a mountain is not what she bargained for" P 115.

Accept any 4 well illustrated points.

Marks 3:3:3:3
Conclusion 2 marks
In conclusion, it is clear from the above illustrations that we must accept finite disappointment but never lose infinite hope. We should not judge a book by its cover. The appearance might be deceptive.
(Accept any other valid conclusion = 2 marks)
Summary

Introduction	2 marks
Content	12 marks
Conclusion	2 marks
Grammar and presentation	4marks
Total	20 marks

NYERI COUNTY FORM FOUR JOINT ASSESSMENT
ENGLISH
101/1
(Functional Skills, Cloze Test and Oral Skills)
PAPER 1
JULY/ AUGUST 2016

1. Functional writing. 20 mks
You are the principal Fikira High school. You have invited a motivational speaker to encourage the form three and four students to their self- esteem. Write an internal memo to the forms three and four class teacher inviting the class for
counseling session. Explain the reason as to why you intend to bring the motivational speaker and how they are going to benefit from the talk.

2. CLOZE TEST 10MKS
Read the passage below and fill in each blank space with an appropriate word.
Last year, Western countries issued travel advisories (1)……..Kenya following a spate of terrorist attacks in parts of the country. The (2)…… Impact the advisories had on the country (3) …….. be
overemphasized.
Tourism suffered. Forty hotels at the coast closed resulting in 4,000 job losses. Last week"s threats by Al-Shaabab to attack
(4) ……. in the country may have the potential of reversing gains made since the lifting of the travel advisories in June 2015. (5) …….. discovery of an arm cache in Garissa in September 2015 represents a real danger to the (6)……
The United States Federation Aviation Administration has warned airlines to exercise more caution (7)…….. flying into Kenya airports. This could lead to flight cancellation.
(8)…… ,the united States has intelligence that points to the possibility of some airports coming (9)…… an Al-Shabab attack.
Security service must be on a 24 hour vigilance to ensure the safety of Kenyans and (10) …… property and key installation around the country.

3. ORAL SKILLS. 30mks
a) Read the poem below and then answer the questions the follow. 8mks
Made for pure pleasure
Like buds two wonderful to name.
Each miracle unfolds.
And Catherine wheels begin to flame
Like a whirling marigold.
Rockets and Roman candles make
An orchard of they sky
Whence magic trees their petals shake
Upon each grazing eyes.
i) Comment on the rhyme scheme of this poem? 2mks
ii) Using examples, explain how rhythm has been achieved in this poem. 4mks
iii) What kind of facial expression would you exhibit when reciting this poem. 2mks

b) i) Provide a word which sounds the same as each of the following. 4mks
Which
Rest
Die
Ate

ii) In the words given below. Underline the part that should be stressed. 4mks
Excuse
Reject (noun)
Account
Project (verb)

c) Kamunya is currently an artist. He discovered he has a talent when in form two. He happened to have been c hose by his class
teacher to give a report on the challenges his class faced in the learning process since he was representative in the student
council. Everybody was impressed by his talk as he later learnt.
Mention six aspects of non- verbal cues that he employed to succeed in the delivery of his speech.6mks

d) Consider the following conversation between Juma, a student and a teacher and answer the questions that follow.

8mks

Teacher: Good morning Juma
Juma: Good morning sir.
Teacher: (Peering at Juma) Why are you looking so worried this morning?
Juma: (sobbing miserably) I am sorry sir, for emotional outburst.
I have just received the news that my father has been involved in a grisly road accident.
Teacher: (Emphatically) I am very sorry Juma. How is his state?
Juma: (Sadly) I have been informed that he has been rushed to kupona Hospital but is in a critical condition.
Can in go to K upona hospital to see him please?
(The two arrive at Kupona hospital and discovered that the father has undergone an operation and is in a stable
condition)
Juma: Thank you so much sir, for your love and care. I will always remember the love you have accorded me.
Teacher: I appreciate Juma. Good bye
Juma: Good bye sir.

Explain the features that make the conversation between the teacher and the student effective.8mks

NYERI COUNTY FORM FOUR JOINT ASSESSMENT
ENGLISH
101/2
(comprehension, literary appreciation and grammar)
PAPER 2
JULY/ AUGUST 2016

1. Read the following passage and then answer the questions that follow. 20mks

A journey according to my grandmother was a deliberate peril. Everything contributed to fear. The clouds that came up to
from nowhere to darken the land were but the face of some desperate god of personal spite. This un-lifted threat of disaster was bequeathed me by all three female generations that nursed me to manhood. They reminded me by word and act that man is never alone in his choices.

On the road we drove waiting for the next disaster, having escaped evil only one mile to the next never for good. The thanks we gave were more often for what we had missed than for what we had been given. My family could always find reasons to view a gift as a potential ticket to despair or dissolution.

My father always did the driving, although not without help from the various non-drivers such as my grandmother, who only
learned how to operate an automobile after she was well into her fifties, and my great grandmother who died at age eighty-four without ever understanding the basic usage of such items as brakes, steering wheel, horn or gear shift. There is a family
legend that my grandfather on my mother‟s side, a red-haired gentleman named Ambrose who had a notoriously short-fused
temper, tried to give Granny a driving lesson back in the green years of personal motor ownership. But she was inclined to try
and control the auto as one did a horse, and ended up almost immediately in a ditch, tugging at the steering wheel and
shouting „Whoa‟. This brought on a blast of polite obscenity from her son -in law which alienated Granny from the auto forever. Nevertheless, When riding as a passenger she knew what her eyes told her, and she had an imperious kind of comment which verged on command when she espied traffic danger that my, father the driver, was apt to overlook or not sufficiently keen to acknowledge in advance.

Once on the road, my father faced other problems travel. The matter of rivers and bridges was a severe one. My grandmother didn‟t want to cross any bridge when the river was full because she had a theory that so much water was bound to be secretly eating away the supports. One might think, therefore, that in dry weather a bridge would be no obstacle.

My grandmother also despised night travel. Her fear was not collision with another vehicle(in fact she welcomed the sight of another car because it showed her that someone else besides her son-in-law was foolish enough to be taking this forlorn route) but from the ever present danger of unknowingly driving off the end of a demolished bridge- finding yourself and vehicle suddenly suspended in midair, thoroughly conscious that in twinkling of an eye you and yours would be plunged into eternity in the dark waters of the flood beneath you.

If I leave the impression that all my grandmothers that all my grandmothers‟ caution were foolish or consistently groundless, then taking the gamble, no matter whether the odds were for her or against her. As a matter of history her fears were not groundless, they just too prevalent.

Adapted from Glencoe Literature „Tile readers choice‟
Published by Mc Graw Hill companies. Inc (2000)

a) Referring to the first paragraph, explain how the clouds contributed to making a journey fearful experience. 2mks
b) From the second paragraph, explain the attitude of the narrator‟s family towards the journey and life in general. 2mks
c) In which instance(s) did the narrator‟s granny almost command the driver. 2mks
d) “The thanks we gave were more often for what we had missed than for what we had been given.” Rewrite the sentence
beginning. More often…….) 1mk
e) Make notes on the problems of travel which the narrator‟s father faced. 2mks
f) Explain how the narrator‟s Granny failed the driving lessons and the consequences. 3mks
g) “As a matter of history her fears were not groundless, they were just too prevalent.” Rewrite the sentences supplying a
question tag) 1mk
h) Why didn‟t the narrator‟s grandmother like crossing any bridge when the river was full. 1mk
i) Explain the reasons behind the narrator‟s grandmother‟s dislike of night travel. 3mks
j) Explain the meaning of the following expressions as used in the passage. 3mks

i) Bequeathed-
ii) Imperious-

2. Read the excerpt below and then answer the question that follow. 25mks

The envelope had been addressed to Mark who opened it, read the letter and passed it to her. " At least she is from the country," he said sounding a bit odd. She looked at him and then lowered her eyes to the letter. It was characteristically Aoro- brief and to the point. She felt kin d of sorry for Mark. First there had been Becky who had left home unceremoniously only to return with a white man in tow. A very nice man but apparently not nice enough for Becky. He had found out that she was having an affair during his trips abroad and had sued for a divorce. She was living alone with the children thing altogether to have a Carte blanche to do exactly as you pleased. John had been terribly hurt of course and Mark had been furious with her.

Then Tony had joined priesthood-Mark resisted it at first but recently, during Tony‟s ordination he had been full of pride for his son-whose face had shone with joy and youthful dedication.
Vera‟s case had been the hardest to accept. Mark thought of the world of Vera, and deferred to her in everything. Then she
had arrived home one day and declared that she wanted to join the Catholic Prelature of Opus Dei as a non-marrying member. It didn‟t help that Mark had never heard of Opus Dei and could not understand why Vera could not marry. But she had
eventually accepted because he loved her. Because she looked so happy, so radiant. Anything that could bring such joy and serenity could not be that bad. It was a pity though that she did not wear a veil or a habit. That way he could at least have
bragged about her little to his friends. His children were a source of great envy to his less lucky friends. Vera for one was a fully qualified electronics expert and had a Lucrative job in the city with a large salary and all sorts of benefits. Women like that tended to marry the most amazing Wimps and Mark had held his breath in fear. But in the end all Vera wanted was to dedicate her life and her work to God, and there was no turning her back.

a) To whom does mark pass the letter? 1mk
b) Briefly outline the contents of Aoro‟s letter. 3mks
c) What prompts mark to say “at least she is from the country? 1mk
d) “She felt kind of sorry for sorry for mark‟ Write a summary of not more than 40 words giving reasons why she felt so. 5mks
e) Why was Becky‟s situation ironic. 2mks
f) Given an example of parenthesis and explain its use in the excerpt. 2mks
g) What does this excerpt reveal about the character of Becky? 4mks
h) Vera‟s case had been the hardest to accept. (Rewrite adding a question tag) 1mk
i) Explain the meaning of the following words and phrase as used in this excerpt. 3mks
   i) Carte blanche
   ii) Lucrative
   iii) Wimps
j) What happens immediately after this excerpt. 3mks

3. POETRY

Read the poem below and then answer the question that follow.

AFRICA
Africa my Africa
Africa of proud warriors in the ancestral savannah‟s
Africa my grandmother sings of
Beside her distant river
I have never seen you.

But my gaze is full of your
blood.
Your black spilt over the
field.
The blood of your sweat
The sweat of your toil
The toil of slavery
The slavery of your children.
Africa, tell me Africa,
Are you the back that bends.
Lies down under the weight of humbleness?
The trembling back stripped red.

That says yes to the whips on the road of noon?
Solemnly a voice answers me
“Impetuous child, that young and sturdy tree.
That tree that grows.
There splendidly alone among white and faded flowers.
Is Africa, your Africa. It puts forth new shoots.
With patience and stubbornness pouts forth news shoots.
Slowly its fruits grow to have
That bitter taste of freedom.

1. Who is the persona 2mks
2. What is the message of the poem? 3mks
3. Identify any three stylistic devices used in the poem. 6mks
4. What is the tone of the poem? 3mks
5. From the above poem, explain the meaning of the following lines?
   a)“ But the gaze is full of your blood. Your blood spilt over the field.“ 1mk
   b)“ Africa, my Africa
   Africa of proud warriors in the ancestral Savannah“ 1mk

6. But my gaze is full of your blood. 1mk
(Add an appropriate question tag)
7. What is the meaning of the following words? 3mks

i) Solemnly
ii) Sturdy
iii) Toil

4. a) Rewrite the following sentences according to instructions given after each
Do not change the meaning. 4mks
i) She is tall. (Begin: How ….)
ii) Stephen told Elijah that he would visit him the following day.
(Rewrite the sentence in direct speech)
iii) Diamond is found in Tanzania.
It is a very precious mineral (combine the two sentences using a relative pronoun) iv) Judy is vising them today.(Rewrite by ending…..by Judy)

b) Fill in the blank spaces with the correct word. 3mks
i) The remark was suitable ……..the occasion.
ii) All …….. a sudden, the little girl started crying.
iii) Why did you jump…….. The window.

c) Fill in the blank spaces with the correct form of the word in brackets.
3mks
i) We …….. advice from our village representative yesterday.(seek)
ii) It was …….. that he could deny the little boy food.(believe)
iii) His speech was marred by his poor …….. of words.(pronounce)

d) Rewrite the following sentences correcting the error in each. 2mks
i) Read the passage slowly to avoid distracting others.
ii) Repeat again what you have just said.
iii) The snake walked into the bush.

e) Explain the difference in meaning of the following pairs of sentences. 2mks
i) Azdak is a just judge
ii) Azdak is just a judge

NYERI COUNTY FORM FOUR JOINT ASSESSMENT
ENGLISH
101/2
(Comprehension, literary appreciation and grammar)
PAPER 2
JULY/ AUGUST 2016

Answer three questions only

1. COMPULSORY: Imaginative composition. 20marks

Either

a) Write a composition ending with the following words "…..Eventually the long ceremony ended and the sea of people broke up.

OR

b) Write a composition to illustrate the proverb: "Rome was not built in a day."

2. The compulsory set text
Drama
The Caucasian Chalk circle By Bertolt Brencht
"There are characters professing Christians faith but mere pretenders." Support this statement drawing your illustration from the Caucasian Chalk Circle By Bertolt Brencht. 20marks

3. OPTIONAL SET TEXTS

EITHER

a) The short story : Longhorn: When the sun goes down and other short stories from Africa and beyond." Migration is a challenging experience" Using adequate illustration from the short story Twilight Trek by Sefi Atta, Write an essay to show the validity of this statement. 20marks

b) Drama : Betrayal in the city -Francis Imbuga .
"Some people we trust in life end up frustrating us "Support this statement drawing your illustrations from Francis Imbuga‟s
"Betrayal in the city" 20marks

OR

c) The novel: The Whale rider - Witi Ihimaeazra
"The Irony of situation is: What is seen is not always what there is in reality" Using illustrations from Witi Ihimaera‟s „The whale rider Write a composition supporting this statement. 20marks

NYERI COUNTY FORM FOUR JOINT ASSESSMENT
ENGLISH
101/2
(Comprehension, literary appreciation and grammar)
PAPER 2
JULY/ AUGUST 2016

1. COMPREHENSION
   a) The clouds darkened the land and were the face of some desperate god of personal spite.
   b) Negative attitude (does not score)
      Pessimistic, cynical -they believed that there was always a problem ahead.
   c) When she espied traffic danger that the driver was apt to overlook or not sufficiently keen to acknowledge in advance.
   d) More often, the thanks we gave were more often for what we had missed than for what we had missed than for what we
      had been given. (The comma is mandatory)
   e) - Advice from various non- drivers
      - rivers and bridges
   f) She was inclined to try and try the auto as one did a horse and ended up almost immediately in a ditch tugging at the
      steering wheel and shouting"Whoa"!
   g) As a matter of history her fears were not groundless, they were just too prevalent weren"t they?
   h) She had a theory that so much water was bound to be secretly eating away the supports.
   i) The ever present danger of unknowingly driving off the end of a demolished bridge -finding yourself and vehicle
      suddenly suspended in min air , thoroughly conscious that in twinkling of an eye, you and yours would be plunged into
      eternity in the dark waters of the flood beneath you.
   j) i) left to, given to
      ii) Overbearing, domineering, bossy, arrogant, authoritarian, haughty, imperial, high handed.
      iii) Abandoned, lonely, miserable, dejected
2. a) Elizabeth Awiti /his wife / Aoro"s mother . 1mk
   b) - Aoro had finished his internship
      - he had one month"s leave
      - He would go home on (Thursday) 28th
      - he would bring a girl /Wandia whom he intends to marry.
      - She is a doctor
      - they would love her
        Accept any 3 points 1mk each =3mks
   c) Although Wandia was not a Luo like Aoro she was at least not a foreigner (like John) 1mk
   d) Aoro was marrying a Kikuyu Becky had left home unceremoniously and married a white man. However, she later
      divorced him. Tony had joined priesthood whereas Vera had joined the Opus Dei as a non-marrying member if
      Marking instruction
      - word limit is 401 words
      - Must be in continuous point
        If not deduct at each penalized point
      - penalise a glimmer ( ) for expression errors per sentence
        Accept any 5 points 1mk each
   e) She was having an affair yet she was married/ even though John was nice man, he was not nice enough for Becky.
      Although she was financially well off, she was unhappy.
      Expect 1 aspect of irony for 2mks the irony must be brought out to score 2mks. If not award 0.
   f) It was characteristic of Aoro- brief and to the point.
      Then Tony had joined priesthood -mark resisted it at first
      Use -
      To give extra information
      Expect 1 illustration for 1mk and one use for 1mk
   g) Promiscuous /unfaithful l/ untrustworthy
      - she has an extra marital /illicit affair while her husband John was on trips abroad
        Insensitive /irresponsible
      - she had left home unceremoniously only to return with a white man in tow
        She had terribly hurt John.
        Expect 2 traits
        1mk identification
        2x2 4mks
        Illustration alone does not score

h) Vera‟s case had been the hardest. Hadn‟t it? 1mk
No score for wrong punctuation marks

i) (i) Complete freedom / authority to do whatever you like.
ii) People who are not brave / strong confident
iii) Successful / make a lot of money

j) - Wandia and Aoro arrive
- Elizabeth welcomes them warmly
- Mark raises his reservations about Aoros intended marriage
- Aoro marrying Kikuyu, timing (too early, religion)

Accept any two points 1mkeach=3mks)

3. 1. He/she is an African who has never been to Africa, but knows quite a lot about it
Eg …….. I have never seen you
NB: 1mk identification
1mk for illustration

2. It is about slavery /of the Africans in their own land where they toil. Sweat in slavery and they do not resist but one seen
to be lying down in the weight of humbleness

3. 1. i) Personification e.g. i) Africa is seen as the back that bends, lies down under the weight of humbleness
ii) ……. the blood of your sweat
……toil
…….slavery
iii) Patience with stubbornness.
2. Symbolism
The trembling back stripped red symbolizes torture.
3. Repetition
Africa my Africa
Africa ……Africa
Is African …….your Africa
iv) Alliteration eg
your black blood spilt over the fields
No marks for illustrations without identification
1mk for identification, 1mk for illustration
Alliterated sound must be underlined
4. Angry /accusatory
Angry: he is angry because Africans blood and the sweat of the Africans irrigates the fields without any benefits to them (Africans)
Accusatory: he accuses the Africans for not doing anything about their plight eg
are you the back….. On the roads of noon?
1mk for identification
1mk for illustration
NB: no mark for illustration without identification

5. a) It implies that many Africans lives have been lost through ruthless killings by the whites.
b) It shows the attachment and the pride that the persona feels about Africa /he has a strong sense of attachment to
Africa.

6. isn‟t it?
NB:
i) Comma after the statement must be fixed. if not, no mark
ii) Question mark is mandatory, if missing no mark.

7. i) Seriously - should be an adverb
ii) Strong, not easily hurt
iii) To work very hard /doing something difficult

4. a) i) How tall she is!
Full stop scores 0
ii) “I will visit you tomorrow ,” Stephen told Elijah.
Wrong punctuation no mark)
iii) Diamond, which is very precious mineral is found in Tanzania
or Diamond, Which is found sin Tanzania is a very precious mineral. iv) They are being visited by Judy today

b) i) to
ii) of
iii) through no capitalization.

c) i) sought
ii) unbelievable
iii) pronunciation (wrong spelling 0)

d) i) Read the passage quietly to avoid distracting others
ii) Repeat what you have just said
iii) The snake slithered into the bush.

e) i) Azdak is a fair judge
ii) Azdak‟s position as a judge is insignificant i.e. a mere judge
(the difference must come out if not 0mk)

KUWED JOINT ASSESSMENT EXAMINATION - 2016
101/1
ENGLISH
(FUNCTIONAL SKILLS)
JULY/AUGUST 2016
TIME: 21/2 HOURS

1. You have just received your KCSE result and have score an "A" plain as your mean grade. Consequently, you have won a scholarship to study law at Harvard University. The university wants to know more about you and has requested for your brief autobiography. Write your autobiography and email it to the Dean Faculty of Law, Harvard University (20 marks)

2. Read the passage below and fill in each blank space with an appropriate word (10 marks)
Some scientists have been (1)_____that the continuing destruction of our environment (2)_____that at some point, the earth will not be able to (3)_____ even a quarter of us. This does not come as a (4)_____at all. In the beginning, God created the earth beautiful and green (5)_____ with time, our stubbornness, has ruined it all. With all the (6)_____ God has given us, we should be able to look (7)_____ our environment better. I am sure God feels (8)_____ when .He sees this destruction. My roommate and (9)_____ have come up with an ambitious programme (10)_____ to as Save the Earth to help the government tackle or address the problem.

3. a) Read the poem below and then answer the questions that follow

Why do we Grumble?
Why do we grumble because a tree is bent
When, in our streets, there are even men who are bent?
Why must we complain that a new moon is slanting?
Can anyone reach the skies to straighten it?
Can't we see that some cocks have combs on their heads but no plumes in their tails?
And some have plumes in their tails but no claws on their toes? And others have claws on their toes but no power to crow? He who has a head has no cap to wear, and he who has a cap has no head to wear it on.
He who has good shoulders has no gown to wear on them,
and he who has the gown has no good shoulders to wear it on.
The Owa has everything but a horse's stable.
Some great scholars of Ifa cannot tell the way to Ofa:
Others know the way to Ofa, but not one line of Ifa.
Great eaters have no food to eat, and great drinkers no wine to drink:
Wealth has a coat of many colours.

(An oral poem from Nigeria in Oral Poetry from Africa: Longman, U.K. 1983. Compiled by Jack Mapanje and Landeg White)

(i) Identify and illustrate two aspects that make this oral poem easy to perform. (4marks)
(ii) Which words would you stress on the last line of the poem 3, and why? (2marks)
(iii) How would you perform line 4 of the poem ? (2 marks)

(a) Assume that you are the principal of Bidii School where the governor makes a visit. Introduce Sarah Mwangi (a medical doctor) who is a member of the Board of Management to the Governor (2marks)
You..

c) Provide a word which sounds the same as each of the following: (5marks)
i) beer -
ii) lessen -
iii) mettle -
iv) heir -
v) quire -

d) Imagine you are giving a speech to your fellow students on how to pass exams. Explain how eye contact would enhance your speech delivery. (3marks)

e) State whether you would use a rising or a failing intonation in the following sentences (5marks)

i) Let me have your attention.
ii) Mary lost a very well paying job.
iii) The following student have passed: John, Mueni, Owino and Chacha.

f) Imagine you have been chosen to represent your school in the Great Debaters Contest. Explain how you would deal with stage fright. (3 marks)

g. i) Read the conversation below and answer the questions that follows (4marks)

Student: Excuse,
Teacher: Yes, how can I help you?
Student: I want to go out.
Teacher: What do you mean? That is impolite!
Student: I am in a hurry. I must go!
Teacher: Not unless you explain first.
Student: When I get back.
Teacher: You are rude!
Student: You are delaying me!
Teacher: What an insolent student you are! How dare you!

Explain the shortcomings in the student‟s conversation. (2 marks)

ii) Identify the silent letters in the following words (2 marks)

i) History.
ii) Hymn.
iii) align.
iv) islet

KUWED JOINT ASSESSMENT EXAMINATION - 2016
101/2
ENGLISH
(COMPREHENSION, LITERARY APPRECIATION & GRAMMAR)
JULY/AUGUST 2016
TIME: 21/2 HOURS

1. Comprehension: (20 marks)

Read the passage below and answer the questions that follow

Problem drinkers and alcoholics pay severe penalties for their drinking. It has been estimated that alcoholics are likely to die ten to twelve years sooner than non-alcoholics and half die before the age of fifty, which is one reason there are so few
elderly alcoholics. The mortality rate (that is, the number of persons per 100,000 who die each year) among alcoholics is more than two and a half times higher than that of the general population.

Alcoholics often die under violent circumstances; serious accidents, homicide, and suicide are not uncommon. This, together with the physical deterioration accompanying alcoholism, helps explain the limits on life expectancy. No one really knows
how many deaths are directly attributed to drinking, and all such statistics are estimates. One reason for our limited
knowledge is that many physicians do not report alcoholism as the main cause of death out of concern for the feelings of the family of the deceased.

Research on the physiological effects of alcoholism has increased in the last few years. Heavy drinking is known to be
associated with various types of cancer, particularly among persons who also use tobacco. Alcohol abuse also increases the
probability of hypertension, stroke and coronary heart disease. Alcoholics frequently suffer illness and death from cirrhosis of the liver, a disease in which the liver becomes fatty, scarred and incapable of functioning normally. In large urban areas,
cirrhosis is the fourth most common cause of death among men aged twenty -five to forty -five.

Alcohol affects the brain, often permanently damaging the mental functioning of alcoholics. Drinking may reduce the number of living cells in the brain. Since brain cells do not grow back, alcoholics may suffer from organic psychosis (a mental illness traceable to brain damages), loss of memory, and poor physical and mental coordination. One out of four persons who are admitted to mental hospitals are diagnosed as alcoholics and 40 percent of all admissions are alcohol related.

Many of the alcoholic inmates are unlikely to recover.
The unborn children of female alcoholics are subject to harm from drinking in what is called foetal alcohol syndrome. Because alcohol tends to be a substitute for a balanced diet, alcoholics are often malnourished. Consequently, the infants of alcoholic women are likely to be less healthy and less well developed than other babies.
Moreover, when a pregnant woman drinks, so, in effect, does her foetus. The new born children of alcoholic women may die shortly after birth unless they are medically treated from the shock to their systems for suddenly being cut off from alcohol. Furthermore, the impact of alcohol on the woman and her foetus is a major cause of birth defects and organically based
mental deficiency among the newborn. The effects of foetal alcohol syndrome on the children of female alcoholics are usually chronic and may be permanently disabling. Clearly, it is not too much of an exaggeration to say that alcohol kills and maims people. When abused, alcohol is a highly dangerous drug.

a) Why are there so few elderly alcoholics ? (2mks)
b) Outline two major factors limiting life expectancy among alcoholics according to the passage (2mks)
c) Mention any four physiological effects of alcoholism (2mks)
d) What reason makes physician find difficulty in reporting alcoholic related death? (2mks)
e) Many of the alcoholic inmates are unlikely to recover. Rewrite beginning “Recovery...” (1mk)
f) Explain what the following sentence means:
“Alcohol tends to be a substitute for a balanced diet” (2mks)
g) In not more than 70 words, summarise the effects of alcohol on the unborn babies. (5mks)
h) Explain the meaning of the following words and phrases as used in the passage (4mks)
i) mortality
ii) deterioration
iii) diagnosed
iv) cut off

2. Read the following excerpt and answer the questions that follow. (25marks).
" Yes dear. I've already spoken to the headmaster-so just get into the car and we'll go right home". Firm decisive Elizabeth

was standing there looking confused and unsure of her next action. When they got home, she walked into the sitting room and again stood there. She had the most oppressive premonition of doom pressing in on her from all sides and she simply could not make any sensible move. So Mark took over, packed a few things for her, made arrangements with the neighbours to collect little Mary, put his wife in the car and drove off.

Most children have a father and a mother and Elizabeth had been no exception apart from the fact that her father had been a woman- her grandmother Akoko. Now her mother was ill, probably dying and she experience a completely different pain

from the one she experienced at her grandmother's death. There is a bond that exists between mother and child that is completely primeval in nature and only comes to the surface of the conscious mind in all its primitive force when either mother or child is in some sort of peril-not surprising considering that as a child lies in its mother's womb, the first sound it hears is her heartbeat and the first human voice it recognizes is hers. For the next many months, the child's most satisfying experience will be to lie next to her heart, nursing at the breast-so that the powerful connection is not severed with the cutting of the cord.

Maria Nyabera had been a good mother to Elizabeth and her cousin Peter and in her own generous way, had given unstintingly of herself to them and to her own mother. Elizabeth remembered how tenderly she had looked after Akoko when she became old and ailing and she hoped with a sick despairing dread that she would get the same chance to show her mother how much she cared in spite of the distance between them.

"I have failed her". These were the first words she had spoken since their departure from Nakuru and now they were approaching the outskirts of Kericho town. Mark cautioned himself to tread carefully for he remembered only too clearly how she had almost broken off their engagement at her grandmother's death, blaming him for God alone knew what.

"How have you failed, dear?" he asked cautiously."Don't keep on calling me dear! You know very well I should have visited her more frequently- instead of just staying with you, who are young and healthy and don't need me!" Mark knew better than to point out that not more than two months had ever passed without Elizabeth dashing west to see her mother; or the great sacrifice they had both made in giving up two of their children to her. He knew her well enough to know that she would only bite off his head and he liked it well enough where it was-firmly attached to his body. He was lucky for he had many brothers staying at home with his own mother so he didn't have to constantly worry on that score. He really understood her predicament.

"You don't understand anything at all!" the lady declared as if reading his mind. "You don't know how torn I've often felt, how 1 long to divide myself in two, so that 1 can be in both places at once!”

Mark said nothing but thought to himself that marriage was very useful: there was always someone to vent one's fury on however and especially unjustifiably. Elizabeth kept on alternating between long silence and irrational self accusatory statements until they were a few miles from Aluor. She then kept completely quiet. It was dark by then but when they approached the hut they found a crowd of people gathered there and both their hearts sank. She must be dead!

The twins rushed out into their parents‟ arms, and the people surrounded them; but Elizabeth had no eyes for anyone-she just walked into the hut. She had to see that beloved face one last time.

2. a) Place this excerpt in its immediate context. (4mks)
   b) What work does Elizabeth do in Nakuru? (2mks)
   c) Why does Elizabeth consider Akoko as a father? (2mks)
   d) Identify and illustrate any character trait of each of the following as brought out in the excerpt. (4mks)
      i) Elizabeth
      ii) Mark
   e) Identify and illustrate any theme brought out in this excerpt. (2mks)

   f) Identify and illustrate any two features of style used in the excerpt (4mks)
   g) Don't keep calling me dear. (Add a question tag) (1 mk)
   h) Name the twins mentioned in the excerpt. Why are they in Aluor? (4mks)
   i) Explain the meaning of the following words as used in the passage (2mks)
      - primitive.
      -unstintingly.

3) Read the poem below and answer the questions that follow. (20 marks)

The earth does not get fat. It makes an end-
Of those who wear the head plumes
We shall die on the earth. The earth
does not get fat. It makes an end of those who act
swiftly as heroes. Shall we die on the earth?

Listen O earth. We shall mourn because
of you.
Listen O earth. Shall we all die on the
earth?
The earth does not get fat. It makes an
end of
The chiefs. Shall we die on earth? The
earth does not get fat. It makes an end
Of the women chiefs. Shall we die on
earth?

Listen o earth. We shall mourn
because of you. Listen O earth. Shall
we all die on earth?
The earth does not get fat. It makes an
end
Of the nobles. The earth does not get
fat
It makes an end of the royal women.
Shall we die on earth?

The earth does not get fat. It makes an end
of the common people. Shall we die on the earth?
The earth does not get fat. It makes an end of all the beasts
Shall we die on the earth?
Listen you who are asleep, who are left
tightly closed in the land. Shall we all sink
Into the earth? Listen O
Earth the sun is setting tightly. We shall enter into the earth.
We shall not enter into the earth.
(From: 'The Heritage Of African Poetry')

a) What is the poem about? (3 mks)
b) Who is the persona in the poem? (2mks)
c) Identify and illustrate any two features of style used in the poem? (4mks)
d) What is the tone of the persona in the poem? (2mks)
e) What in the poem shows that death is indiscriminate in its manifestations? (2mks)
f) Describe the political setting of the community from which the poem originates. (2mks)
g) What is the mood of the poem? (2mks)
h) Explain what the expressions below mean : (3mks)
   i) The earth does not get fat .
   ii) Those who wear the head plumes
   iii) Earth the sun is setting tightly

4) GRAMMAR (15 marks)

a) Rewrite the following sentences according to instructions given after each. (5 mks)
   i) Had John not quickly intervened, the situation would have worsened. (Begin: But....)
   ii) If he arrives on time, we will leave for the party. (Rewrite using: should)
   iii) Ben was too weak to stand for the rest of the presentation. (Begin: So ... .)
   iv) The mourners sang a sad song. (Begin: A sad ...)
   v) "Is there any pending issue for discussion?" asked the chairperson. (Rewrite in reported speech.

b) Choose the correct word from those in brackets to complete the sentences below. (4 mks)
   i) You should not _____ the content of an official document without express consent, (alter/altar)
   ii) Unless my mother is careful, she will _____ all her friends, (loose/lose)
   iii) Mwita _____ the pictures onto the wall, (hung/hanged)
   iv) This project cannot begin yet; I have _____ money, (a little/ little)

c) Explain the meaning of the underlined idioms as used in the sentences below. (2 mks)
   i) Misappropriation of public funds was happening right under the nose of the cabinet secretary.
   ii) The principal said he would get to the bottom of, indiscipline in the school.

d) Use the correct preposition in the blanks in the sentences below. (3 mks)
   i) You chose him_____me.
   ii) He is notorious _____ noise making.
   iii) They sat _____ the shade of that tree.

e) I don't think I need any man‟s favour to succeed. (supply a question tag) (1mk)

KUWED JOINT ASSESSMENT EXAMINATION - 2016
101/3
ENGLISH
PAPER 3
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
JULY/AUGUST 2016
TIME: 21/2 HOURS

1. Imaginative composition (compulsory) (20 marks)
Either
a) Write a story ending with
...as I sat down wondering why all this had happened, I came to the realization that "when the deal is too good, think twice".
or
b) "Both men and women should have equal rights in the job market." Using adequate illustrations,
write a composition for or against the statement.

2. The compulsory set text - THE CAUCASIAN CHALK CIRCLE by Bertolt Brecht (20 marks)
The leadership class is to blame for the atrocities encountered by the masses in this play. Validate this statement using illustrations from the play, "The Caucasian Chalk Circle."

3. THE OPTIONAL SET TEXTS (20 marks)
Answer any of the following three questions.
Either;
a) The short story
Emilia Ilieva and Waveney Olembo (Eds) "When The Sun Goes Down and other stories from Africa and Beyond"
"Families experience many challenges after parents separate" Write a composition in support of this statement basing your answer on Tillie Olsen"s story, "I stand here ironing."
or

b) Drama
Francis Imbuga Betrayal In The City
Using illustrations from Betrayal In The City, write an essay entitled: "The tree of liberty must be watered with blood".

or

c) THE NOVEL
With Ihimaera The Whale Rider
Witi Ihimaera uses humour to tackle important and serious matters in the novel. Citing adequate illustrations from the Whale Rider, justify this assertion.

KUWED JOINT ASSESSMENT EXAMINATION - 2016
101/1
ENGLISH
(FUNCTIONAL SKILLS)
JULY/AUGUST 2016
Marking scheme

1. FUNCTIONAL WRITING
   - Must be an autobiography sent via email; if not didnt (2mks)
   - must be written in 1st person singular

   FORMAT
   To: deanlaw@yahoo.com (1mk)
   From: peterkasuku@yahoo.com (1mk)
   Date: Time: (1mk)
   Subject: My autobiography/Autobiography (1mk)
   Chronology of events: (1mk)

   CONTENT
   Date and place of birth: - 2mks
   Early childhood - 2mks
   Family members - 1mk
   Turning point - 2mks
   Future plans - 1mk

   TONE 2mks

Language	Content
A-5	7-8
B-3-4	5-6
C-2	3-4
D-1	below 2

2. CLOZE TEST
   1. arguing
   2. means
   3. accommodate
   4. surprise
   5. but
   6. knowledge
   7. after
   8. disappointed
   9. I
   10. referred

3. i) Repetition - words like claws, rails
   Alliteration - Has a Head 2x2 =4mks

   ii) wealth, coat, colours - emphasize read to be contented (2mks) i.e identification = 1/2x3=11/2
   iii) I would say it with a rising intonation since it is a question. I would point and look at the skies. (2mks)
   (one non verbal, one verbal) - gestures

   b) (i) His Excellency Governor Bidii county, meet Dr. Sare Mwangi A member of B.O.M, Bidii school.(2x1 = 2mks)

   c) beir
   lesson
   metal
   air
   choir (1x5 = 5mks

   d) - allows you to check whether the audience understand you.
   - Enables you to establish rapport with the audience
   - communicates interest and involvement (1x3=3mks)

   e) Rising intonation
   Falling intonation
   Rising intonation

   f) - Research on the topic/have up to date facts
   - plan /arrange your points to build your confidence
   - Rehearse before a mock audience
   - Psyche yourself up/believe you can

- plan to know the audience in advance
- be well groomed

g. (i) The student is impolite/rude/disrespective
(ii) The student is impatient
Identification and explanation to earn two marks each

g. i) o
ii) n
iii) g
iv) s

KUWED JOINT ASSESSMENT EXAMINATION - 2016
101/2
ENGLISH
(COMPREHENSION, LITERARY APPRECIATION & GRAMMAR)
JULY/AUGUST 2016
MARKING SCHEME

1. COMPREHENSION

a) Alcoholics are likely to die ten to twelve years sooner than non-alcoholics / half die before the age of fifty (2mks)

b) violent circumstance among physical deterioration alcoholics (1mk)

c) - Cancer
- hypertention
- stroke
- coronary heart disease
- cirrhosis of the liver (½ each x4)

d) it is out of concern for the feelings of the family of the deceased (2mks)

e) Recovery of many of the alcoholic inmates is unlikely (1mk)

f) Alcoholics replace food with alcohol consumption (2mks)
- less healthy
- less well developed than other babies
- may die shortly after birth unless they are medically treated from the shock - born with defects
- could develop organically based mental deficiency (each 1mk x5 points)

g) i) mortality-death
ii) deterioration - worsening /become worse
iii) diagnosed - proven /confirmed / established
iv) cut off - deprived of / disconnected from

2. a) - Mark receives a telegram indicating Elizabeth‟s mother was ill, and hands it over to Elizabeth
- Elizabeth discoverers the mother is not in the hut and that she has been taken to Maseno hospital (alive)

b) she works as a teacher in a primary school (pg. 158)

c) her father had died early and it was her grandmother Akoko who had taken care of them

d) Elizabeth
- firm and decisive - “firm and decisive Elizabeth was.”
- emotional- “don't keep on calling me dear”
- temperamental - “she would only bite off his head”
- intuitive - “reading his mind”
(any one illustrated x2)
Mark - caring/loving/concerned- “he took over, packed a few things” - calls her “dear”
- understanding - “he knew better than to point”
“mark said nothing”
any one illustrated trait x2mks)

e) love and marriage.
- Mark refers to her as dear
- aks for permission on her behalf pain and suffering.
- Nyabera is ill

f) Dialogue between Mark and Elizabeth foreshadowing /premonition - “she had the most oppressive...”
Metaphorical language - Elizabeth calls Akoko a father to show she as their rock
(any two x2mks)

g) will you? (sentence must be rewritted and well punctuated)

h) Opiyo (1mk) and Odongo (1mk)
They had been dispatched to live with Nyabera (1mk) and to attend the school (1mk)

(i) primitive - far fetched
Unstintingly - unreserredly/selflessly/generously

3. POETRY

a) The poem is about the rampages of death (1mk) it is cruel (1mk) and indiscriminate (1mk) / It‟s about how the earth does not get fat after swallowing chiefs, nobles, beasts and common people

b) the persona is an observer
a potential victim of death

c) -Repetition e.g “Listen O earth...”
the earth does not get fat
- Personification - “the earth does not get fat”
- Direct address - “listen O earth
- Rhetorical questions - shall we all die on earth?

d) Desperation - “shall we all sink”

e) All die: nobles, beasts, chiefs, common people
f) Chieftaincy - they were led by a chief
g) Sombre /sad “we shall mourn because of you?”
i) People continue to die (be buried)
ii) Leaders /rulers
iii) Eminent death/nearing end of life/apparent death

4. GRAMMAR
a) i) But for John‟s quick intervention, the situation would have worsened.
ii) Should he arrive on time, we will leave for the party.
iii) So weak was Ben that he could not stand for the rest of the presentation. iv) A sad song was sung by the mourners. or
A sad song did the mourners sing.
v) The chairperson asked if/whether there was any pending issue for discussion.
b) i) alter
ii) lose
iii) hung
iv) little
c) i) with the knowledge of
ii) get to the root cause of something
d) i) over
ii) for
iii) in
e) do I?

KUWED JOINT EXAMINATION 2016
Kenya certificate of secondary education (k.c.s.e.)
101/3
ENGLISH PAPER III
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
MARKING SCHEME

1. Imaginative composition

(a) It must by a story. If not deduct upto 4 AD
 It must end with the statement if not deduct 2AD.
 The story must present a credible scenario and buildup of events which must naturally lead to the given saying.
 The candidate must give an account which places him or her where she or he is at the moment showing how one was offered an attractive give and take deal which eventually leads to a serious defeat or loss.
 The experience should be a lesson that in future, one should be careful in similar circumstances. If this is not apparent, treat as an irrelevance and deduct up to 4AD.
 It must not exceed 2 pages, if more - 2AD for length.

OR

(b) It must be an expository or discussive essay (accept an argumentive or debate format)
 Comparisons or contrasts must be shown.
 Accept a illustrating the stand taken.
 If a candidate discusses both sides, treat it as irrelevant and deduct upto - 4AD.

2. The compulsory set text.

Introduction (2 mks)

Example: In most cases, people in leadership positions are the ones that influence or cause violence or conflict among its members/citizens or masses. This is well illustrated in this play as we see the leadership of Governor George Abashwili marred by many problems. This is further illustrated in the following paragraph.

Body/Content (12 mks)

 The leadership of Governor George Abashwili. He has instigated war among the people and this has caused numerous atrocities.
 Many beggars & petitioners; failure of the Judicial system.
 Too high taxes (inflation)
 Brutality and misuse of power.
 Corruption - Water inspector takes bribes.
 Misuse of resources - two doctors for one child.
 The Grand Duke - Runs away, took part in violence.
 Appoints a quack, Azdak, a village scrivener to be a judge - makes his verdicts unfairly.
 In his tenure as a judge (Azdak) the rich suffer.
 Azdak
 Illitrate.
 Favours the poor.
 The peasant woman against the three rich farmers.
 Ludovica (inn keeper) & the Stableman,
 Grusha & Watella
 Doctor & invalid.
 Divorce of Grusha from Jussup.
 The iron shirts & the corporals are misused by the ruling class to inflict pain to the masses. They also kill. Azdak is beaten upby Shauwa & the other corporal.
 Because of the leadership class misrule of the people, there is dissatisfaction that leads to the uprising and killings.

Various political class members are killed and this destabilizes the country and it impacts on the common Mwananchi. For instance, the Governor, the chief tax collector, Recruiting officer, Chief of Police & Viziers.

Mark 4 = 3: 3: 3: 3 = 12

Conclusion (2 mks)

As shown above, its is true to say that the leadership class is to blame for the problems & violence encountered in this play.

Accept any other relevant conclusion.

6 - 12 = 2
0 - 5 = 1

LANGUAGE & PRESENTATION (4 mks)

10 - 12 = 4
8 - 9 = 3
5 - 7 = 2

0 - 4 = 1

3. (a) Introduction (2 mks)
Accept a general or specific introduction touching on problems of single parenthood.
Content/Body (12 mks)
- Loneliness - The mother is forced to leave Emily with the shopper as she goes to look for job. This makes her feel lonely and uncared for.
- Poverty - Emily"s mother find it hard to cater for her family. She resorts to doing odd jobs to make ends meet.
- Sickness - When Emilly is taken back to her father"s family she suffered from chicken pox and later suffered from measles.
- Psychological torture - Emily hates her appearance and become a slow learner in school. She feels dejected when her love for a boy is not returned.
- Child labour - Emily takes care of her siblings at a tender age. She prepares them ready for school.

Conclusion (2 mks)
Accept a valid conclusion.
Grammar (4 mks)

(b) DRAMA
Introduction (2 mks)
For freedom to reign in most conflicting societies, people suffer or are killed (bloodshed). In this text, various characters face problems or are killed for freedom to prevail. This is well illustrated in the following paragraphs.

Accept any other relevant introduction.
Body/Content
- The death of Adika - Economic freedom
  - Create employment
- Chagaga - Avenge Adika"s death
- Doga and Nina - Cultural freedom
- Kabito - Freedom of opinion & economy.
- Mulili - Justice to prevail; change of regime (A new dawn in Kafira)
- Regina - beaten - Freedom of opinion
- Jere, Moses, Jusper - Freedom of speech.

4 x 3 = 12 = 3 : 3 : 3 : 3
Conclusion (2 mks)
Accept a relevant conclusion
6 - 12 = 2
0 - 5 = 1
Grammar (4 mks)

(c) The Novel, Whale Rider
Introduction (2 mks)
Example
Humour is the use of elements that create amusement or laughter in a text which may be used with various intentions. The author, Witi Ihimaera, has used humour effectively to tackle some very weighty issues in the Whale Rider.
Accept any other relevant introduction.

Content/Body
- Koro Apirana"s rejection of Kahu is tackled humorously. When Karo goes to the sea to sulk, Nani flowers rushes after him, in Rawiri"s dingy. They are said to yell at each other the whole afternoon with Koro rawing from one location to another and Nani Flowers following Nani finally arrests the situation when she ties her boat to Koro"s, and forcibly pulls him back to the beach. This scenario is quite amusing.
- The Naïve character of Nani Flowers is brought out humourously. When Rawiri informs her that she is to fly to Papua with Jeff, Nani tells him that he will be beaten up. Kahu later tells Rawiri that Nani thought he would end up in a pot over fire.
  This means that Nani thinks that the outside world is too hostile and one would be better in their indigenous countries.
- The close relationship between Nani Flowers and Rawiri is revealed through humour. When Rawiri informs Nani that he intends to fly out, and venture into the outside world, she pokes him in the ribs, asking him whether he is running away from a girl. She obviously not serious. Rawiri jokingly tells her that he has realized there is not enough room for her & him in Whangara.
- The writer tackles the issues of tradition, patriarchy and discrimination with a light touch. In one of his

letters and at Rawiri‟s

welcoming party, Porourangi jokingly puts it that Koro Apirana is still looking for the one to pull the sword out of the store.

This image depicts humourously, how far Koro tries, despite difficulties to get a boy who will replace Kahu in her generation.

He believes a girl should not become a leader. The writer in this case tackles the matter of discrimination humorously.

 Nani Flowers has been unconsciously following Kahu‟s disappearance into the sea with the whales, a very serious matter.

The tension is eased when Nani opens her eyes after a few days in hospital. She finds Koro, Rawiri and the boys by her side.

Instead of being glad, she humourously tells them that if they are still there, it must mean she isn‟t in heaven. This probably

means that all of them should be in hell; hence, it seems she is not in heaven but in just like they. It relieves the tension in

hospital.

- Nani calls Koro “old paka” - Theme of theme of love.
- Rawiri tells Jeff, Kahu is a mature beautiful woman with lips wanting to be kissed - Theme of love.

- Nani threatens to divorce Koro every second day - Family values.
- At the airport - Nani says she will look after Rawiri"s motorbike by feeding it with hay and water every day.

Mark 4 = 3: 3: 3: 3 (12 mks)

Conclusion

e.g.

In conclusion, it is clear that the writer has used humour to bring out various issues. The issues range from trivial to very serious matters. This humour serves very well as comic relief hence making the text even more interesting.

6 - 12 = 2
0 - 5 = 1

Accept any other relevant conclusion.

Grammar (4 mks)

10 - 12 = 4
8 - 9 = 3
5 - 7 = 2
0 - 4 = 1

GATUNDU SUB COUNTY FORM 4 EVALUATION EXAMINATION
101/1
ENGLISH
PAPER I
(Functional Skills)
July/August 2016
Time: 2 Hours

1. FUNCTIONAL WRITING. (20 MARKS)

Imagine you are the Human Resource Manager of Sarova Group of Hotels. The manager of Serena had asked you to write a confidential report of your former employee, Mr Sammy Kamau, who is seeking a transfer to the Serena Hotel as a chef.

Write a confidential report to the manager about Sammy Kamau.

2. CLOZE TEST. (10 MARKS).

We do not want 1 _____ subject ODM. Kenya supporters to elections at the grassroots 2 _____ when we are busy 3 _____ the presidential nomination ticket.

The fear of a fall out by disgruntled leaders was the overriding 4 _____for parties to 5 _____ grassroots elections. It is eminent 6 _____ the latest events that Narc - Kenya and ODM - Kenya 7 _____ be headed for a 8 _____ if the grassroots polls are 9 _____now.

In KANU, elections saw the party break up into the Uhuru Kenyatta 10 _____ and another led by Keiyo South MP, Mr Nicholas Biwott.

3. ORAL SKILLS. (30 MARKS)

A. Read the following poem and answer the questions that follow.

HAPPY BABY.

Her lips suckle the nipples.
Milk bubbles, foams and
ripples.
Little hands up in the air.
Catch on the mother‟s hair.
Sweet sensations rise in
pressure.
Tiny legs kick with pleasure.

Sleep comes gently and
strong.
Sleep whispers softly and
long.

(i) Describe the rhyme scheme of the poem. (2 Marks)
(ii) Explain any other two oral features of style and show their effectiveness. (4 Marks)
(iii) Which two words would you stress in line 2, and why? (2 Marks)

B. For each of the words below, write two sentences to bring out the meaning of the word as a Noun and as a Verb. (6 Marks)

(i) Record.
(ii) Conduct.
(iii) Subject

C. You have visited Amboseli National Park for the first time. Below is part of the conversation that takes place between you and the Game Ranger.

Ranger: Welcome to Amboseli National Park. My name is Biwott and I am in charge of showing people around.
You:
Ranger: The total area of this National Park is 100 acres. We have thirty species of big game and five species of small animals.
You:
Ranger: Other than viewing the animals, people come here to relax, not to mention photography.
You:
Ranger: Indeed yes. It generates revenue for the Government in form of entry fee.

We charge sh 100 to Kenyan adults, sh 20 to Kenyan children and sh 500 to foreigners.

You:

Ranger: Thank you. Our mandate is to conserve Kenyan‟s unique Heritage, care and protect animals.

You:

D. Identify three pairs of words with the same pronunciation from the list below.

Course	ewe	sit
Seat	ate	flower
Warm	sum	eight

Sit	cause	wring
Some	ring	floor
Worm	coarse	hue
Sam	it	who
Shom	flour	you

E. A guest speaker came to your school to give a motivational talk. All the students really enjoyed the presentation. Mention three possible strengths of that speaker. (3 Marks)

GATUNDU SOUTH FORM FOUR 2016 EVALUATION EXAMINATION
101/2
ENGLISH PAPER 2
(Comprehension, Literary appreciation & Grammar)
July/August 2016
TIME: ½ hours

1. Read the passage below and answer the questions that follow. (20 Marks)

Kenya rebased its economy last year, which in layman‟s language means recalculating the Gross Domestic Product (GDP) - the total value of goods produced and services provided in a country in one year. The recalculation saw Kenya‟s GDP expand by more than a quarter, ranking the country among the top ten largest economies in Africa.

To ordinary Kenyans, this should translate to increased school enrolment, better housing and healthcare and access to clean water and food security. But this will not be the case. The World Bank says that even as Kenya becomes a middle-income country, an estimated four out of ten Kenyans are living below the poverty line. To most Kenyans, not much difference will be noted other than the feel good effect.

While Kenyans might not see an improvement in their incomes, the release of the new numbers gives Kenya a unique international standing in the eyes of investors and development partners. It also gives, Kenya a positive outlook in terms of economic size, the debt - to GDP ratio and the country‟s per capita income, in most cases, governments aim for a low debt toGDP ratio, usually below 50 per cent, as an indication that the country produces and sells goods and services in sufficient quantities to pay back debts.

Therefore, the new statistics raise Kenya‟s profile as a creditworthy economy. Crucially, it gives the country a positive image among potential investors. The elevation means that some of indicators of economic sustainability that Kenya has been using, such as wage bill to GDP, will now have a different meaning. For instance, the ongoing debate on the Public Wage Bill is hinged on the GDP ratio, the much lower than the current 13 per cent.

On the flip side though, the much sought after middle-income tag would translate to an improved-capacity indicator for Kenya. As such, the country might not qualify for interest free loans and grants from the World Bank, yet these have been key financial services from the Breton Wood institution to boost education, health, infrastructure and agriculture.

Also, this could create an illusion that could see Kenya underestimate its liabilities. The rebasing will make the debt levels look small. This could entice the government to borrow more, thus exerting massive inflationary pressure on the economy if the tax base is not expanded.

The revision would not take away the country‟s infrastructural, insecurity and high cost of production challenges. What are the figures for if they cannot transform people‟s lives?

However, at a time when notable brands like Cadbury are leaving the country and moving their operations elsewhere, attracting investment is paramount.

There is nothing unique about rebasing. Nigeria and Ghana have recently done so. Tanzania early this week promised to do the same. The country may now be tagged middle-income economy, but this does not translate into a better life for the millions of Kenyans living below the poverty line.

This process should at best be exploited by the jubilee administration in its resolve to tackle poverty. Solid and long-term plans must be laid out to fight for the welfare of Kenyans.

The starting point should be making agriculture cheap. Today, this crucial economic activity suffers from high cost of inputs and the government has done little to commercialise the sector. A hungry nation will no doubt be a burden to growth.

Second, the cost of doing business in Kenya must be reduced. More infrastructural investments are needed in roads, railways and, most importantly, energy. The cost of power is way too high to sustain sound manufacturing - making Kenya uncompetitive in the region. Third, to arrest disappointments from expectant wananchi, the government needs to boost their purchasing power by ruthlessly taming prices of basic commodities.

It is, therefore, our desire that the rebasing will re-energise the government to improve the economy that is now at the mercy of a weakening currency and a relatively high inflation rate. Other-wise, Kenyans will continue to suffer as social iniquities trigger more crime, disease and poverty.

(a) What is the effect of recalculating Kenya‟s GDP? (2 Marks)

(b) Explain the irony behind Kenya becoming a middle income country. (2 Marks)

(c) According to the writer of this passage what challenges could Kenya encounter as a result of the middle-income economy status?

(3 Marks)

(d) In not more than 45 words explain what the Kenyan government should do to reduce poverty levels. (6 Marks)

(e) What is the attitude of the writer towards Kenya‟s elevated middle-income status? (2 Marks)

(f) How has Kenya benefitted in its elevation to a middle-income status? (2 Marks)

(g) There is nothing unique about rebasing. Nigeria and Ghana have recently done so. Tanzania early this week promised to do
the same. Combine the sentences to form a compound, complex sentence) (1 Mark)

(h) Explain the meaning of the following expressions as used is the passage.

(i) Flip side. (1Mark)

(ii) Attracting investment is paramount. (1 Mark)

2. LITERARY APPRECIATION.

Read the excerpt below and answer the questions that follow in the spaces provided.

" My chief! My chief! They are both gone. They left last night before the first cockcrow. And, and ……. Here he stammered and then stopped. " And what you fool! Tell Me! The Chief, a man never known to raise his voice almost screamed at the hapless herdsman.

"Yes my chief! Their families said that they heard them talking to a third man just before they left, but they did not see him because it was very dark. "Akoko fell down in a deep faint.
Nyabera ran to her mother screaming and held her head. The chief started barking orders to a group of people who had now
gathered to find out the cause of the commotion. " Get the scouts, except those on watch. Tell them to prepare two search
parties - one to take the route of Gem and the other to follow the route of Asembo. Maybe we can intercept them before they reach very far. " the search parties were hastily formed, each consisting of twelve men well trained in tracking game. The groups started out together but separated at the edge of the village.

They were gone for two nights and two days and while they were gone, Akoko lay prostrate on her papyrus pallet. She dared not sleep for she was haunted by nightmares. She was beyond even praying to „Were" and she lay there hour after hour
staring, dull eyed, into space. Her children hung around her, trying to make her eat but to no avail. Sometimes she said
something to herself but try as they would, they could not catch her words. The order women watching her feared for her sanity for everyone knew that this was her son just like the younger was his father"s. He had been the only seventeen year old in the whole village who ever obeyed his mother without questions.

(a) Place this extract in its immediate context. (4 Marks)

(b) Briefly explain why Akoko faints. (2 Marks)

(c) Describe the general mood of this excerpt. (2 Marks)

(d) Identify and illustrate any two features of style evident in the extract. (4 Marks)

(e) State any two character traits of Akoko as shown in the extract. (4 Marks)

(f) Identify and explain one theme evident in the extract above. (3 Marks)

(g) Explain the significance of the above occurrence to the plot of the story. (3 Marks)

(h) The chief a man never known to raise his voice almost screamed at the hapless herdsman. Rewrite in plural (1 Mark)

(i) What do the following words and expressions mean as used in the extract. (3 Marks)

(i) Barking.

(ii) Lay prostrate.

(iii) Sanity.

3. Read the following oral poem and answer the questions that follow.

After a brief struggle I got myself
A job
My food was meat and banana
flour
A hundred cents a month and
soon I had some money.

Soon afterwards I bought myself
A beautiful girl
My heart was telling time this
was a fortune
So heart you were deceiving
me and I believed you
On a Saturday morning as I was
leaving work
I was thinking I was being

awaited at home
But on arrival I couldn“t find my bride

Nor was she in her parents home
I ran fast to the river valley;
What I saw gave me a shock.

There was my wife conversing
with her lovers.

I sat and silently wept.
I realized there is no luck in this world.
People aren‟t trustworthy and
will never be!

(a) Place this song in its appropriate genre. (2 Marks)
(b) State and illustrate two functions of this song. (4 Marks)
(c) What evidence is there to show that this is an Oral Poem? (4 Marks)
(d) Explain briefly what the poem is about. (2 Marks)
(e) Give any two character traits of the singer. (4 Marks)
(f) Identify and illustrate two economic activities practiced by the society in the song. (4 Marks)

GRAMMAR . 15 MARKS.

a. Rewrite the following sentences according to the instructions given after each. Do not change the meaning.

(i) " I will make sure I arrive at 2.00 pm", Etyang told the teacher (Rewrite in reported speech)
(ii) When one meditates, he discovers his weakness (Begin; Only when .....
(iii) To eat too much is a bad habit (Rewrite using a gerund)
(iv) He ate more and more, but he grew thinner and thinner (Rewrite beginning: The more .....
(v) May gave Tom a pen (Rewrite the sentence to end with Mary)

B. Complete the following sentences with the correct form of the word given in brackets.

(i) It is difficult to bribe him because he is known to be _____ (corrupt)
(ii) John‟s decision to resign from his job was _____ convincing to his parents (doubt)
(iii) People like him because he is too gentle and _____ (child)
(iv) Harvesting maize is a very _____ task (strain)

C. Place appropriate question tags at the end of the following statements.

(i) I need not see a doctor,
_____
(ii) We must participate in communal work ,_____

D. Answer the questions below according to the instructions given after each.

(i) They lived in a _____ house for very many years. Family, strange, stone-walled, four-bed room
(arrange the adjectives in the correct order)
(ii) _____ her disability. She is a successful business woman (fill in the blank with a suitable complex preposition)

E. Replace the words in brackets with suitable phrasal verbs in the correct tense.

(a) During the inter-houses competition, Kamau fainted but later _____ (regained consciousness)
(b) There is all probability that the two sisters have _____ again. (quarreled)

GATUNDU SUB COUNTY FORM FOUR 2016 EVALUATION EXAM

101/3
ENGLISH
PAPER 3
(Creative Composition and Essays Based on Set Texts)
July/August 2016
Time: 2 ½ Hours

Answer THREE Questions only.

1. IMAGINATIVE COMPOSITION (COMPULSORY)
Either
(a) Write a composition that ends with ……thank goodness, it was a horrible dream!

OR
(b) Write a story to illustrate the proverb: "Once bitten, twice shy."

2. COMPULSORY SET TEXT: (20MKS)
THE CAUCASIAN CHALK CIRCLE BY BERTLOIT BRETCH

"Bad governance breeds conflicts and suffering." Show the truthfulness of the above statement using illustrations from Bertloit Bretch"s play, The Caucasian chalk Circle.

3. OPTIONAL SETTEXTS: (20marks)
(a) The short Story.
Ilieva Emilia and Waveney Olembo (Ed.) -
When the Sun Goes Down and other Stories;
"Colonialism has brought negative effects in Africa". Validate the above statement drawing illustrations from the story, White Hands by Jane Katijavivi.

(b) Drama:
Francis Imbuga, Betrayal in the city.
"In Kafira the outside of one prison may as well be the inside of another." Show the truthfulness of this statement in reference to Francis Imbuga"s Betrayal in the city.

(c) The Novel
Witi Ihimaera, The Whale rider.
"Female Characters are symbols of admiration in the story." Justifify the statement making close reference to Witi Ihimaera"s Novel, The Whale rider.

GATUNDU SUB COUNTY FORM 4 EVALUATION EXAM INATION
101/1
ENGLISH
PAPER I
(Functional Skills)
July/August 2016
MARKING SCHEME.

1. FUNCTIONAL WRITING. (20 MARKS)

Points of Interpretation.

- Takes the format of an official letter.
- It should have two addresses
  Sender"s address: Sarova Group of Hotels ½ Mk
  Date: ½ Mk
  Receiver"s address: Serena Hotel ½ Mk
- Salutation: Dear Sir. ½ Mk
- Heading/Reference: should have name of applicant. 1 Mk
- Introduction: The duration of Sammy"s stay at Sarova Group of Hotels ½ Mk
- How he performed his duties. ½ Mk

BODY.

- Professional training: College attended. (1 Mk)
- Qualifications: His achievement in sec. school (1 Mk)
  : What he achieved in College (1 Mk)
- Reasons for transfer: at least 2 reasons each 1 Mk (2 Mks)
- An aspect of weakness in character. (1 Mk)
- Experience. (1 Mk)
- Interests/Hobbies (1 Mk)
- Recommendations eg I strongly recommend…. (1 Mk)
- Yours faithfully, ½ Mk
- Signature. ½ Mk
- Name of officer. ½ Mk
- Designation. ½ Mk

Language: 01.05
05 - Very Good
04 - Good
03 - Fair
02 - Weak
01 - Weak

2. CLOZE TEST. (10 MARKS)

1. To
2. Now
3. Seeking
4. Factor/reason
5. Delay/postpone/avoid
6. From
7. May/could
8. Split
9. Done/held/conducted
10. Camp/faction

3. ORAL SKILLS (30 MARKS)

A. HAPPY BABY.

(i) Describe the rhyme scheme of the poem aabbccdd (1 Mk)
Regular rhyme scheme (1 Mk)

(ii) Explain any other two oral features of style and show their effectiveness

(i) Repetition: Sleep is repeated in lines 7 and 8. (1 Mk)
(ii) Alliteration: sweet sensation (line 5). (1 Mk)
Effectiveness: enhances the lulling mood of the poem. (1 Mk)
(iii) Personification: sleep whispers. (1 Mk)
Effectiveness: to show how strong sleep is. (1 Mk)

(iii) Which two words would you stress in line 2 and why? (2 Mk)
Milk, bubbles, foams, ripples (Any 2 x ½) - (1 Mk)
Reasons: They are content words. (1 Mk)
NB: (Any 2 points)
1 mark for identification, 1 mark for effectiveness.
No mark for identification without illustration.

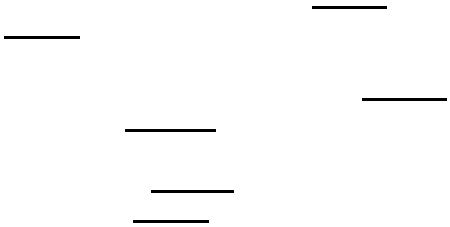
B. For each of the words below, write two sentences to bring out the meaning of the word as a Noun and as a Verb. (possible suggestions)
(i) Record:
(i) Mercy holds the 5000 metres Athletics world record. (N)
(ii) Kamau forgot to record the thermometer reading. (v)
(ii) Conduct.
(i) Our Games Captain does not tolerate unbecoming conduct. (N)
(ii) All students are expected to conduct themselves responsibly. (v)
(iii) Subject:
(i) English is the most interesting subject for most students. (N)
(ii) A bully always plans how to subject others to suffering. (v)
NB: Each 1 x 6
The student must bring out the Noun and the Verb clearly.

C. Fill in the missing information in the conversation. (possible suggestions)
Ranger:……
You: Thank you. (1 Mk). How big is the National Park? (1 Mk) and what sort of game can you find around? (1 Mk) Ranger: ……
You: Apart from viewing animals, are there other services that are offered here? For example entertainment? (1 Mk)
Ranger: ……
You: It looks like the National Park generates a lot of revenue for the Government. (1 Mk) What are the entry charges? (1 Mk)
Ranger: ……
You: Congratulations. (1 Mk). You are doing a great job. Keep it up. (1 Mk)
Ranger: ……
You: Thank you for briefing me about the National Park. (1 Mk) I wish you all the best in your Endeavour to conserve our Heritage. (1 Mk)

D. Identify three pairs of words with the same pronunciation from the list below. (3 Mks) (possible answers)

(i) Ewe - you
(ii) Wring - ring
(iii) Some - sum
(iv) Eight - ate
(v) Flour - flower.
(vi) Course - coarse
(Any 3 pairs 1 x 3)

E. 3 possible strengths of the speaker.
(i) Mastery of content.
(ii) Being audible.
(iii) Involved the audience.
(iv) He maintained eye contact with the audience.
(v) He gave relevant examples.
(vi) He varied his tone properly.
(vii) He was humourous. (Any 3 points 1 x 3)



GATUNDU SOUTH FORM FOUR 2016 EVALUATION EXAMINATION
101/2
ENGLISH PAPER 2
(Comprehension, Literary appreciation & Grammar)
July/August 2016
TIME: ½ hours

MARKING SCHEME.

Question one.

(a) The recalculating expands Kenya‟s GDP by more than a quarter (1 Mk)
Ranking the country among the ten largest economies in Africa. (1 Mk)Total 2 Mks)

(b) Though Kenya has become a middle income country the World Bank says that an estimated four in ten Kenyans are living
below the poverty line. (1 Mk)
There is no difference noted by most Kenyan‟s except the feel good effect. (1 Mk) Total (2 Mks)

(c) The challenges are;
(i) It might not qualify for interest free loans from the World Bank (1 Mk)
(ii) It could create an illusion that could see Kenya underestimate its liabilities making debt levels look small. (1 Mk)
(iii) The countries infrastructural, insecurity and high cost of production challenges will not be erased. (1 Mk)

Total 3 Mks

(d) - The government should make agriculture cheap in terms of the cost of inputs. (2 Mks)
- And reduce the cost of doing business in Kenya through low cost power. (2 Mks)
- As well as controlling the prices of basic commodities to arrest disappointments among expectant Wananchi (2 Mks)
(if the number of words exceeds 45 deduct 1 Mk) Total(6 Mks)

(e) The attitude of the writer is critical. (1 Mk)
He says even as Kenya becomes a middle status economy, Kenyans may not see an improvement in their incomes. (1 Mk)

Total (2 Mks)

(f) The middle income status has given Kenya a unique international standing in the eyes of investors and development partners.
(1 Mk)
It has also given Kenya a greater positive outlook in terms of economic size, the debt to GDP ratio and the country‟s per
capita income. (1 Mk) Total (2 Mks)

(g) There is nothing unique about rebasing since Nigeria and Ghana have recently done so while Tanzania early this week
promised to do the same. (1 Mk)

(h) (i) Flip side - negative or less welcome aspects of an idea.
(ii) Attracting investment is paramount - creating interest to provide goods and services to better the economy are more
important than anything else. Total (2 Mks)

Question 2.

(a) Before - Obura who has just turned 17 changes drastically, he becomes withdrawn and seems more reflective after his parents
deny him the opportunity to go and see the outside world.
One day he comes home friendly and relaxed, his mother is happy for him. The following morning he disappears without
informing his parents. (2 Mks)
After - the scouts search in vain and give up Akoko mourns the disappearance of her son as if he was dead. (2 Mks)

(b) Akoko faints after receiving the news from the massagers that her son had disappeared without a trace. (2 Mks)

(c) The mood is sad/sorrowful/somber. The chief and his wife cannot bear the news about the disappearance of the heir
apparently he is Akoko‟s favourite child. (2 Mks)

(d) Dialogue (1 Mk). - The chief and the herdsman converse about Obura‟s disappearance. (1 Mk)
Foreshadowing (1 Mk) - Akoko‟s sadness foreshadows Obura‟s eventual death. (1 Mk) Total (4 Mks)

(e) Loving (1 Mk) - This was her son, just like the younger was. - his father‟s (1 Mk)
Emotional (1 Mk)- sometimes she said something to herself. (1 Mk)
(4 Mks)

(f) Theme of suffering/parents suffer the loss of their first born son. Akoko‟s anguish sums up the suffering when she fell down
in deep faint. (2 Mks)

(g) It removes the male child from the line paving way for Nyabera to continue with the River hence placing the girl child in the
frontline of continuity in the novel.

Aspects of change to modernity are introduced through him, colonialism as well. (3 Mks)

(h) The chiefs, men, never known to raise their voices almost screamed at the hapless herdsmen. (1 Mk)

(i) Barking - Issue orders loudly and harshly.
Lay prostrate - lay with face facing the ground heavy with sadness.
Sanity - Mental health/state of being mentally healthy and alert. (3 Mks

Question three.

(a) Love song (1 Mk) - The persona explains his experience.
With his love a companionship that has gone sour.

(b) Warning/cautioning those intending to get married against infidelity or unfaithfulness.
Encourages young people to be patient in their struggle to secure a job. (4 Mks)

(c) Repetition - “I was”
Personification - My heart was telling me.
Direct translation - “I bought myself a beautiful girl”
Direct address - “ so heart you were deceiving me”
Moral lesson - “people are untrustworthy”
Do not over trust a friend
(d) It is about a man who married her beloved. (bought a beautiful girl”)
The marriage doesn‟t last as the bride engages in extra-marital affairs. (2 Mks)
(e) Contemptuous/hating - The singer doesn‟t like people who are untrustworthy.
Patient - After a brief struggle I got my job.
Pessimistic - There was no look in this word.
(Any other relevant (1 Mk). - Identification (1 Mk) - Illustration. (2 x 2 = 4 Mks)
(f) Trading to get money.
Farming - meat/Banana. (2 x 2 = 4 Mks)

Question four.

A. (i) Etyang told the teacher that he would make sure he arrived at 2:00 pm.
(ii) Only when one meditates does he discover his weaknesses.
(iii) Eating too much is a bad habit.
(iv) The more he ate the thinner he grew.
(v) Tom was given a pen by Mary. (5 Mks)

B. (i) Incorruptible.
(ii) Undoubtedly.
(iii) Child like.
(iv) Strenous (check spelling) (4 Mks)

C. Do I? Need I? (either)
Mustn‟t we? (2 Mks)

D. (i) Strange, four bed room, stonewalled, family.
(ii) Inspite of her. (2 Mks)

E. (i) Came round.
(ii) Fell out. (2 Mks)

GATUNDU SUB COUNTY FORM FOUR 2016 EVALUATION EXAMINATION
101/3
ENGLISH
PAPER 3
July/August 2016
MARKING SCHEME

1. IMAGINATIVE COMPOSITION.
POINTS OF INTERPRETATION.

(a) Must be a story if not deduct 4mks AD
- Must end with sentence given, if not deduct 2 marks AD
- Must not exceed 450 words, if it exceeds deduct 2 mks AD for length.
- should be a story about a horrible dream.

(b) The candidate must write a story that illustrates the proverb.
- If the composition is irrelevant deduct up to 4mks.
- Must not exceed 450 words. If it exceeds deduct 2mks for length.

2. Introduction
Irresponsible and incompetent leaders are likely to cause serious conflicts that cause a lot of suffering to their subjects. This is exactly witnessed in the Caucasian Chalk Circle where a lot of suffering is experienced.

Accept any other plausible introduction.

Body

GI. - In the prologue we meet two groups of farmers who are in a conflict about the ownership of a particular piece of land. Each side justifies why it should own the valley in a heated argument. A delegate from the State Construction Commission arbitrates the conflict. The valley is given to the fruit farmers. The goat herders suffer from the fact that legally the land belonged to them.

GII. Grand Duke and governor George Abashwili are incompetent and inefficient. Their people suffer a lot. On Easter Sunday, we see Many beggars, petitioners, emaciated children and people walking in crutches blocking the governors way to the church. Iron shirts mercilessly whip the people to prevent them from issuing petitions to the governor. The governor also intends to extend the Eastern Wing of the Palace. Slums must be brought down for this to happen. The princes and Prince Kazbeki stage a coup easily. Their poor governance causes suffering to the people of Grusinia.

GIII . Bad governance makes people to be violent, cruel and inhuman. The Fat Prince overthrows his brother and beheads him. His head is nailed on the wall. The old peasant man is indifferent to Michael‟s hunger. He demands a lot of piasters for a pitcher of milk.
The peasant woman fears and discloses to the Iron shirts that Grusha was the owner of the child, despite the danger of that information. This shows that people lack moral conscience due to bad governance.

G IV - Poor governance gives birth to socio-political as well as economic instability. In Grusinia there are coups and counter-coups. The coups makes people suffer since they are forced to relocate to other places as internally displaced People. Grand Duke escapes arrest and is hosted by Azdak. Natella runs away to safety and abandons Michael. Grusha and Michael run to the Northern Moutains. The Princes are also overthrown by the Grand Duke with the assistance of Shah of Persia. Grand Duke reinstates an incompetent person to office - Judge Adzak.

 Accept any other relevant points.

Conclusion:
To conclude, it is evident that bad governance causes suffering and pain to people as illustrated in Grusinia. The short: The white Hands.

3. (a) Introduction
Colonialism is evil and it brings untold suffering to human beings. Its effects are negative and should be condemned. Accept any other relevant introduction.

Body

CI - The Colonial Masters use their agents to brutalize their subjects. Young white Soldiers had been conscripted to Namibia to fight those who wanted freedom. Angelika also said that the Namibia she left behind was militarized. Political leaders were tortured, detained or forced to exile. Only the church comes up with projects to help the people.

CII - Colonialism has resulted to poor social services. Tembi, Angelika‟s friend advises her to seek treatment in England because
there are chances that she would receive poor treatment in their country. It is evident that roads in the rural areas are
unserviced. In the reserves there is no enough water.
CIII - Colonialism has effected abuse of human rights. Angelika had trouble in getting children and before going to England she
is resigned to the fact she will not have children. It is in England that doctors inform her that she had been sterilized. To
make the matters worse, this had been done against her will as she had not signed the consent form. All Angelika knows is
that she had an operation to remove an appendix.
CIV - colonialism has brought about poverty. Namibia has been portrayed as a picture of poverty. “There was not much privacy
…. The walls in their bedroom” Pg 196. It is a squalid little room which has to house Angelika, her husband and three girls
they have taken in. The writer tells us that back in England Angelika could nurse her pregnancy as she could afford to eat
well, because her scholarship allowed her the fruits and vegetables that were difficult to afford at home. Pg 198

CV - Racial discrimination is also an aftermath of colonialism. Roads that were leading to white commercial farms were maintained, while those to the reserves, where African had been pushed by the Colonialists were unkempt, pgs 197. Mothers have also to drop their children very early to the school that Angelika taught as they boarded buses to go to work in the white surburbs. Pg192.

*Accept any other relevant points.

Conclusion.

In conclusion, the story explorers the evils of colonialism. Most of which have brought pain and suffering to the victims. *Accept any other valid conclusion.

(b) Introduction.

In Kafira, it does not matter whether you are in prison or out; denial of freedoms and abuse of human rights are real. This has led to many conflicts and suffering to the people as illustrated in the play.

*Accept any other relevant Introduction.

Body

FI - No freedom of university students and lecturers. University students are not allowed to meet/demonstrate. Adika is shot dead. Students not to carry Adika‟s coffin. No weeping in public for the academic staff.

FII - Tumbo Kabito and Nicodemo cannot express their views in the presence of Mulili for fear of being reported to Boss. They are just like prisoners.

FIII - In Kafira orders have to be followed even if one does not agree with them just like in prison. Eg Askari, Tumbo, Jusper, Doga, Nina, Jere. Are forced to follow Boss‟s orders or else they suffer.

FIV - Jusper is not supposed to express his grief for his grief brother. During Adika‟s burial, they came and took him away. Said he was a disgrace to peace loving people.

FV - Jere ends up in prison for allowing the old couple, Nina and Doga to perform the shaving ceremony even though he said they could do it under his supervision.

*Accept any other relevant points.

Conclusion

To sum it all, it is quite true that denial of freedom and abuse of human rights is rife in Kafira. *Accept any other relevant points.

The Whale Rinder - By Witi Ihimaera

C. Introduction

Female characters in the story have been portrayed positively. Their characters are admirable as they are loving, decisive, daring and even liberal. This is illustrated by Nani flowers, Kahu, Rehua among others.;

*Accept any other relevant introduction.

Body

WI - Kahutia Te Rangi (Kahu)

 -Potrayed as vivacious

-At her school concert she is the most active student. She participates in the school choir, skiing, gymnastics. She is resolute and daring

- None of the boys under Koro Apirana‟s tutelage manages to retrieve the carved stone. She risks being swept away by the waves and swims towards the Bull-Whale in a bid to establish a rapport with it.

 She is loving

- She openly shows her great love for Koro Apirana despite him snubbing her repeatedly.
- She sends Rawiri a loving letter while away in Papua New Guinea.
- She loves her grandmother Nani-Flowers.

WII - Nani Flowers

 She is Liberal

- She is a critic of old age traditions of the tribe.
- She constantly quarrels with her husband; Nani would follow him relentlessly.

 She is strong -willed

- Whenever she argues with her husband, Nani would follow him relentlessly.

 She is non-conformist

- She refuses to subscribe to the tribal dictates.
- Refuses to be submissive to her husband.

WIII - Muriwai and Mihitukutuku

- Nani flowers holds her ancestors Muriwai in high esteem.

  Muriwai - exhibits her superior leadership qualities to save all on board from eminent canoe death. As a chief she is very successful.

- Mihitukutuku is fearless. She reminds the men “where they came from.“

WIV - Rehua.

- Rehua, Pourangi‟s wife is resolute. She prevails her husband to have their first born child named, Kahu.
- She insists that Kahu‟s after birth including the birth-cord be buried on the Marae in the narrator‟s village.

Conclusion.
In summary, the female characters are admirable woman of characters. This is as illustrated in the story.

*Accept any other valid conclusion.

NB: For all Essay Questions
*Introduction - 2mks
*Body: Marks 4 well illustrated points at (3:3:3:3) =
12marks *Conclusion - 2mks
*Grammar and presentation - 4mks (Max)

RAISMARADE JOINT EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
101/1

ENGLISH
Paper 1
(Functional Skills)
2hours

1. You are a The Director of Changamka Theatre Group- a renowned theatre group that stages live performance of English and
Kiswahili set books.

a) Put a notice to the public, inviting them to attend one of your shows. (6 marks)

a) As one of your marketting strategies, write a book review(of Bretch,s The Caucasian Chalk Circle) that you would mount
below the notice. (14 marks)

2. Fill in each of the blank spaces below using one word. (10 marks)

None of us can live totally without stress. We can, and must learn to live (1) _____ it and survive its potentially (2)
_____ effects. Learning how to cope is important, but formal opportunities for developing such skills are rare. As we
grow (3) _____, we see how our parents and other adults we see around (4) _____ with problems of life. We (5)
_____ this information in our minds. When difficulties arise (6) _____ our lives, we try to (7) _____
what we have in store, hoping that it would work for us. In (8) _____ occasions, it does because the „solutions" we had
in store were not based on our own experiences. We should therefore learn and adopt our own appropriate responses in order
to (9) _____ consequences (10) _____ stress.
(Richard J. B.W(2008:)Cracking the Stress Problem:The Stanborough Press Limited-Alma Park) 3 a) Read the poem below and answer the questions that follow.

If you have some sure year
Then get to hear
A man of your year
Even if he is a bad man anywhere
Should not be found phoning here
Don"t you think that it is sometimes queer
To neutralize fear
With a bottle of beer?
Anon.

i) Comment on the rhyme scheme of the above poem. (2 marks)
ii) Other than through rhyming words, illustrate other three ways in which the poet has attempted to achieve rhythm.
(6 marks)

b) Write the homophones of each of the following words. (5 marks)

i) Won……
ii) Heir……
iii) Wood……
iv) Sales……
v) Sine ……

c) Considering the vowel sound in each of the following words written below, put one word under each of the phonetic vowel
sounds in each box. (4 marks)

(Put but bat pool pull bate barred bird bed)

/ʊ/	/u:/	/ʌ/	/æ/

d) A Kiswahili teacher was conducting a Silent Reading session. He realized that the students had poor reading habits. Mention
any three of the habits he may have observed. (3 marks)

e) Construct one sentence using each of the following words. (3 marks)

i) pro"ject

ii) sub‟jects
iii) „transport

f) How would you respond to the following situations affirmatively? (3 mks)

i) When you are asked: Do you mind more tea?

ii) When a judge asks: Did you come this morning?

iii) When a mayor of a town asks: Are you the one who was to come?

g) Study the following conversation between a matatu tout and a passenger who is disturbed by loud music playing in the vehicle.

Passenger: Excuse me sir, would you mind reducing the volume of the music, please?
Tout: (ignoring her) Hey, anybody who has not paid their fare?
Passenger: Excuse me sir, did you hear me?
Tout: What is it woman? The volume is Okay.
Passenger: It"s just a request as I am allergic to loud sounds…
Tout: (Interrupting) Then you should hire a taxi or buy your own car.
Passenger: I am sorry if I offended you but you have heard my problem.
Tout: You have also heard my point.

(i) Identify four instances of lack of etiquette on the part of the tout. (4mks)

RAISMARADE JOINT EXAMINATIONS COUNCIL

101/2
ENGLISH
Paper 2
(Comprehension, Literary Appreciation and Grammar)
March/April 2016

1. Read the passage below and use it to answer the questions that follow.

To understand garbage, both industrial and domestic, you have to touch it, feel it and smell it. You have to pick through hundreds of tons of it, counting and weighing all the daily newspapers, the directories, the soiled diapers, the lipstick cylinders coated with grease, the medicine vials still encasing brightly coloured pills, the forsaken toys, and cigarette butts. You have to sort and weigh the volume of all organic matter, discards from thousands of plates: rice; ugali; fish heads to which justice has hardly been done; rotting water melons bleeding from gaping holes; the half eaten bananas, mostly within their peels, black and of discards.

To understand garbage, you need thick gloves, a mask and a vibrant immune system. However, the knowledge harvested from a dumpsite makes up for the grim working conditions. To an archeologist, ancient garbage pits are among the happiest finds. Every archeologist dreams of discovering spectacular objects - but the bread and butter work of archeology involves the most common and routine kinds of discards.

Interestingly much conventional wisdom about garbage and its disposal consists of myths and assertions that turn out, upon investigation, to be misleading or dead wrong. For example, plastics are assumed to constitute the highest quantity of waste matter. For the record, the item most frequently encountered in a dumpsite is plain old paper. At one point, there was a lot of talk about how technology, computers in particular, would bring about „"paperless office"" - a risky prediction, given the way things have turned out. Personal computers and printers grace many offices today. Consequently, where the creation of paper waste is concerned, technology is proving to be a fertility drug rather than a contraceptive.

Concerning plastics, it is true that the number of plastic objects has been increasing over the years. Nevertheless, the proportion of space they take up in a dumpsite has hardly changed. The explanation appears to be the result of what is called „"light-weighting"" - making objects in such a way that they retain all their functional characteristics but require the use of less resin.These days, even the plastic in disposable diapers ensures that they enter the house very light but leave it much heavier than ever before. The result is that many more plastic items can be squeezed into a given volume.

Plastics are the Great Satan: gaudy, cheap, a convenient scapegoat for people who waste and claim we consume too much. Although it is paper more than anything else that is filling up the dumpsites, in its defense one frequently hears the claim that paper biodegrades while plastic remains inert and will take up space until the end of time.

Not really. The reality is that the dynamics of a modern dumpsite are very nearly the opposite of what most people think. Biologically and chemically, a dumpsite is much more static than we commonly assume. For some some kinds of garbage, biodegradation goes on for a while and then slows down to a virtual standstill. For other kinds, biodegradation never gets underway at all.

[Adapted from „"Five Major Myths about Garbage, and Why They are Wrong""by William Rathne and Cillen Murphy in The Presence of Others (1994). New York: St Martins Press]

a) From paragraph one, name two examples of industrial waste and two examples of domestic waste.(2 marks)
b) According to the passage, how does a banana change as it rots?
c) Why do you think a vibrant immune system is said to be important in understanding garbage?(2mark)
d) In the following sentence, replace the underlined expression with one word.
However, the knowledge harvested from a dumpsite makes up for the grim working conditions.
e) Why do you think the author puts the words „"paperless"" in quotation marks? (2mark)
f) Explain how technology has become a fertility drug rather than a contraceptive. (2marks)
g) What can we infer about resin? (2 marks)
h) In not more than 25 words, summarize the reasons why the author feels paper waste poses a greater danger to the environment than plastics. (4 marks)
i) Explain the meaning of each of the following expressions as used in the passage.
i) bread and butter work
ii)static
iii)get underway

2. Read the excerpt below and then answer the questions that follow.

Soon after, Maria decided to go back to her matrimonial home. She offered no explanations and her mother, looking in

her eyes, let her go without demanding one. There are many longings and fears which can never be put fully into words. The children however noticed that their grandmother devoted herself more to saying her rosary after her daughter‟s departure and that on some evenings she would kneel for a long period before the tabernacle in the church. In truth she did theses thing s whenever she felther soul was trembling on the edge of the abyss of fearof the future or longing for a past which could never be retrieved.

Akoko was the soul of discretion and never once complained about having to raise two children is so isolated a spot as she was doing, but she eventually caught the eye of the catechist whose duty it was to decide exactly where one should stay within the mission or the surrounding lands. Fir he had formed the habit of dropping I to check her and her children. Soon he

started talking to her especially when he realised that not only did she ever repeat anything she heard to anyone, but also never went to any one‟s house, or stood gossiping with other women. Her routine was simple; she was either in the church, in the fields or in her hut. Finally he began asking her advice on various matters, for the mission contained a motley collection of human beings, there for different reasons: some had come for food and clothing and security, others came to learn the new religion and some just dropped by before they thought of where else to go or what else to do.

Eventually he decided on his own initiative to build a house for her within a stone‟s throw of the church and they finally moved nearer human habitation and she uttered a sigh of relief. Now that the children were so near, they became fully absorbed in the life of the church. Awiti became a dedicated sacristan assisting the nuns in arranging the altar and keeping the church clean; and Owuor became an ever present and enthusiastic altar boy. The priest, a Dutchman, took a liking to this ever smiling and dogged lad that he started to teach him Latin and English. Naturally because his Latin was way ahead of his English, his pupil reflected his language skills and shortcomings, so he could chant „Pater nosterquiescoelis‟ in no time at all but could hardly do the same for „Our Father who art in heaven‟.

a) What happens immediately before this excerpt? (3marks)

b) With reference to what happens elsewhere in the novel, state two longings that make Maria decide to go back to her matrimonial home. (2marks)

c) Identify and illustrate two character traits of Akoko as brought out in this excerpt. (4mks)

d) Explain one major theme evident in this excerpt (3marks)

e) Make notes on the steps the catechist follows to form a relationship with Akoko. (3 marks)

f) According to the excerpt, for what reasons do people go the mission? (3 marks)

g) i) Which favour does the catechist do to Akoko? (2marks)

ii) Explain how the favour affects the lives of the children (2marks)

h) Her routine was simple. (Change to an interrogative statement) (1mark)

i) Explain the meaning of the following expressions as used in the excerpt (2marks)

i) matrimonial home.

ii) abyss of fear.

3. Read the poem below and answer the questions that follow.

OUT-CAST

They met by accident
He proposed the idea
She gave her consent
All the way to the altar

The casualty was male
And his pigment was pale
Unlike his alleged sire
Who was black with ire

The recourse was legitimate
He disclaimed responsibility
So they had to separate
The boy remains illegitimate

Last month, not long ago
They both took their go
Coincidentally by accident
No will, no estate
Nothing to inherit

The poor boy is hardly ten
And knows no next-of-kin
He roams the streets of town
Like a wind-sown out-cast

G. Gathemia

a) Briefly explain what the poem is about. (4 marks)

b) Describe two characters traits of the mother in the poem (4 marks)

c) Explain the meaning of the following as used in the poem. (3 marks)

(i) Disclaimed.

(ii) Unlike his alleged sire who was black with ire

d) Identify and explain one instance of irony in the poem (3 marks)

e) What is the persona’s attitude towards the boy in the poem? (3 marks)

f) Rewrite the following in your own words. (1 marks)
(„They both took their go“)

g) Give a proverb which appropriately summarizes this poem. (2 marks)

4 a) Rewrite the following sentences, correcting the error in each. (5 marks)

i) Most people prefer playing football than hockey.

ii) I demand to know what is this.

iii) The fact that you cannot be able to do it does not mean it is impossible. iv) „“My names are John Kamau Mwangi,““ the little boy murmured.

v) Emachar is the most highest paid employee in this company.

b) Fill in each blank space with appropriate form of the words given in the brackets. (3marks)

i) I was .....(eager) looking for a sociable person.

ii) For urban areas, the approach was .....(whole) inappropriate.

iii) I ought to give him something in .....(appreciate) of his good work.

c) Fill in each blank with the correct form of the verb “be” (2marks)

i. Each of the boys .... .given a present.

ii. Either Joyce or her daughters .....coming.

d) Explain the difference in meaning in the following pairs of sentences. (2marks)

i Even I attended the ceremony.
I even attended the ceremony.

ii Bring an umbrella if it rains.
Bring an umbrella in case it rains.

e) Name the young ones of the animals named below. (3marks)

i. Cat .....ii. Fish ...

RAISMARADE JOINT EXAMINATIONS COUNCIL
101/3
ENGLISH
Paper 3
(Creative Composition and Essays based on Set Texts)
2 hours

1. Imaginative Composition.(COMPULSORY) (20marks)

Either

a) Write a story beginning with:
The warning sirens wailed as the lightning flashed……
Or

b) Write a composition agreeing or disagreeing with the statement, "Ethnicity is the major cause of violence in our society,"

2. THE COMPULSORY SET-TEXT (20 marks)
Bertolt Brecht, The Caucasian Chalk Circle.
"What there is shall go to those who are good for it."
Drawing illustrations from the play „The Caucasian Chalk Circle," show the truth of this statement.

3. The Optional Set-Texts: (20marks)
Answer any one of the following questions:

a) The short story
Ilieva and Olembo (Ed). When the Sun goes down and other Stories.
With illustrations from Moyez G. Vassanjis short story, „Leaving", show that a determined heart overcomes barriers.

DRAMA

b) Francis Imbuga: Betrayal in the City:
Using Imbuga"s Betrayal in the city for illustration, write an essay for or against the assertion that Mulili is a representation
of many African leaders.

c) THE NOVEL
Witi Ihimaera: The Whale Rider:
Given opportunities, women can make positive contributions in the society. Justify this statement using The Novel Whale
Rider by Witi Ihimaera for your illustrations.

RAISMARADE JOINT EXAMINATIONS COUNCIL
ENGLISH
PAPER ONE
MARKING SCHEME

1 a) Must be a notice, if not deduct 02 marks (AD)
Format (4mrks)
- Title ½
- Name of group ½
- Date ½
- Venue ½
- Time ½
- Books to be staged ½
- Charges ½
- Designation ½

Body (1mrk)
- All the above must be filled.

Language (1mrk)
- Must be formal.

TOTAL MARKS 6 MRKS

b)
Format (5 mrks)
- Title 1mrk
- Author ½
- Publisher ½
- YOP ½
- Price ½
- No of pages ½
- Availability ½
- Reviewer 1 mark

Content (7 mrks)
- Subject matter/content of the text2mrks
- Choice of characters and style 2mrks
- Strength 1mrk
- Weakness 1mrk
- Persuasion to buy the text 1mrk

Language (2 mrks)
TOTAL MARKS : 14

2
i) with
ii) destructive
iii) up
iv) deal
v) keep
vi) in
vii) apply
viii) rare
ix) overcome
x) of

3
a)
i) -aaaaaaaa
-regular rhyme scheme
ii) alliteration
-your_ year
iii) Assonance
-bad man
iii) Consonance
-that it

NB: Do not award unillustrated response. A candidate either gets full marks or no marks.

b)

i) one
ii) air
iii) would
iv) sails
v) sign
c)

/ʊ /	/u:/	/ʌ/	/æ/
Pull	pool	but	bat

d)
-They were figure-reading
-They were moving their heads as they read
-They were verbalizing during silent reading
e)
i) Project-as a verb
ii) Subjects-as a verb
iii) Transport-as a noun
NB: Award only if the sentence is grammatically correct
f)
i) I don‟t mind.
ii) Yes Your Honour
iii) Yes Your Worship
g) -The tout interrupted the passenger.
- The tout ignored the passenger by not responding to her concern.
- The tout was rude to the passenger in his response.
- The tout failed to disagree politely with the passenger.

NB: Award only if the candidate‟s response is complete

RAISMARADE JOINT EXAMINATIONS COUNCIL
ENGLISH
Paper 2
(Comprehension, Literary Appreciation and Grammar)
2 hrs 30 min
MARKING SCHEME
QUESTION 1

a) Domestic waste: left over rice, ugali, fish heads, rotting water melons and half- eaten bananas. (Any 2 each ½ mk)
Industrial waste: newspapers, directories, soiled diapers, lipstick cylinders, medicine vials, toys and cigarette butts.
(Any 2 each ½ mk)

b) As it rots, a banana turns black and then becomes abnormally sweet. (2mks)

c) Garbage habours all manner of germs which could easily comprise an immune system that is already weak. (2mks).

d) However, the knowledge harvested from a dumpsite compensates for the grim working conditions. (1mk).

e) This is because the term is not the author‟s/It has simply been borrowed from elsewhere/He is sarcastic or ironical about
it/There is no office without paper. (Any 1 point = 2mks)

f) This spurs the generation of paper waste. This is quite contrary to the predicted reduction of paper waste/Creation of more
paper waste than curbing it. (Any 1 point = 2mks)

g) Resin makes them heavy/Resin makes plastic products heavy/The lesser the resin, the lighter the plastic/The more the resin,
the heavier the plastic. (Any 1 point = 2mks)

h) a) Paper products occupy too much space/fill up dumpsites (2a)
b) Paper waste has been increasing in dumpsites/paper products are frequently found in dumpsites (2b)
c) Paper products are not necessarily more biodegradable than plastics. (2c)

- Answer should be in in summary form. If not, deduct 1/2mk from the total score and affix N
- Deduct a glimmer ¼ for expressional errors per sentence
- Any 1 point = 2mks)

i) - bread and butter work =basic/core/main/fundamental/chief/cardinal/principal/most important
- static = unchanging/constant
- gets underway = begins/takes place/commences (3 mks)

QESTION 2.

a) It is Easter (1mk). Akoko is named Veronica(1mk). She is named after the woman who had wiped Kristo‟s face on his way to
Calvary and on whose kerchief he left an imprint of his face(1mk). She wears a kerchief on her head in commemoration of
this(11mk). The girl is named Elizabeth(1mk). The boy becomes Petro (1mk). (pp.117-118)
(N.B.: Any three points, each1mk)

b) The longing for a man (a husband)(1mk). The longing for a son of her own(1mk).(p.123)

c)
- Religious - devoted to saying her rosary and kneels for long periods before the tabernacle in the church
- Caring - takes care of the children
- Secretive - never repeats anything she hears to anyone
- Stoic/persevering - never complains about having to raise the children in an isolated a spot
- Understanding - does not demand any explanation from her daughter on her decision to go back to her matrimonial home

(p118)
(N.B.: Any three points. Ident.=1mk, Illust.=1mk)

d)
- Religion - Catholic family, mission activities
- Child rearing - Akoko raises the children
- Friendship - Akoko and the Catechist

(N.B.: Any one point. Ident.=2mk, Illust.=1mk)
(pp.118-119)

e)
- Forms a habit of dropping in to church on her and her children (1a)
- Starts talking to her (1b)
- Begins asking her advice in various matters (1c)

(pp.118-119)

f)
- Food, clothing and security(1mk)
- To learn the new religion(1mk)
- To think of where else to go to or what else to do(1mk)

(pp.118-119)

g) i. He builds a house for her (1mk) within a stone„s throw of the church (1mk). (pp.119)
ii. They become fully absorbed in the life of the church(1mk) because their new house is near(1mk) the church (pp.119)

h) Was her routine simple?(1mk)

i) extreme fear

QUESTION 3.

a) (N.B.: This may take two approaches: The plot approach and the thematic approach)

The Plot Approach

i) They meet and marry
ii) A pale child is born
iii) The man denies responsibility
iv) They separate/divorce
v) They both die
vi) The child is left with no inheritance/there is no next-of-kin/the boy roams the streets

(Any 4 points each 1mk = 4mks)

The Thematic Approach

i) Immorality
ii) Deception
iii) Irresponsibility
iv) Promiscuity
v) The plight of street children

(Identification of theme = 2mks, Illustration = 2mks, two illustrations per theme each 1mk =2mks or 1 illustration and 1

explanation = 2mks)

b) The mother is unreliable/unreliable/untrustworthy/immoral/unfaithful/deceitful/dishonest/promiscuous/ treacherous/traitorous

She wants the man to accept responsibility for a child that he obviously has not fathered. The man is black while the child is

white.

- She is secretive
- She is irresponsible/uncaring/unconcerned - \she leaves no inheritance for the child. She has not introduced the child to any of

his kin.

- Calculating/cunning/scheming - makes the man think he is the father until the child is born

(1mk for identification, 1mk for illustration. Any two traits =4mks)

c) i. disclaimed - denied/refused/disagreed/did not agree/disowned (1mk)

ii. The mother‟s husband is not the biological father of the child. This infuriated him for being cheated. (1mk)

d) i. We have a pale child from a black father (3mks)

ii. An illegitimate child from a legitimate marriage

iii. The birth of a child should consolidate a marriage but this one leads to a break up.

iv. The child who has done no wrong is declared an out-cast (Any 1 point each 3mks = 3mks.)

e) Attitude - Pities/pitying/sympathetic/piteous/compassionate.

The persona recognizes that the poor boy suffers because of other people‟s mistakes. He refers to the boy as a „“poor child”“,

„“casualty”“ and says he is „“hardly ten”“.

(Any 1 point each 3mks = 3mks.)

f) - All that glitters is not gold (2mks)
- hurry hurry has no blessing(s) (2mks)
- Look before you leap (2mks)
- Marry in haste, repent at leisure (2mks)
- when two bulls fight, it is the grass that suffers (2mks)
- As you make your bed, so must you lie on it. (2mks)

QUESTION 4

a)

i) Most people prefer playing football to hockey.
ii) I demand to know what this is.
iii) The fact that you cannot do it does not mean it is impossible.
iv) „“My name is John Kamau Mwangi,”“ the little boy murmured.
v) Emachar is the highest paid employee in this company.

b) i. eagerly

ii. wholly

iii. appreciation

c) i. is

ii. are

d) i) I. There were many people who attended the ceremony, and I was among them.

II. I did many things, among them attend the ceremony.

ii) I. The umbrella should only be brought when it rains

II. The umbrella should be brought as a precaution whether it rains or not.

e) i. kitten

ii. fingerling/fry

iii. chick

RAISMARADE JOINT EXAMINATIONS COUNCIL
ENGLISH
PAPER 3 (101/3)
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
Marking scheme

1. IMAGINATIVE ESSAY

a) Points of interpretation

- Must be a story. If not deduct 4mks. AD for irrelevancy.
- Must start with the given sentence, or used in the first paragraph, If not deduct 2 marks AD
- Should present a scenario where by there is a rescue mission. For example an accident has taken place, somebody sick is being rushed to the hospital. Etc.
- If story does not bear any relation with the opening sentence treat as irrelevant and deduct 4mks.

b.) Must be a discursive composition. If not deduct 4mrks AD

- Should support or give points against the topic of discussion.
- Candidates should take only one side. If both sides are discussed, deduct 2mrks AD.
- Candidates should show low ethnicity causes or does not cause violence in our society.
- Must conduct by declaring stand. If not deduct 2mrks AD

2. INTRODUCTION

In society when there is fair treatment and justice people will live harmoniously.
Leadership and power should go to those who are fair and again people shouldn‟t ignore their responsibilities.
(Accept and other valid introduction) 2mks

CONTENT

Gi.-The valley

- Dispute over a valley
- The valley was abandoned during World War II when the Germans invaded.
- One group Rosa Luxemburg used to live in the valley and herded goats.
- The other group is from a neighbouring valley and hopes to plant fruit trees
- The farmers have plans to put the land into proper use.
- A delegate has been sent to arbitrate
- The fruit farmers get the valley because they will use the land better.

Gii-The child

- The Governor George Abashwili is beheaded
- Governor‟s wife flees leaving her child Michael behind
- Natella Abashwili is more concerned with material well being and her own safety than her son.
- She is rummaging through the pile of expensive clothes.
- She argues with the adjutant about travelling on horse back
- She abandons her son as she flees.
- Grusha, Governor‟s kitchen maid finds the abandoned boy and treats him as her own child to protect him from the rebellious soldiers who are searching for him

Giii-leadership

- The Governor George Abashwili abuses power.
- Surrounds himself with so many soldiers
- His subjects suffer due to high taxation, injustice and starvation
- As they petition for tax relief and reduction of corruption, he has two doctors attending to his child, Michael.
- He is beheaded and the Fat Prince his brother comes to power.
- The Grand Duke escapes.

Giv-Judge‟s seat

- Fat Prince wants to appoint his nephew as new judge after the judge had been hanged.
- Offers to allow the soldiers to choose the next judge.
- They do a mock trial where the nephew pretends to be judge and Azdak Grand Duke.
- When accused of running a war badly, Azdak blames the princes rather than himself.
- This implicates the fat prince as well
- Azdak continues to speak the truth
- Iron shirts make Azdak the new judge

Gv-Justice

- Azdak as a judge hits back at the rich and Mighty on behalf of the poor
- The case between the Doctor and the rich invalid. He rules that the invalid must pay 1000 piasters as fine
- Case of Blackmailer who demanded money from a land owner who had raped his (the landowners) niece.
- The blackmailer is required to pay the court half of the Blackmailing fees since he didn‟t give the land owners name;
- This is a show that what there is shall go to these who are good for it.

Mark 3:3:3:3 (12 marks)
Accept any other valid point.
CONCLUSION
Although Azdak was a controversial judge, he stood for the poor. Grusha faced so many challenges but didn‟t give up in supporting and taking care of Micheal after Natella had deserted him.
(Accept any other valid conclusion) (2 marks)
Grammar and presentation= (4 marks)
(20 marks)

3. a) The short story: When the Sun Goes Down and Other Stories.
Introduction

i) General
With a specific dream, an identified goal and a resolve to work towards such a target, all hindrances get surmounted albeit not easily. All one needs is to decide to do something and the rest becomes part of what one should go through to achieve. This is exemplified by Aloo in Moyez G.Vassanjis story, leaving.

ii) Specific
From the onset of the story „leaving“ by Moyez G.Vassanji, Aloo is said to have turned out to be exceptionally bright in his studies. He comes from a family that values success in academics and life thus it seems to be in him to succeed in life,
therefore success in studies appears to be his goal. The argument below proves this.
(Any viable introduction 2 marks)
Body/Context

Di- Aloo‟s excitement. Mr Datoo, a former student of Aloo‟s School now on a visit from America ignites in Aloo the desire to excel in studies and go to a university in America. Aloo is in his final year in school and the idea excites him.(P34)

- Begins to search for names of American universities from books
- Writes to numerous universities requesting for admission ;(p34)
- Responses came and aloo become even the more excited and even learned of subjects he had never heard: before: genetics,
cosmology, artificial intelligence…he went into a soul search on wether he was capable of going there.
“He was not sure if he could, if he was good enough.
He suffered periods of intense hope and hopeless periods (P34)
- It is therefore no little surprise that Aloo scores straight As in his final examination, determined to go America.

Dii-Aloo‟s ambition- he applies to study medicine in a local university but the admission came as a set-back. He had been listed to take agriculture, his application having been corrupted by someone. He could not imagine being an agricultural officer in a rural area. (p35)- This become another stepping stone for a new resolve to go to America

- Gets overjoyed on receiving an invitation letter from the California Institute of Technology offering him a place with a
Scholarship. He thought this was the way to go and says:
“The hell I‟ll do agriculture“ he grinned
- He had overcome the barrier to study agriculture. (p 35)

Diii-Poverty. For Aloo to go to America, it seemed an uphill task; too ambitious for his mother who was not well off with a lot in her hands.

- Aloo‟s mother saw no way of raising Aloo‟s pocket money of 400 dollars, let alone the air ticket.
“As she said this, Aloo‟s prospects seemed to get dimmer!” (p 35)
- Aloo proposes that they raise a loan as he would work there and send the money back, but his mother only says:
“You may have uncles in America who would help you….. but no one here will.”
- Aloo feels frustrated.

Div-Mother‟s possessiveness. Aloo‟s mother loves her children very much and would not want to lose any or stay away from them- she was possessive.

- She tried all she could to distract him but could not. She even tried talking him out of the idea;
  "And why do you want to go far away from us? Is this why I raised you for…. to go away to a foreign place? Won‟t you
  miss us?
  Do we mean so little to you? If something happens…."
- Aloo argues back amid tears that many kids went and returned
- Blames his mother for encouraging and letting him apply only frustrate him (p36)
- Aloo almost gives up and starts to prepare for agriculture course, but as way of fighting back, he never again brought up the
  matter at home and only read novels.(p36)
- A little while later, Aloos mother decides they seek advice of Mr Velji, a former administrator of Aloos school. Mr Veljis
  opinion reignites the fire in Aloo:

"The boy is right" he said. "The university is good and they are giving him bursary. I congratulate you". (p37) -But Mr Veljis warning that Aloo will get lost in America makes him bitter again. He say to his mother.

"All the rich kids go every year and they are not lost,"

- He is still fighting back for a way to go to America.

Dv-mother‟s fears.At Long last, Aloo‟s mother gives in to her sons desire but makes him swear he would not marry a white woman , would not forget them, drink alcohol nor smoke. Aloo promises to do none of his mother‟s fears.

-Aloo leaves for California via London to see a friend from where he writes a letter home praising the place.

-Truly a determined heart will overcome barriers. Had Aloo not worked hard, he would have studied Agriculture against his wish and ability.

(Mark 4 points well illustrated 3:3:3:3=12)

Conclusion

We should not let ourselves be put down by people or circumstances against our wish, but should put up a brave fight without antagonizing ourselves with anyone. (2mks)

Grammar and presentation= 4 marks

Total 20marks

3. b) Introduction

In Africa today, many leaders act irrationally in matters pertaining to social, political and religious situations. Mulili is callous and corrupt in most of his dealings.

M i - Inhuman nature of Mulili portrays him as a man devoid of any feelings

- He makes fun of Doga and Nina‟s sorrow due to the loss of their son and forbids then to carry out the shaving ceremony at the graveside. Pg. 9
- He is insensitive to Doga‟s feelings that Doga family tells him" may you die the way Adika did. (pg 10)
- He has Doga ,Nina and Kabito killed in cold -blood.
- He declares that there is no reason why boss should not be killed.

M ii - Mulili is corrupt.

- Being a boss cousin he is promised many acres of land and grade cattle.
- When the tender for the supply of milk to the university is awarded to somebody else (kabito) Mulili reports to Boss who revokes it and gives it to him.
- Mulili goes on to have Kabito killed after lying to Boss that kabito had maligned his name.
- He allows a fugitive Mustafa, to escape across the border.

Miii - Nulili id fanatical in a sycophantic way.

- He does all he can to please authority. (Boss)
- He is very proud of having underservingly won the milk tender.
- He does everything to impress Boss and make him think he is loyal.
- He was a soldier and now a farmer but still insists on being part of the authority.

Miv - Mulili is a vengeful character

- He bears a grudge against Kabito because he feels belittled by Kabito whom he alleges has called him a primary school kid.
- Threatens Jere for failing to enforce the instructions they had to prevent Doga and Nina from carrying out their sons shaving ceremony.

Conclusion

Accept any valid conclusion.

Introduction 2
Body 3.3.3.3
Grammar and presentation 4
Conclusion 2 marks.

Grammar and presentation (4 marks)
(Total 20 marks)

3. c) Introduction

It is indeed true that women can make positive contribution in the society if given a chance. A society that discriminate against women wastes a lot of its potential. When given equal opportunities as men, women can be very instrumental in the development of any society. In The Whale a raider female characters come out strongly when they are needed most as discussed below.

(Any other relevant introduction, 2mrks)

(i) It is Nani flowers who comes to the aid of Kahu when Koro Apirana feels that the girl is worthless. She protects her from Koro, who keeps on growling at her.

Koro has been looking for an heir and the moment he realizes that porourangi‟s first child is a girl, he says he has nothing to do with her.

Nani flowers tries to change Koro‟s altitude by showing him that it is wrong to discriminate against women silence even they can make positive contribution to the society.

(ii) During the school break up ceremony, it is Kahu agirl who emerges the best deposit all the challenge she was facing. She writes a speech in Maori language.

This shows that if Koro had given her an opportunity in his quest for cultural, she could have made a positive contribution. (iii) It is Kahu a girl who comes to the rescue of the community when the whales come to the beach to protest invasion of man.

Kahu,who had been subjected to Koro‟s hatred ,is the one who saves the people when their live hood is threatened.

(iv) The white lady, who surprised Rawiri and the boys is seen warding off jealous whale hunters who are taking advantages of the shouting and calling that the people come together and manage to save the whales.

(v) Muriwai, Nani flowers‟ great ancestors saves a canoe from drawing. Muriwa, while in the company of other voyages, asserts herself to man‟s position and saves the canoe in which they are travelling from weeckngeection. She offers a lead by ordering her to paddle the canoe quickly hence saving it from pail pg 15

(vi) The whale mother is the one who convinces the Bull whale that the person riding on him is Kahutia the Ramogi. The Bull Whale seems to be convinced that wherever is riding on him is not Kahutia the Rangi. The Bull Whale through the Whale Mother‟s pleading accepts to return to the sea and thus saving the people.

(Any other relevant point)

Mark any 4 points 3mrks each =12marks)

Conclusion - (2mrks)

-Recap of main points or

-General statement on way forward.

Introduction -2marks

Content-12marks

Conclusion - 2marks

Language -14marks

VIHIGA FORM FOUR JOINT ASSESSMENT EXAM

101/1
ENGLISH
(Functional Skills, Cloze Test and Oral Skills)
PAPER 1
JULY/AUGUST 2016
TIME: 2 HRS

1. FUNCTIONAL WRITING

Imagine you are the secretary of a committee that was formed by the principal of your school to visit a top performing school for benchmarking. Write a report of your findings and give recommendations that would benefit your school. (20 marks)

CLOZE TEST (10 MARKS)

Fill in the blanks with the most appropriate word.

Farmers have resorted to traditional weather pattern. They said this was occasioned (2) ... .. the uncertainty of the rains and unreliable nature of predictions (3) ..... by the meteorological department. The methods the farmers have (4) ..... include observing the migration of insects such as butterflies, safari ants (5) ... certain birds. While they still appreciate the efforts of the meteorologists, the farmers say combining (6) ... the modern and convectional weather forecast mechanisms.

(7) ..... provide more accurate and reliable (8) ..... that would help prepare for any vagaries of weather. In ancient years farmers could tell if the (9) ..... were near by observing a flock of birds or swarm of insects as they

(10) ..... towards a particular direction.

3. ORAL SKILLS (30 MARKS)

a) Read the following narrative and answer the questions that follows.

Many years ago, the elephant on his way to the forest came across the children of the frog by the side of a river. To him they were ugly and being in his way. he ruthlessly crushed them. On coming back and seeing the mess which previously was his children, the frog cried and cried. “Eeeeiiii....” she eventually decided to take revenge on the elephant. So off she went, coming across a cheetah, she sang this;

Mbaa Nzui
Mbai nzmui
Mwambonea nzou nzou
Yambanagie Yambanagie tumundalali tumundalali
Ngaunya syana va thuita thuita
The clan of cheetah
The clan of cheetah
Have you seen (for me) elephant, elephant?
He has spoiled; he has spoiled my tadpoles, tadpoles
Where shall I get children thuita thuita

The cheetah informed her that elephant had passed by two days previously. On she went to other animals, who told her that the elephant had gone by, that morning. Frog leapt, forward. In a matter of minutes, she caught up with the elephant.

“Why did you kill my children?” piped frog. “Get on your way or else go the same way as your ugly things”, said elephant scornfully. The frog then insulted elephant. Infuriated elephant tried to step on the frog. The latter side stepped and jumped into elephant‟s trunk killing him instantly. From that day onwards, elephants put up their trunks whenever the see frogs.

Questions

3. a) i) Identify and illustrate two sound features in the narrative. (2 marks)
ii) Suggest the right tone that the narrator would use for the song and explain. (2 marks)
iii) State two things that might have been lost in English translation of the son from the source language.(2 marks)
iv) How would you perform the dialogue between Elephant and Frog to bring out the difference in character? (2 marks)

b) You have been asked to prepare an oral presentation on the importance of a study timetable which you will present it to your class. How would you prepare for it? (3 marks)

c) Which polite expressions would you use in the following situations? (3 marks)

i) When your teacher is in class and you want to leave for a short call.

ii) Your next door neighbouring at home has given you some boiled maize.

iii) When you visit a friend of yours in hospital and want to wish him/her well.

d) Identify three nonverbal behaviour that indicate a person is not interested in having a conversation with you? (3 marks)

e) For each of the following word, provide another that is pronounced the same way. (5 marks)

i) Sweet ...

ii) Seed
iii) Draft
iv) Ewe
v) Metal

f) Underline the word you would stress in the following sentences. (3 marks)
i) The prisoners keep their clothes in it.
ii) James has never learnt how to ride.
iii) The teacher says the new student will join us tomorrow.

g) Read the following dialogue and answer the questions after it.

OKAKA: Hi old man! I hope you know why I am here. Your girl, Sandra loves m and I have come to take her away.
Where is she?
SHIWALO: Did I hear your right? Did you say my ...
OKAKA: Yes. Sandra! Just say how many goats you want! SHIWALO: Who are you? Whose son are you?
OKAKA: Good heavens! You mean you don't know who I am? You must be the only one in this village who doesn‟t know famous people like me. I am Okaka, or Okash, the guy whose voice you usually hear on Sembe F.M radio. You are a very lucky father-in-law!
SHIWALO: What is the world coming to?
OKAKA: I hope you are not going completely blind. The world is going nowhere! It is Sandra who is coming to my three - storied palace. Ask her to come I am running late.
SHIWALO: Young men.... get out of my sight before I set my dog Simba on you!

i) State and illustrate three things that are wrong with Okaka‟s register in this context. (3 marks)
ii) Ideally, how should Okaka have been dressed on this occasion? (1 mark)
iii) "Your girl, Sandra loves me and I have come to take her away." Rewrite this sentence in the manner in which Okaka should have uttered it if he had a sense of courtesy. (1 mark)

VIHIGA FORM FOUR JOINT ASSESSMENT EXAM
101/2
ENGLISH
(Comprehension, Literary Appreciation and Grammar)
PAPER 2
TIME: 2½ HRS
JULY/AUGUST 2016

1 . COMPREHENSION (20 MARKS)
Read the passage below and answer the questions that follow.

Ethnocentrism is a way of putting ourselves at the centre of everything and judging all others by our standards. It is a universal weakness and one that is at the roof of most tribal and racial misunderstanding. While we consider ourselves superior and exalt our customs, we look down with scorn on those who behave differently from ourselves. They are lazy, unintelligent. moral un-enterprising materialistic. The more different these people are from us the stronger our condemnation.

But this outlook raises a key question- what are the criteria for making these judgments? In each society customs evolve to meet specific needs. It is when outsiders judge these customs against their own. particularly when they are very different, that they find them absurd, illogical or even downright savage.

Here in Kenya as in many parts of Africa, old people are held in very high esteem. Custom' demands respect for the old, and in some cases superstition enforces it by threatening that if the old are treated badly, their ghosts will take revenge on those who were unkind to them. The old people therefore enjoy great deal of respect; they are consulted in decision-making and they continue to head their households even when their Sons are grown up. We find it inconceivable that people could treat their old in any other way.

When we learn that some nomadic tribes in Australia and Brazil used to kill their old, we immediately label them as barbaric and uncivilized. And yet for those people, it was a perfectly practical thing to do. They had to walk long distances in search of pasture often with enemies in pursuit. The old were a burden and if captured would be tortured to death: it was kinder to kill them.

A further example of apparently strange behaviour is the treatment of old people in some modern European families. They put their old in homes for the aged, a practice which we may find cruel and selfish. Within the framework of these societies, however, this is quite acceptable. Many

European houses are small and domestic help is not readily available to care for the old. In an old people's home, they will
have company and attention. None of those ways is superior to the others. They are all ways of coping with the problem of
the old and as long as they do not create discord in the society, they are justifiable. Variations abound in all forms of
behaviour. What fur example, is the standard form of greetings? For some of us the American nod of the head and 'Hi' may
appear too casual and impersonal. To the Americans our elaborate hand-shaking and exchange of courtesies may appear too
ritualistic and waste of precious time. The Buganda women kneel in greeting. Those sensitive about equality of sexes may
find this behaviour objectionable. The French hug and kiss when they meet friends- some Africans may find this

embarrassing.
The increased speed of travel has in a sense created a world community. There is even some validity talking about the
international man-one who can travel to any corner of the globe equipped with international language, dress and manners. But shall we become sufficiently international so that we are no longer ethnocentric or shall we remain intolerant?

QUESTIONS

a) According to the author what is the root of tribal and racial misunderstanding? (1 mark)
b) Why according to the passage should we not condemn other people‟s customs? (3 marks)
c) Explain the irony in the way some nomadic tribes in Australia and Brazil used to treat their old. (4 marks)
d) What does the writer achieve by contrasting the way Kenyans treat old people with the way the old were treated in Australia
and Brazil.(2 marks)
e) What is the writer‟s attitude towards the old people among the nomadic tribes in Brazil and Australia? (2 marks)
f) In not more than four sentences, state the theme of this passage. (3 marks)
g) Explain the meaning of the following words as used in the excerpt. (5 marks)
i) Root
ii) Exalt
iii) Inconceivable
iv) Apparently
v) Discord

2. Read the excerpt below and then answer the questions that follow. (25 marks)

He agonised over it and was constantly on the tip of his tongue to tell his grandmother who had hitherto understood all things; but whenever he looked into her beautiful face, so full of love, now beginning to get lined and wrinkled after years of toil in the sun and constant worry for his well being, words just failed him. One moment he would prepare to sacrifice his call to the priesthood for his grandmother, the next he would be filled with a longing for God so powerful, he could taste it. He was torn. Eventually he mentioned it to his cousin Awiti who was closer to him than a sister. She was only twelve but she understood the implication immediately.
“But you are going to be chief as soon as your are old enough!”
she exclaimed. “I know!”
“It is your duty to be chief.”
“I know!”come the refrain again.
“Don‟t tell her yet. May be you will change your mind. Wait at least until mother is here -you know grandmother has a terrible temper you might need protection.

1) Place this excerpt in its immediate context. (4 marks)
2) “It is your duty to be chief” Explain the significance of this words. (3 marks)
3) Describe the character of the following as brought out in this excerpt. (4 marks)
a) Awiti
b) Akoko
4) Using your knowledge of the novel, explain why Akoko would be justified to act in a manner that would cause her grandson
to require protection, as noted by Awiti. (6 marks)
4) Using your knowledge of the novel. explain why Akoko would be justified to act in a manner that would cause her grandson
to require protection, as noted by Awiti. (6 marks)
5) What feature of style is evident in this excerpt? State its effectiveness. (3 marks)
6) Rewrite the sentence below, beginning: Only ...
She was only twelve but she understood the implication immediately. (1 mark)
7) What do the following words means as used in the excerpt? (4 marks)
i) Agonized
ii) Refrain
iii) Gloomily
iv) Implication

3. ORAL LITERARY
Read the following poem and answer the questions that follow.

DEATH IS A WITCH

Solo: Ah, what shall I do, Abuluhya?
It‟s wrong
Chorus: Today I will say
Death is a witch, my people
It snatched my child
I will remain alone

Solo: Ah what shall I really do, Abuluhya its very wrong
Chorus: Today I will say
Death is a witch, my people

It snatched my child
I will weed along
Solo: Ah, what shall I really do, Abuluhya it‟s wrong
Chorus: Today I will say
Death is a witch, my people
It snatched my child
I will dance alone
Solo: My child, my friend, I cry what shall I do? I cry
What shall I do? I cry x2

a) Classify the above oral poem giving reasons. (2 marks)
b) What is the singer‟s attitude towards death? (2 marks)
c) What two things are lost when this song is written down? Use suitable illustrations from the song to support your answer. (4 marks)
d) Identify one character trait of death brought out in this poem. (2 marks)
e) With illustrations, identify social-economic activities of the community from which this song is drawn. (4 marks

4. GRAMMAR (15 MARKS)
a) Rewrite the following sentences as instructed. (3 marks)
i) The children rushed into house with all their toys. (Begin: Into ….)
ii) Go now you will miss the bus. (Begin: You will not)
iii) Mutai had never undergone such an experience before. (begin: Never...)
b) Rewrite the following sentences, replacing the underlined words with the correct form of the phrasal verb. It should be based on the verb given in brackets and which has the same meaning. (3 marks)
i) The teacher scolded us for not writing the essay. (tell)
ii) The policeman penetrated the criminals disguise (see)
iii) The teacher was surprised by the girl‟s response. (take)
c) Fill in the blanks with a suitable preposition. (4 marks)

i) The school rules forbid us ..... swimming in the absence of a life saver.
ii) We are prohibited ..... parking bicycles at the gate.
iii) I heard the news of his success ..... the radio.
iv) Interest is inclusive ..... V.A.T.
d) Explain the difference in meaning between the following pairs of sentence. (2 marks)
i) Even Rose completed the assignment.
ii) Rose even completed the assignment.
e) Arrange the adjective in the following sentences in their correct order. (2 marks)
i) I hate blue toilet big ugly flies.
ii) They found gold handsome round Swiss old watches.
f) Insert the correct collective noun. (1 mark)
The hunters were attacked by a ..... of savages.

VIHIGA SUB-COUNTY JOINT EVALUATION EXAM- 2016

101/3
English
(Creative Composition and Essays Based on Set Tests)
PAPER 3
JULY/AUGUST, 2016
TIME: 2½ HOURS

1. Imaginative composition (Compulsory) (20mks)

Either:

a) Write a story with the following ending.
…… it was the most exciting moment of my life.

Or

b) Peace and National Unity is the most precious gift Kenya should strive for Discuss.

2. The compulsory set text (20mks)
Drama: The Caucasian Chalk circle - Bertolt Bretch

"Natella Abashwili is an epitome of a woman thrashed into the seat of power and affluence and in the process denied the opportunity to be a real mother." Write an essay to show how relevant this statement is in relation to the events in The Caucasian Chalk Circle by Bertolt Brecht

3. The optional set Texts (20mks)

Either:

a) The short stories.

When the sun Goes Down and Other Stories - Emilia Ilieva, Waveney Olembo

Write a composition illustrating the challenges that families experience after a couple separates. Draw your illustrations from "I stand Here ironing" - Tillie Olsen (USA)

Or

b) Drama.

Francis Imbuga, Betrayal in the City

"Look before you leap". Write an essay to validate this statement drawing your examples from Francis Imbuga"s Betrayal in the City.

Or

c) The Novel

The Whale Rider- Witi Ihimaera

Change is inevitable. Citing four instances in Witi Ihimaera"s Novel, The Whale Rider, Write an essay supporting this statement.

VIHIGA SUB-COUNTY JOINT EVALUATION EXAM- 2016

101/3

English

(Creative Composition and Essays Based on Set Tests)

PAPER 3

JULY/AUGUST, 2016

TIME: 2½ HOURS

MARKING SCHEME

1. Imaginative composition (Compulsory) (20mks)

Either:

a) Write a story with the following ending.

…… it was the most exciting moment of my life. Must be a story if not deduct upto 4AD

 The candidate must be involved in the story if not deduct 2AD Must be in the past tense

 It must be an exciting experience

 The ending sentence must be there. If not deduct 2AD

Or

Peace and National Unity is the most precious gift Kenya should strive for Discuss. It must be discursive essay

 The candidate may highlight significance of peace and national unity

Thus:

 Development-social/economical/Political

 Co-existence of various people/tribes

 Interaction of other people.

 Conflict resolution

 Harmony

2. The compulsory set text (20mks)

Drama: The Caucasian Chalk circle - Bertolt Bretch

"Natella Abashwili is an epitome of a woman thrashed into the seat of power and affluence and in the process denied the opportunity to be a real mother." Write an essay to show how relevant this statement is in relation to the events in The Caucasian chalk Circle by Bertolt Brecht.

Introduction - 2 mks

It is true that Natella is so absorbed into the comfort of her life and status at the expense of her son Michael.

Ni) Natella is the eccentric governor"s wife who, by virtue of her social position, has access to servants and all manner of material

needs as shoes and dresses. She does not have to worry about her son who is being attended to by two full-time doctors and

servants. The servants are at her beck and call; she does not have to worry about her personal comfort. One cannot therefore

justifiably crucify her for some of her shortcomings some of which are a direct result of her position and privileges as the Governor‟s wife.

Nii) Natella‟s son Michael is being taken care of by two doctors who are supposed to see to his comfort and health. These are privileges that come to her by virtue of being the governor‟s wife. Exquisite medical attention is one of these benefits. Just because somebody is taking care of her child does not necessarily imply that she is wanting in her mothering skills.

Niii) the governor‟s house, as indeed would any leader‟s, has servants; they are at the beck and call of the mistress. They are supposed to avail her dresses and shoes if and when needed. Natella has the palace kitchen maid to see to her meals. When she faints because of the tension and chaos resulting from the war that has broken out, the doctors are supposed to attend to her.

Niv) Power and affluence afford Natella material things which any normal human being who embrace; she relegates her son, and her husband to the periphery. She is not moved by the fate of her husband who has been executed or her son who is in mortal danger, no wonder then that she‟s a bit jealousy of the attention the husband lavishes on Michael. Her possessions and shoes dresses define hr world. No wonder then that when war breaks out the fate of her husband or the whereabouts of he r son are not of immediate concern. Since she has been weaned into a material woman be cause of the affluence and opulence hr social status bring, her humanity has greatly been compromised.

Nv) At the end of the war, Natella returns in search of her son; but she is driven more by the floodgates of material wealth he can open (he is the heir to the late Governor‟s estate) then by the love of a mother for her only child. She is ready pull violently, not worried of the pain such use of force would subject her son to. She regards Grusha a thief: yet it‟s Grusha‟s brave and selfless gesture that indeed delivers Michael from certain death from the marauding iron shirts who are motivated by the price tag on poor Michael‟s head. To her, Grusha is just a creature; a despicable irritant that calls for nothing but utter. contempt.

Nvi) In conclusion, it is incontestable that Natella is consumed by the power and opulence around her. Her husband‟s power and affluence have gone into her head such that she treats even her own servants like rubbish as seen in the way she hurls insults at the young woman. She moans that Georgi pays too much attention to Michael and ignores her. The fact that she can complain about the care her own son is getting from the father highlights the fact that she is egocentric.

3. The optional set Texts (20mks)

Either:

d) The short stories

When the sun Goes Down and Other Stories - Emilia Ilieva, Waveney Olembo

Write a composition illustrating the challenges that families experience after a couple separates. Draw your illustrations from “I stand Here ironing” - Tillie Olsen (USA)

- Introduction - 2 mks)

The narrator goes through so many challenges in life as a result of her parents‟ separation as illustrated.

Fi) Emily‟s father deserts the family when Emily is only eight months old. To fend for the family, her mother has to leave her with a woman downstairs. The child would always cry.

Fii) Emily has to be sent to nursery school at the age of two years to allow her mother time to work. This is not something the child likes but has no choice.

Fiii) Emily‟s mother has to bear the burden of raising her alone. As such she has to bear the pain of being separated from her baby. This is when she has to take Emily to her relatives and to nursery school at a very tender age.

Fiv) Health is compromised in the process When Emily is at her father‟s relatives, she contracts small pox and all her loveliness is gone. The second time when her mother is away to give birth to Susan, she has about of measles.

Fv) Emily wastes away so much that eventually she is taken to a convalescent home in the country, where she gains very little. Fvi) Emily grows to be a very lonely child. She has to learn to love a second daddy after the mother remarries. This would probably have been better. For her but mostly, she is left in the house at night by her parent which

makes her very cared.

Fvii) There is sibling rivalry. The resentment that exists in Emily towards Susan is probably due to the fact that Susan has a present father while Emily does not. The conflict between the others is not pronounced.

Any other elevant.

Mark 3:3:3:3: = 12 mks)

Conclusion: 2 mks

Family separation comes with many devastating effects.

Grammar: 4 mks

Or

e) Drama.

Francis Imbuga, Betrayall in the City

"Look before you leap". Write an essay to validate this statement drawing your examples from Francis Imbuga"s Betrayal in the City.

Introduction 2 mks

This is cautionary to anybody that one must be careful how they act or behave lest they get themselves into an impending danger.

Li) Doga and Nina do not anticipate that there would be trouble by getting into antagonism with Mulili, it eventually leads to their death.

Lii) Jere is aware that Mulili is a cousin to Boss and yet goes on to threaten him with shooting when they disagree on whether the couple should continue with the shaving ceremony. This leads to his imprisonment.

Liii) During Adika‟s funeral, the instructions by the government are that the service should not take more than ten minutes, the
students should not carry the coffin and the academic staff should not weep publicly. Mosese speaks out against this order
and finally finds himself in prison.
Liv) In his university days, Adika leads the students in a riot, an act that the government cannot tolerate, He is shot dead. Lv) When Kabito disagrees with Mulili over name-calling and he does not apologize, he later is killed.
L vi) Boss suffers a palace coup after allowing semi-illiterate cronies to advise him.
Lvii) Tumbo is not keen on the production of a play by Jusper and hence creates a leeway for a coup in which he is thrown out of
the government.
Any other relevant point
Mark 3:3:3:3; = 12 mks
Conclusion 2 mks)
Most of the characters have gotten themselves into trouble they would otherwise avoid.
Grammar 4 mks)
Or
f) The Novel
The Whale Rider- Witi Ihimaera
Change is inevitable. Citing four instances in Witi Ihimaera‟s Novel, The Whale Rider, Write an essay supporting this statement.
Introduction 2mks
Change has come and nobody would stand in its way.
Point of interpretation
Ci) The changing times that Rawiri Witnesses in Australia and Papua New Ghinea - Mode of dressing, technological
advancement and nationalism in the face of colonialism.
Cii) Eventually, Koro Apirana accepts Kahu as the chosen one. This shows a shift from traditional beliefs to a new way of
thinking.
Ciii) Man‟s close relationship with the gods is challenged when man becomes greedy and starts commercial fishing and killing of
whales. He also assumes that he is above the gods. This brings a struggle in the life of man.
Civ) The traditional belief that only boys can lead in shattered when it finally becomes apparent that even girls can take up the
mantle of leadership as Kahu does when she saves her people from eminent death.
Cv) There is evidence of change among the Whangara community, in particular, because Koro Apirana takes deliberate steps to
teach boys and men the history, customs and the maori Language to try and make it remain relevant.
Any other relevant point
Mark 3:3:3:3 = 12 mks
Conclusion 2 mks
The society must accept and embrace change for no one can stand in its way
Grammar4 mks

GEM SUB-COUNTY JOINT EVALUATION EXAMS 2016

Kenya Certificate of Secondary Education

ENGLISH

Paper - 101/1

July/August 2016

Time: 2 hours

1. FUNCTIONAL WRITING (20 marks)

a) Your best friend Valery has passed KCSE with flying colours. She has also won scholarship to study in the USA sponsored by Equity Bank. Write to her a congratulatory note for her exemplary performance and achievement. (10marks)

b) You have decided to organize a party for her at Impala lounge. Ensure that you write to her a clear direction so as to reach safely and in good time. (10 marks)

2. CLOZE TEST (10 marks)

Fill in the blanks spaces with the most appropriate word.

According to (1) ....., the earth's surface has risen by.....(2) ... ... 1 Fahrenheit in the last one hundred years, with accelerated warming (3) ..... the past two decades. There is sufficient (4) ... to prove that most of the warming over the last 50 years is attributed to (5) ... .. activities, which have altered the chemical (6) ..... of the atmosphere through the build up of the greenhouse (7) .. These gases are primarily carbon dioxide, methane(8) ... ... nitrous oxide. Energy from the sun heats (9) ..... surface and influences the weather and climate. The earth in turn radiates energy back (10) ..... space. Atmospheric greenhouse gases like water vapour and carbon dioxide trap some of the out going energy.

3. ORAL SKILLS (30 marks)

a) Read the following narrative and answer the questions that follow.

THE COCK AND THE KITE

A long time ago, there lived cock and his family as well as kite and his family. The former was hardworking while the latter was lazy. It then happened that the place was hit by a famine. People from far used to travel a long way to go to Kibiro to barter food for salt. It also happened that the same families ran short of salt.

Cock's wife informed her husband that they had ran short of salt and asked him to take some finger millet to Kibiro. He agreed, and went to Kibiro, obtained salt and set upon the return journey.

The other family got wind of this, Mrs. Kite also asked her husband to go to Kibiro and try to get salt since the lazy family did not have anything to take. Kite set off to Kibiro. On the way he met cock resting on his way home with salt beside him.

He was standing on his one leg having hidden one of his leg in his wing, as cock do many times while resting. Kite asked cock how he managed to get the salt, where upon cock told the Kite that the salt miners had cut off his one leg in exchange for salt. Kite accepted the lie and preceded towards Kibiro ready to do the same. Cock continued on his journey and got home safely.

On arrival at Kibiro, Kite offered his leg for a bundle of salt which the miners readily accepted. His leg was consequently amputated rendering him immobile, even unable to carry the salt. Poor Kite flew back home, where he was received by his family in much grief, especially when he narrated to them the ordeal he went through. Later, Kite's family was to receive the traumatizing news that the cock had actually ill-advised Kite, leading to the loss of his leg.

Henceforth, great enmity between the two families with Kite's family swearing to retaliate by hunting cock's family down and eating them. This goes on to date.

i) Identify any three oral features in the above narrative. (3 marks)

ii) What would you do to capture the attention of the audience before you begin to narrate this story. (2 marks)

iii) How would you make the narration of the first two paragraphs effective. (2 marks)

iv) Mention three body languages which would make you realize that your audience is not concentrating during this narration. (3 marks)

b) You have been invited to a local chief‟s baraza to give an oral report on modern farm practices. What

would you consider
when preparing your oral report? (3 marks)

c) What should you remember to say when receiving a call for someone else? (3 marks)

d) Provide a word which sounds the same as the following (3 marks)

i) Billed
ii) Clue
iii) Dough

e) With which intonation would you say the following sentences.

i) Eureka! I have made it through. (1 mark)
ii) Do you like cookies? (1 mark)
iii) What a beautiful dress you have! (1 mark)

f) The following is a conversation among members, of a club. Read it and answer the questions after it.

Paul: Ladies and gentlemen, Good afternoon. We gather here today to elect members who will propel our club
to greater. . .

Mark: Mr. Chairman or whatever you call yourself. Stop wasting our time we‟re all aware of the election.
Can you stop your long speech and start us off. Time is money (pointing at his wrist)

Lucy: (In solidarity) Yes! the winner is obviously known. Chairman can you just declare him, we're in a celebration
mood. Wazito oyeeeh!

Paul: Order members I demand some order, respect and restrain, Lucy, what you're insinuating is dangerous
and against our constitution. Let's follow due process of election. Mr. Kohlan, what do you want to say?

Kohlan: Thank you chairman, I wish to note that the stakes are too high and obviously some members have got interest.
I therefore suggest we have a secret ballot against the usual acclamation.

Mark: (Shouting) No way! You're planning to rig the elections with your secret ballots you thieves. What the
constitution says is very clear. Line behind your favorite candidate. That's it. Whether you jiggy, diggy of ziggy.

Paul: Members this is going too far (quite determined) Mr. Mark watch your tongue and apologize to the members
forthwith . . . . Members at this point we must determine and decide which way to go before we take to the
ballots. . .

Imelda: Thank you sir, I'm sorry for interrupting you. In the past we've seen chaos and panic in a poorly handled
election. I plead with all members to put emotions away and we soberly elect the new office. I therefore suggest
secret . . .

Lucy: You cowards there's nothing done in secret . . . No election (amidst shout and noise)

i) Suggest four ways how Mary and Lucy have flauted speech etiquette. (4 marks)
ii) How can Lucy and Mary correct their unbecoming behaviour. (2 marks)
iii) How did Paul show leadership skills during the heated debate. (2 marks)

GEM SUB-COUNTY JOINT EVALUATION EXAMS 2016
ENGLISH
101/2
ENGLISH
Paper 2
(Comprehension, literary appreciation and Grammar)
July/August 2016
Time 2½ hours

1. Read the following passage and then answer the questions that follow.

Our emphasis on money and industries has made us concentrate on urban development. We recognize that we do not
have enough money to bring the kind of development to each village which would benefit everybody. We also know that we cannot establish an industry in each village and through this means effect a rise in the real incomes of the people. For these reasons, we spend most of our money in urban areas and our industries are established in the towns.

Yet the greater part of this money that we spend in the towns comes from loans. Whether it is used to build schools, hospitals, houses or factories etc. It still has to be repaid. But it is obvious that it cannot be repaid just out of the money obtained from urban and industrial development. To repay the loans we have to use foreign currency which is obtained from the sale of our exports. But we do not now sell our industrial products in foreign markets, and indeed it is likely to be a long time before our industries produce for export. The main aim of our new industries is import substitution - that is to produce things which hitherto we have had to import from foreign countries.

It is therefore obvious that the foreign currency we shall use to pay back the loans used in the development of the urban areas will not come from the towns or industries. Where then shall we get it from? We shall get if from the villages and from agriculture. What does this mean? It means that the people who benefit directly from development, which is brought by borrowed money, are not the ones who will repay the loans. The largest proportion of the loans will be spent in and for the urban area, but the largest proportion of the loans will be spent through the efforts of the farmers.

This fact should always be borne in mind for there are various forms of exploitation. We must not forget that people who live in towns can possibly become the exploiters of those who live in rural areas. All our big hospitals are in towns and they benefit only a small section of the people of Tanzania. Yet if we have built them with loans from outside Tanzania, it is the overseas sale of peasants' produce, which provides the foreign exchange for repayment. Those who do not get the benefit of the hospitals thus carry major responsibility of paying for them. Tarmac roads, too, are mostly found in towns and are a special value to the motor car owners. Yet if we have built those roads with loans, it is again the farmer who produces the goods who will pay for them. What is more, the foreign exchange with which the car is bought also comes the sale of the farmers' produce. Again, electric lights, water pipes, hotels and other aspects of modern developments are mostly found in towns. Most of them have been built with loans and most of them do not benefit the farmer directly, although they will be paid for by the foreign exchange earned by the sale of this produce. We should always bear this in mind.

Although when we talk of exploitation we usually think of capitalists, we should not forget that there are many small fish in the sea. They eat each other. The large ones eat the small ones and the small ones eat those who are even smaller. There are two possible ways of dividing the people in our country. We can put the capitalists and feudalists on one side, and the peasants and workers on the other. But we can also divide the people into urban dwellers on one side and those who live in the rural areas on the other. If we are not careful, we might get to the position where the real exploitation in Tanzania is that of the town dwellers exploiting the peasants.

a) What is the author's main argument in the first paragraph? (2 marks)
b) According to the passage, what are the sources of money used to repay loans obtained by Tanzania? (2 marks)
c) In not more than 50 words, summarize the reasons why the town people are considered exploiters. (6 marks)
d) Mention two challenges facing the Tanzanian government as brought out in the passage. (2 marks)
e) Explain how appropriate the figure of speech in the last paragraph is in relation to the author's argument. (3 marks)
f) The author says: "This fact should always be borne in mind . . ." Which fact is he referring to and why should it be borne in mind? (2 marks)
g) We must not forget that people who live in towns can possibly exploit those who live in rural areas. (Rewrite in the passive). (1 mark)
h) Explain the meaning of the following words as used in the passage. (2 marks)
   i) hitherto .
   ii) borne in mind .

2. Read the following excerpt and then answer the questions that follow. (25 marks

"Aoro, school is not necessary for a bright, strong fellow like you. School is only for those fools who still want to learn.

Today I will give you food. Tomorrow you go out and earn it. I will also allow you to stay in this house for one month after which I expect you to move out and look for a place of your own." Mark stood up and left the room - his dumbfounded family staring after him. He had never troubled his head with vague theories about the supposed fragility of growing minds, and if he had he would have pointed out the fact that he had yet to father a fragile child. He woke up his son at dawn and ordered him out.

"But father! I have not had breakfast!"

"Since when did you see breakfast walking in here by itself? Go out and earn yours." He reached for his belt. Aoro grabbed his shirt and took to his heels. He would take his chances out in the streets. Out there he learned for the first time that everything cost money and that he hadn't the foggiest idea about how to earn it. When he got home that evening, he was famished but nobody offered him any tea. At dinner, no place was set for him and his father sat sternly at the head of the table, his face hewn out of granite. Aoro slunk into his room and sat groaning on his bed. The whole situation was getting out of hand.

Late that night Tony watched him quietly as he got out of bed and headed for the kitchen. It gave a funny sense of déjà vu. He had lived through that scene in different circumstances not so long ago. This time however, he knew that there would be no success. He had seen Elizabeth lock the kitchen with a resolute expression on her face.

The following morning, Aoro did not have to be awoken. It is impossible to sleep on an empty stomach. That night even the porridge at school would have looked good to eat Anything at all looks good if death by starvation is imminent. He waited for his father in the sitting room feeling a great affinity to the proverbial prodigal son, wondering whether using that rogue's flowery language might help his case: "Father I have sinned before you and God;" but he knew his father well enough to realise that such language would cause his immediate banishment back to the pig-pen. Besides his father might just take him up on his offer and make him into a house-servant. When Mark emerged from his room, Aoro stood up respectfully, his hands held at his back. This man held his future in his hands,

"What are you still doing here?"

"Father! I am very sorry, please forgive me. I promise never to do any of those things again. I will work hard. You know how hard I can work. I'll never make you ashamed of me again, Father! Father. .. " this last as Mark made as if to turn away

a) What happens before and after the excerpt. (4 marks)
b) Discuss any two stylistic devices evident in the excerpt. (4 marks)
c) "He had lived through the scene in different circumstances not so long ago," In note form, highlight the

circumstances
referred to using your knowledge of the text. (6 marks)

d) How are the following characters portrayed in the excerpt? (4 marks)
   i) Aoro..
   ii) Mark .

e) i) "What are you still doing here?" (Rewrite in reported speech). (1 mark)
   ii) Go out and earn yours. (Rewrite supplying a question tag.) (1 mark)

f) Between Tony and Aoro, who is younger. (1 mark)

g) Explain the meaning of the following words and expressions as they are used in the excerpt (4 marks)
   i) getting out of hand .
   ii) Resolute.
   iii) Dumbfounded.
   iv) Affinity .

3. Read the following poem and then answer the questions that follow.

THE PAUPER.
Pauper, pauper, craning your eyes

In all directions, in no direction!
What brutal force, malignant element,
Dared to forge your piteous fate?
Was it worth the effort, the time?

You limply lean on a leafless tree
Nursing the jiggers that shrivel your bottom
Like baby newly born to an old woman.
What crime, what treason did you commit
That you are thus condemned to human indifference?

And when you trudge on the horny pads,
Gullied like the soles of modern shoes,
Pads that even jiggers cannot conquer;
Does He admire your sense of endurance
Or turn his head away from your imprudent presence?

You sit alone on hairless goatskins,
Your ribs and bones reflecting the light
That beautiful cars reflect on you,
Squashing like between your nails.
And cleaning your nails with dry saliva.

And when He looks at the grimy coating
Caking off your emaciated skin,
At the rust that uproots all your teeth
Like a pick on a stony piece of land,
Does He pat his paunch at the wonderful sight?

Pauper, pauper, crouching in beautiful verandas
Of beautiful cities and beautiful people,
Tourists and I will take your snapshots,
And your M.P. with a shining head and triple chin
Will mourn your fate in a supplementary questions at question time.

(Adapted from poems from East Africa, by Cook and Rubadiri EDS)

i) Identify the persona in the poem above. (2 marks)
ii) What evidence from the poem suggest that the subject is poor? (4 marks)
iii) Comment on the writer's use of imagery in stanza two. (3 marks)
iv) Apart from the imagery indentified in (iii) above, discuss any two other stylistic devices employed in the poem. (4 marks)
v) What is the persona's attitude towards the M.P. (2 marks)
vi) Discuss one theme brought out in the poem. (2 marks)
vii) Explain the meaning of the following words and expression as used in the poem. (3 marks)
a) Emaciated .
b) Crouching.
c) Gullied like the soles of modern shoes.

4. GRAMMAR

A. Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (3 marks)
i) The sun rose. The carpenter woke up. (Begin : Hardly . . . .)
ii) If you plant during the rainy season, you will get a bumper harvest. (Begin: Unless . . .)
iii) The boys looked at the herd keenly and identified their lost cows. (Begin: Looking . . .)

B. Replace the underlined clauses with a prepositional phrase.
i) The girl wearing a dotted dress is my sister
ii) The applicants who have degree certificates will be employed.

C. Fill in the blanks using appropriate prepositions. (4 marks)
i) We should always strive to live ..... our means.
ii) They needed to move ..... speed to put..... the inferno.
iii) The explanation was ..... the last page.

D. Complete the following sentences by filling the blanks with modal auxiliary verbs that express the indicated meaning in
brackets. (2 marks)
i) You ..... work hard to succeed in life. (mandatory condition)
ii) All the recruits ..... present their original leaving certificates. (obligation)

E. Rewrite the following sentences using the correct form of the word in brackets. (4 marks)
i) The policeman was congratulated for his ..... (corrupt) nature
ii) His display of ..... (hostile) was quite unnecessary.
iii) Punishing innocent students for exam irregularity is .....(warrant)
iv) If they .....(arrive) early, they would find the visitors.

GEM SUB-COUNTY JOINT EVALUATION EXAMS 2016

Kenya Certificate of Secondary Education
101/3
ENGLISH
Paper 3
(Creative composition and Essays based on set texts)
July/August 2016
Time 2½ hours

Answer THREE questions only

1. COMPULSORY Imaginative composition (20 marks)

EITHER

a) Write a story to illustrate the saying "Pride comes before a fall."

OR

b) Write a story ending with :
. I walked home feeling unhappy about what had transpired that outrageous evening.

2. The compulsory set text
DRAMA
The Caucasian Chalk Circle By Bertolt Brecht

"Nothing belongs to us by right; only proper care justifies ownership." : Making reference to the play. The Caucasian Chalk Circle By Bertolt Brecht, write an essay to show proof of the above statement. (20 marks)

3. OPTIONAL SET TEXTS

EITHER.

a) The short story: Longhorn: When the sun goes down and other stories from Africa and Beyond.
Drawing illustrations from Rayda Jacob's 'The Guilt,' write an essay that shows how guilt can affect human relationship in a racist society. (20 marks)

OR

b) Drama: Betrayal in the city -Francis Imbuga.
“In a tyrannical regime, prisons are used for oppression rather than correction.” Write an essay on the validity of the above statement with reference to the play "Betrayal in the City" by Fancis Imbuga. (20 marks)

OR

c) The Novel: The Whale Rider - Witi Ihimaera
“The society in the novel is presented as a male chauvinistic society. However, the female characters in the novel have disapproved the notion.” Using illustrations form Witi Ihimaera's 'The Whale Rider‟. write an essay to justify the above statement.. (20 marks)

GEM SUB-COUNTY FORM 4 JOINT EVALUATION
Kenya Certificate of Secondary Education (K.C.S.E)
ENGLISH
Paper 1
JULY/AUGUST 2016
MARKING SCHEME

1. a) Must be an informal letter: if not deduct 1 AD
F - Format
L - Language
C - Content

Format (3 mks)
Sender‟s Address 1 mk
Date ½ mk
Salutation/informal ½mk
Valediction
No signature 1mk
and
One name

Content (4 mks)
- Congratulation appear in the 1st paragraph for passing KCSE (C 1 mk)
- Mention the effort & determination she put during the study (E 1 mk)
- The consequence/result of her success
- Mention of scholarship courtesy of Equity Bank (S 1 mk)

Language (3 mks)
AB - 3 mk
C - 2 mk
D - 1 mk

Functional Writing

1. b) Giving Direction
- Must be in continuous prose, if not
- 1 AD
- Must have a title (1 mk)

Content (6mks)
- Must be simple and clear (S1)
- Must be concise and precise (C1)
- Presented in steps and correct sequence
- Should cover landmarks/features
- Should include Distance, time, cardinal point, compass direction (CD1)
- Should always begin from starting point of recipient (BI)
- Should have a concluding remark e.g., safe journey e.t.c. (R1)

Language
3 mks

2. CLOZE TEST
i) expert
ii) about
iii) during
iv) evidence
v) human
vi) composition
vii) gases
viii) and
ix) earth‟s
x) into

3.a) i.) Oral skill
- Closing and opening formula
- Timelessness
- Conversational e.g. hence forth, forthwith
- Personification
- Fantacy

And any other well illustrated point

ii) Must begin with;
I would... break into a song
- Jump, clap, whistle
- Clear my throat

iii) Must be verbal and non verbal cues
- I would project my voice while saying long time ago
- I would use gesture while saying the latter and former
- I would wear sad look to show the sadness in cock‟s wife when saying they are out ofsalt

iv)- Dozing off/taking a nap
- Slouching in their chairs
- Stretching
- Fidgeting in the chair
(R 1mk) -Yawning
- Jingling their keys

3. b)
- Analyze your audience
- Plan for the use of visual aids for illustrations
- Prepare the presentation notes showing all the stages of presentation
- Plan the introduction, body of the content and its conclusion
- Consider time allocated for presentation and prepare accordingly
- Plan for sign-posting devices to use in the presentation

The first three answers

c - Greetings-Goodmorning e.t.c. should be (P1) official
- Identify yourself
- Offer assistance

Must follow this order

3.d) i) Billed - Build
ii) Clue -Clew
iii) Dough- doh/doe

3.e) i) Rising - falling
ii) Rising
iii) Falling

3 i - Use of non-official language
- Use of abusive language
- Interpret rudely/without permission
- Shouting
- Disrespectful

The 1st four answers

ii - Interrupt politely
- Observe turn taking
- Respect other people‟s view
- Avoid shouting

The 1st two answer

iii. - He remained calm/slow to anger
- Very democratic
- Respected other people’s view

GEM SUB-COUNT FORM 4 JOINT EVALUATION
Kenya Certificate of Secondary Education (K.C.S.E)
ENGLISH
Paper 2
JULY/AUGUST 2016
MARKING SCHEME

1. a) The author‟s main argument is our reasons for spending most of our money in developing urban centres while we neglect
the villageü 2 (2 mks)

b) Money obtained from urban and industrial developmentü1 and money obtained from foreign currency ü/money obtained
form the sale of exports.

c) The town people enjoy the use of big hospitals, tarmac roads, (i b) electric lights,(i c) water pipes,(i d) hotels (i e) and
other aspect of modern development (i f) yet the foreign exchange with which all these are provided comes from the sale
of the farmer‟s produce (6 mks)
(Responses must be in continuous prose, if not deduct 1/2 mark from each point in note form

d) Challenges facing Tanzanian government (2 mks)
- Lack of enough money to bring the kind of development to each village, which would benefit everybody.
- Inability to establish an industry in each village and through this means effect a rise in the real incomes of the peopleü1

e) Metaphor large and small fish refer to ordinary citizens/individuals and those in authority1. The large fish eating small
ones shows how the ordinary citizens are exploited by those in authority. (3 mks)

f) Carrying the burden of loan repayment.ü1 it is an element of exploitationü1 (2 mks)

g) We must not forget that those people who live in rural areas can possibly be (can be possibly) exploited by those who
live in towns. (1 mk)

h) Meaning of words. (2 mks)
i) Up to now/until nowü1
ii) Remembered/considered

2. a) Before
- Aoro arrives home after being suspended from school.
- Elizabeth asks him if he has a problem at school
- Elizabeth asks to see the letterü1
- Aoro reluctantly produces the suspension letter
- On arrival, Elizabeth gives Mark the suspension letter which he read and said nothing
- Mark called his family together after dinner and declared that Aoro had become a man and will have to provide for himself.

Any two 2 x 1 = 2 mks

After
- Aoro passed out ü1
- His mother rushed out to him from the kitchen
- Mark brought a basin of water which he then threw on his face. He came to and shook his head.

Any two 2 x 1 = 2 mks

b) Dialogue -Dialogue between mark and Aoro- brings out more a) Strict/firm/brings out Aoro as apologetic.
Sarcasm - “Aoro, school is not necessary for bright strong fellow like you”
Biblical allusion- “Prodigal son”- brings out Aoro as apologetic/develops theme of religion.
Metaphor- His face hewn out of graniteü1 - shows how firm Mark was in his decision

Any two styles 2 x 2 = 4 mks

c)
- Tony and Aoro had gone to the river with the twinsü1a
- Odongo almost drownedü1b
- The twins reported the madest ductoring the story to absolve themselves from blame
- Elizabeth declares that Tony and Aoro will not have dinner as a punishmentü1d
- Late in the night the two(Aoro and Tony) checked into the kitchen to grab some food.
- Elizabeth finds them but offers them food.

6 x 1 = 6 mks(must be presented in point form if not deduct 1/2 mark from the total)

d) Aoro
Apologetic ü1- “Father i am very sorry please forgive me.”
Respectful- “Aoro stood up respectfully”
Mark
Sarcastic - “Aoro school is not necessary for a bright strong fellow like you”

Firm/strictü1- “Since when did you see breakfast walking in here by itself? Go out and earn yours

e) i. He asked what he was still doing there
ii. Go out and earn yours, will you

f) Tony (1 mk)

g) i. Getting out of hand - becoming uncontrorableü1
ii. Resolute - having /showing great determination.ü1
iii. Dumbfolded - suprised/shocked.ü1
iv. Affinity - Having a close relationship/having similar qualities.ü1 (4 mks)

3. Poetry

i. The persona is an observer/bystanderü1 etc who is able to see the peoples suffering and how different members of the society react to him

ii. - Infested with jiggers-nursing the jiggers that shrivel your bottomü
- Caked feet - and when you trudge on the lorny pads
- Shining ribs - your ribs and bones reflecting the light
- Infested with Gee- squashing lice between your nails
- Cleans nails with dry saliva
- Emaciated and caking skinü
- Crouches in beautiful verandaü (4 x 1)

iii. Use of simileü1 like a baby newly born to an old womanü1 to bring out the special relationship between the pauper and the jiggers

iv. Repetition - pauper, pauperü
Rhetorical questions- dared to forget your piteous fate
Hyperbole- your ribs and bones reflecting light
Irony- pauper crouching in beautiful verandas of beautiful cities and beautiful people
Sarcasm - and your MP with a shining head and a triple chin will mourn your fate in a supplementary question at question time

v. Critical/sarcastic and your mp with a shining head and a triple chin will mourn your fate in a supplementary question at question time (2 mks)

vi. Themes

- Poverty - the paupes cleaning his nails with dry saliva, infested with suffering lice and jiggers and crouches in beautiful verandas
- Poor Leadershipü1- the MP gives lip service to the plight of the pauper by mourning his fate in a supplementary question at question time

vii. Emaciated - thin/weak
Crouching-squatting
Gullied like the soles of modern shoes - with big crack

4. a) i. Hardly had the sun risen when the carpenter woke up.
ii. Unless you plant during a rainy season, you will not get a bumper harvest
iii. Looking at the herd keenly, the boys identified their lost cows.

b) i. In a dotted dress
ii. with degree certification

c) i. within
ii. with, out
iii. on

d) i. Must
ii Should

e) i. Incorruptible
ii. Hostility
iii. Unwarranted
iv. Arrived

GEM SUB-COUNT FORM 4 JOINT EVALUATION
Kenya Certificate of Secondary Education (K.C.S.E)
ENGLISH
Paper 3
JULY/AUGUST 2016
MARKING SCHEME

1. Points of interpretation.

a) Must be a story, if not deduct. (4mks)
The story must illustrate the saying „"pride comes before a fall i.e a person who is proud will one day come to be destroyed." Deduct up to 4marks for irrelevancy.

b) Must be a story if not deduct. (4mks)
Must end with a statement if not deduct. (2marks). A candidate must present an interesting scenario in the 1st point of view of a bad event that took place the previous evening.

2. The Caucasian Chalk Circle
Introduction (2marks)
Introduction can be general, contextualized or an outline. Must capture the question effectively
The play seems to perpetuate the philosophy that things or opportunities should be given to those who can make good use of them and not necessarily to those who claim ownership. In this way, meaningful use can be made of those things or
opportunities.
Content 12mks

i) The wrangling over Rosa Luxemburg valley
Originally owned by goat breeders, this valley is now also claimed by fruit farmers. A delegate from the state of Reconstruction Commission comes to reconcile the parties.
The fruit farmers have elaborate plans of how to make the land productive for all,
They unanimously agree to give the land to the fruit farmers because they have
a better use of it. ii) Grusha's marriage to Simon
Before Simon departs for war, he and Grusha exchange vows that they will marry.
After the coup, Grusha finds herself with Michael the dead governor‟s child who is in great danger.
Reaching her brother
Lavrentis house, she is unwelcome because of the „„illegitimate"" child. She is forced to marry dying man" Jussup to give the child a name. After war, Simon comes back and during the trial of Michael"s case before Judge Azdak, the judge nullifies
Grusha and Jussup"s ,marriage making it possible for Grusha to get the love of her life. Simon, and not Jussup, deserves
Grusha"s hand in marriage.

iii) Dispute over Michael
Natella abandons her child Michael in the palace when fleeing for her life. It is quite ironical that she remembers to pick her choice clothes and shoes. Grusha, the kitchen maid, risks everything to keep the child from the soldiers who intended to kill him.She even marries a 'dying man" out of conveniences to give a child name when Natella faces Grusha in court of law
demanding back her son, Judge Azdak uses a Solomonic test to determine the woman with genuine motherly instinct. Grusha passed the test and wins Michael"s custody.

iv) Azdak as a judge
Judge Azdak without any legal training, because he displays great insight in the justice system. He is the favourite judge of the poor and the underprivileged. Almost all his judgements favour this group who before had been suffering injustices
because of flawed judicial system. The soldiers pick him over Bizergan Kazbeki who is being fonted by his uncle. Arsen Kazbeki. When Grand Duke comes back to power, he indorses Azdak for the second time as the judge to pay Azdak"s earlier gesture of kindness. The poor has an ally in Judge Azdak after many years of injustice.
Azdak proves that it was not rape at all Ludovika must have sexually provoked the stable man and accepted his sexual advances. The innkeeper is sentenced to hand over to the court the little roam be loves.

v) Accept other relevant point.

3. a) The short story.
Introduction 2mks
Introduction can be general, contextualized or an outline. Must clearly show an understanding of the question.
For instance:The new government, the whites have been shot through by guilt because they were the beneficiaries of the old regime. Consequently blacks take advantage of guilt to con or extort money from them. Where there is guilt, there
opportunity.
Content 12 Marks

i) The white people live in well fortified homes. Lillian Thurgood"s wall is ten feet high with a gate. She also has two Alsatians
(Tembi and Tor) trained to kill. She also has guns. All these give her a sense of security for she cannot trust the blacks. May
be whites are guilty of the atrocities blacks suffered before the new government.

ii) William Sindlay takes advantage of Lillian‟s guilt by fraudulently collecting donation for her on behalf of some organization.

He pretends that he would work for this donations and gets himself into Lillian‟s compound. She opens her gate only out of

guilt and not fearlessness. She offers the money yet she knows it is a mistake; the letter is fake. She gives money against her

conscience. It is guilt that makes her give the five rand.

iii) The African woman with two children who comes in the night asking for garbage bags is just another case that takes

advantage of the guilt of the whites. She is aware that because the whites want to prove that they trust the blacks, Lillian

would have to come out and open the gate. If you were afraid and did not open the gate you were branded racist/the woman

with flowers take advantage to extort money from Lillian/A man asks fare; clothes, tin of fish.
iv) Papers carry the stories of people (whites) getting killed in their own gardens or houses. Lillian has heard of husband -and-
wife crime waves. Theses are blacks taking advantage of the guilty conscience of the whites may be to revenge the atrocities
of the past.
v) Lillian opens her gate for William as a show of trust but not a display of fearlessness . She fears that William might take her
for a racist if she does otherwise. When the telephone rings. She gets into the house and does not lock the door behind her for
the same reason. William takes advantage of this to try and extort money out of her in a threatening manner.
Conclusion 2mks
It is clear that guilt defines how people relate in the story, „The Guilt." Grammar and Presentation = 4marks.

Q3 b)
Introduction
Prisons are to correct citizens found guilty of various crimes, so that they may change. However, in a tyrannical regime, prisons are part of oppressions and convicts are subjected to a lot of inhuman treatment.
In „„Betrayal"" in the city this is shown in how people get to prison and how they are treated.

P1 - The government takes some people to prison to conceal the truth. Jusper is thrown into prison for killing Chagaga.
The latter was behind the murder of Adika and had gone to interfere with the grave.
- Jusper is thus arrested and soldiers sent to stop the parents from conducting Adika"s shaving ceremony.
- Jusper is therefore locked in and released after the murder of his parents. (P.20)

II - Some convicts are victims of false accusations. People, perceived dangerous are accused falsely and thrown into prison.
- Mosese is taken to prison due to contraversial speech his delivered during Adika"s burial. However he was accused of
dealing in dangerous drugs.
Indeed, 1 kilogram of opium was found in his car, planted by Nicodemo. (P.24-25)

III - Some convicts are also victims of betrayal by people who are close to Boss.
- Jere, once a soldier was betrayed by Mulili, a confidant to Boss. The two soldiers had a disagreement during their
mission to stop Doga and Mina from performing Adika;s shaving ceremony. In a short while Jere finds himself in prison.

PIV - In prisons, some convicts are denied food in the name of „„selective breeding."" (P.27)
- Askari comes in with tea and gives Mosese but denies Jere. This is because Jere is talkative thus seen as dangerous.
- Food for prisoners is in the system, is therefore given as a favour.

PV - Prisoners are also subjected to physical assault by the Askaris. Jere says that when he and his cellmate were acting an
exerpt from the Bible, the latter cried out loud and the Askaris, thinking he has brutalised his mate, stripped him naked
and canned him. (P.23)
- Askaris confirms that when Jere was asking too many questions, two mature strokes worked on him perfectly. (P,19)

PVI- When Boss attempts to rape Regina his wife raises a complain. This makes her to be thrown into palace cell.
- The palace cell is a means of oppression by Boss even for personal and family issues.(p.61)
Conclusion.
In a tyrannical system, prisons never serve their intended purpose: to correct. Instead, they only assist the government in
oppressing the citizens.

3. c) Introduction
- Should be either general specific or an outline
Content
1. Nani flower"s dominance over Koro Apirana
- Maning of Kahu (14-16)
- Burial of the birth cord (17)
2. Kahu"s dominance over the boys
- biting Koro Apirana's toe (27)
- Retrieving of the curved stones
(Pgs -27,71)
3. Kahu"s dominance over the whole community.
- Driving of the whales back to the sea. (Pg 102-105)
4. Muriwai dominance over men on the canoe.

- Prays to god (chants special (prayers)
  (pg 15)

5. - Mini Kotukutuku dominance over men.
   - Despite being a woman she stood on a sacred ground
   - Addresses men
   - She was a chief (Pg 64-65)
6. Accept any other point
   Conclusion 2mks
   General or contexualised

BURETI SUB COUNTY JOINT EVALUATION TEST
Kenya Certificate of Secondary Education (K.C.S.E)
101/1
ENGLISH
PAPER 1
2 hours

1. FUNCTIONAL WRITING (20 marks)

a) Your birthday party is in three days‟ time. You are expected to feed ten friends and you are far away from home. Write a recipe for beef stew to be served with the main meal. Send it through an e-mail to you mother to make agreements for the dinner.
(20 marks)

2. CLOZE TEST

Fill in the blank spaces with the most appropriate word (10 marks)

A student (1)…… come up with the gadget meant to help reduce road crushes. Anthony Muthungu, a second -year physics and mathematics student at Karatina University, say the (2)…… will alert motorists whenever they approached black spots from (3) …… far as 500 metres. The device also (4) …… The drivers as they exit such notorious sections. “This means that the motorist will be aware they are approaching danger zone, and they will (5) …… reduce the (6) …… To avoid accidents,” said Mr. Muthungu. Christened LUAM Black Spot Tracer, the gadget is a hybrid of two electronic devices, which are configured through a software that (7) …… invented.Muthungu uses an ordinary television (8)……. control as one of the gadgets that will be fixed (9) ……. Black spots. “The remote control is upgraded through the software such that (10) …… Sends a signal which is then captured by the signal module receiver encodes the signal and transfers it to an LCD fitted in the dashboard, which warns the driver that they are in accident prone areas,” said Muthungu.

3. ORAL SKILLS (30 marks)

FROM THE DARK TOWER.

We shall not always plant while others reap
The golden increment of the bursting fruit,
Not always countenance, absent and mute,
The lesser men should hold their brothers cheap;
Not everlasting while others sleep
Shall we beguile their limbs with mellow flute,
Not always bend to some more subtle brute;
We were not made to eternally weep.
The night whose sable breast relieves the stark, white stars is no less
lovely being dark. And there are buds that cannot bloom at all
In light, but crumple, piteous, and fall;
So in the dark we hide the hearth that bleeds.
And wait, and tend our agonizing seeds.

a) i) Describe the rhyme scheme in the poem above. (2 marks)
ii) Apart from rhyme, identify any other way in which the poet has achieved rhythm. (2 marks)
iii) Which words would you stress in the line: “We were not made to eternally weep”? (2 marks)
iv) How would you say the last line of this poem. (2 marks)

b) Outline the entire riddling session (7 marks)

c) Write a sentence to give the difference ion meaning in each pair of words. (4 marks)

i) Rebel
Rebel

ii) Transport
Transport

d) You are the Chief Executive Officer of a newly started Radio Station. How would you ensure that you keep millions of listeners continuously tuned to your station. (6 marks)

e) Supply homophones for the following words: (3 marks)
i) Mail
ii) Cheque
iii) Higher

f) Identify the silent letters in the words below. (2 marks)
i) Would
ii) Tomb

BURETI SUB-COUNTY JOINT EVALUATION TEST
Kenya Certificate of Secondary Education (K.C.S.E)
101/2
ENGLISH
PAPER 2
2 ½ hours

1. Read the following passage and then answer the questions that follow.

Kenyan roads hold two equal things in measure: great promise and great disappointment. They begin with a promise, in this case, the construction. Everyone is excited about the possibilities that the roads presents. If it happens to be a new road,
commuters will talk about nothing else except how pleasantly, things will change for them. Soon, the construction is
completed, and people are so excited, some are even tempted to lie on the tarmac! Change does not happen; value of property appreciates hundred fold, businesses and farmers do better and the general outlook of that area changes.

Three years down the road however, due to poor workmanship, cracks begin to appear, small ones at first, which become
bigger by the day, and finally, they develop into craters that we Kenyans know too well. Vehicles are damaged; dust returns with a vengeance and accidents increase, with them. Permanent scars and loss of lives. Right infront of our eyes, what held great promise and hope to us becomes a source of disappointment and anguish. Yet every single day, we ply the roads, going about our business despite of the difficulties. Relationships behave much the same way. In every relationship, hope and promise are intricately intertwined with the potential for disappointment. And just like with the roads, we don‟t give our
relationships the nourishment they need to withstand the bad times. We it begins to crack, we allow the dust of the
disappointment to block our view of the promise that the relationship still holds. Here are some thoughts to consider. First, just like roads, relationships are necessary in spite of their challenges. People come into the relationships with expectations, some realistic, some unrealistic and everything in between them.

The backgrounds we come from inform those expectations to a great extent, and these are further reinforced by folktales and
fantasies of romance, family wealth and so on. When these expectations are not met, disappointments are bound to occur. Yet
like the roads, relationships still hold greater promise for happiness, heath and wealth. Mark Gungor, the creator of the video,
“Laugh your way to a better Marriage,” quotes research that sys married people are happier, healthier and make more money
than singles, the challenges notwithstanding. I am of the opinion that human beings have not yet discovered any other source
of companionship, love, friendship and pleasure that is greater than that which is found in relationships. Another thought is
the permanent nature of roads. Every time I visit my home town, I am amazed that most of the roads are still there. I can
actually direct someone to my home without the fear that the road will have disappeared. Generally, roads have a permanent
nature.

In the same way, relationships must be approached with a view of staying put, for better or for worse. This was the major
plank in the traditional marriage in Africa, as well as a central tenet of the Christian tradition to which most Kenyans pledge allegiance. Unfortunately, these traditional ideals of love, courtship, marriage and family have largely been discarded and
without clear guidelines, relationships are likely to be difficult proposition for anyone. The proliferation and acceptance of
come-we-stay arrangements and other forms of non -committal types of unions is a challenge. This is because the roles that
marriage plays in the society-producing and nurturing of children to maturity, providing companionship and building wealth, require a high level of permanency. The promise of relationship lies in commitment, and if approached from any other angle, relationships become unfulfilling.

i) Why according to the passage do people look to the construction of a new road with optimism? (3 marks)
ii) Identify one similarity between Kenyan roads and relationship. (2 marks)
iii) What is writer‟s opinion on Mark Gungers position on relationships? (3 marks)
iv) State why relationships should be permanent according to the passage. (3 marks)
v) Why does the writer of this passage think that roads have permanent nature? (2 marks)
vi) Make notes on the consequences of poor road workmanship. (5 marks)

vii) "Everyone is excited about the possibilities that the road presents." (1 mark)
(Rewrite beginning: Everyone"s…….)

viii) Explain the meaning of the following expressions as used in the passage. (2 marks)

i) Appreciates

ii) Pledge allegiance

2. Read the following excerpt and then answer the questions that follow. (25 marks)

" That cannot be young lady. You are going right back to your own school to study for your Advanced Level Certificate in History, Literature and Geography just like they have told you to."

"But father! All what I want to be is an air-hostess. Why should I go back to school? That"s for Vera who wants to be a professor."

"An air-hostess?" mark could not believe his ears. "Over my dead body!"

Becky looked at his face and retreated to her room. She remembers the story of Aoro and his new starvation. She would bid her time; no use in antagonizing the old geezer.

Vera enthusiastically took on mathematics, physics and chemistry. This time she said good-by to her sister and left without a

backward glance. Tony left to join Aoro and his mother"s heart went with him. Soon the house echoes with emptiness for

even little Mary was away at school throughout the day. The children were growing up and and the going away movement

was becoming an exodus Elizabeth wished that the twin boys were with her to fill the house with the noise and good cheer.

One day a telegram arrived from Aluor. Now letters from that place were few and far between. They mainly consistent of notes from the twins asking for this, that and the other. A telegram rarely ever carried good news and Marks hand shook a little as he tore it open.

a) What happened just before this excerpt? (4 marks)
b) What can we learn from Mark and Becky in this excerpt?
c) Identify and illustrate any two themes evidence in this excerpt (4 marks)
d) Becky remembers the story of Aoro and his near starvation. Briefly describe‟ the story‟. (2 marks)
e) How can we tell that Vera has learnt the true character of her twin sister, Becky? (2 marks)
f) A telegram rarely ever carried good news and Mark‟s hand shooks a little as she tore it open. (Rewrite this sentence
beginning: rarely ……..)
g) “Elizabeth wished that the twin boys were with her to fill the house with noise and good cheer.”
i) Who are the twins referred to in this sentence? (2 marks)
ii) Where are they and why? (3 marks)
h) Explain the meaning of the following expressions as they are used in the passage. (3 marks)
i) antagonizing
ii) exodus
ii) consisted

3. Read the following poem and then answer the questions that follow.

The Courage That My Mother Had

The courage that my mother had
Went with her, and is with her
still;
Rock and New England
quarried;
Now granite in a granite hill.
The golden brooch my mother
wore
She left behind for me to
wear;
I have nothing I treasure
more;
Yet, it is something I could
spare.

Oh, if instead she‟d left to me
The thing she took into the gravel!
The courage like a rock, which she
Has no more need of, and I have.

(Had - Edna St. Vincent Millay)

a) Briefly explain how the poem is about. (4 marks)
b) Is the speaker male or female? How do you know? (2 marks)
c) What does the speaker wish the mother had left behind? Why can‟t the wish be fulfilled?(3 marks)
d) Describe the character trait of the mother in the poem. (2 marks)
e) Identify and illustrate the imagery used in the poem. (4 marks)
f) What is the speaker‟s attitude towards the mother and the golden brooch in the poem.(3 marks)
g) Rewrite the following in your own words: (2 marks)
“Has no more need of, and I have”

4. a) Rewrite the following sentences according to the instruction given after each. Do not change the meaning.
i) There is nothing I could do but report her behavior to the principal.(Use „alternative‟)
ii) It was the first time the team performed well. Begin: (Never before….)
iii) He is afraid his daughter might fall in love with a stranger?(Rewrite using afraid of……)
iv) The teacher praised the best student.(Rewrite in the passive)

b) Explain the difference in meaning of each of the following pairs of sentences.
I only heard the news in brief.
I only hear the news briefly.

She went and bought herself a skirt
She went and bought a skirt herself

c) Fill in each of the blank spaces with an appropriate word (3 marks)
i) The jury gave their verdict in favor …….. the workers.
ii) The by-elections were held in accordance …….. the law.
iii) She sang her heart ……

d) Correct the errors (s) in the following sentences (2 marks)
i) The teacher gave us a humble time to revise
ii) The chaplain wished us safe journey mercies.

c) Fill in the blank spaces with the correct form of the word in brackets (4 marks)

i) He ..... the teachers advice in everything he did.(seek)

ii) I had never ..... A marathon before.(run)

iii) They ..... In amazement (spin)

iv) The visitors ..... us goodbye and left immediately (bid)

BURETI SUB-COUNTY JOINT EVALUATION TEST
Kenya Certificate of Secondary Education (K.C.S.E)
101/3
ENGLISH
PAPER 3
2 ½ hours
Answer THREE questions only

1. COMPULSORY Imaginative composition (20 marks)
   EITHER
a) Write a composition beginning with the following sentences.
   It was made to be a joyful grand ceremony ……

   OR
b) "Possession of firearms for self-defences should be legalized in Kenya." Write a composition, either supporting or opposing
   this statement. (20 marks)

2. The compulsory set text
   DRAMA
   The Caucasian Chalk Circle By Bertolt Brecht
   The society depicted in The Caucasian Chalk Circle is one that ignores important issues and gives priority to less serious
   ones often leading to disastrous consequences. Discuss the validity of the statement with illustrations from the play.
   (20 marks)
3. OPTIONAL SET TEXTS
   EITHER.
a) The short story: longhorn: When the sun goes down and other stories from African and Beyond."
   Socio-economic issues affecting people greatly contribute to vast brain in East Africa." Write an essay supporting this
   statement, drawing your illustration from the story „leaving" by Moyez G. Vissanji. (20 marks)

   OR
b) Drama: Betrayal in the City - Francis Imbuga.
   "In order to fight for your rights as society, bravery is the key. Cowardice usually condemns people to doom." Validate this
   statement with the reference to Francis Imbuga"s "Betrayal in the city" (20 marks)

   OR
c) The Novel: The Whale Rider - Witi Ihimaera
   "Witi Ihimaera"s „The Whale Ridder." Is an articulation of the traditions of the Maori people" Show the validity of this
   statement using clear illustration from the novel. (20 marks)

BURETI SUB COUNTY JOINT EVALUATION TEST
Kenya Certificate of Secondary Education (K.C.S.E)
101/1
ENGLISH
PAPER 1
2 hours

From: ½mk
To : ½mk
Date: ½mk
Subject: ½mk
(no. of people to serve) ½mk

Dear: Mum, ½mk
were
Introduction 1mk
Body - ingredients
seeds
method ½mk
Closing remark serve with F 1mk
Sign off
But if a signature is there - no marks
F - 6mks
B - 10mks
L - 3mks
T - 1mk
Introduction - captures the question
At least 8 ingredients ½mk @ = 4mks

Method at least 5 well described / stated steps
5mks

2. Cloze Test 10mks

1. has
2. device
3. as
4. signals / alerts
5. therefore
6. speed
7. he
8. remote
9. at
10. it

3. ORAL SKILLS
a)
i) Rhyme pattern abba abba ccddee - regular
ii) Alliteration bend brute
some subtle
sable stark
hide hart
Repetition - not always
iii) "We were not made to eternally weep"
Not weep eternally - to emphasize that they

not to suffer forever
½mk iv) And wait, and tend to our organizing

- falling intonation
- sad but determine tone
- appropriate face / hand gesture
b) Challenger : Take a riddle / riddle! riddle!
Respondent: I take it
Challenger : The riddle is posed
Respondent : The wrong answer is given
Challenger: Asks for a city
1mk Respondent: Gives a city
Challenger: Gives the correct answer
c) The sentences should bring out the different between verb and noun
Rebel - noun
Rebel - verb
Transport - noun
Transport - verb
d) - articulate each word clearly
- vary your tone
- stress the important words
- use a comfortable pitch
- vary pace appropriately
- pause between sentences
- be audible enough / project your voice
- inject humour
any 6 well explained points
e) i) male
ii) check
hire
f) i) l
ii) b

BURETI SUB-COUNTY JOINT EVALUATION TEST
Kenya Certificate of Secondary Education (K.C.S.E)
101/2
ENGLISH
PAPER 2
2 ½ hours

1. a) Renders availability of public transport □1
Value of property appreciates □1
General outlook at the area changes □1
Business and farmers do better □1
any three points 3mks

b) There is hope, promise and potential disappointment / permanence relationship must be approached with a view t
staying put for better or for worse □2 /
Necessity - relationship as well as Kenyan roads are necessary in spite of their challenges □2
any point 2mks

c) Human beings have not yet discovered any other source of companionship that isgreater than that is found in
relationship □2

d) Relationships should be permanent to enhance building wealth □1 providing companionship □1 and providing and
nurturing children for maturity □1 3mks

e) Roads have a permanent nature because every time the writer visits his/her home he/she is amazed that most roads
are still there □2 he/she can direct someone without fear that the road will have disappeared □2
any point 2mks

f) Consequences of poor road workmanship
- cracks appear and then craters develop □1a
- vehicles are damaged □1b
- dust returns □1c
- accidents increase □1d
- permanent scars and loss of life □1e 5mks
NB: Instructions
the answer must be in point form, if not deduct ½ from the total and affix N. Ignore faulty expressions

g) Everyone's excitement is about the possibilities that the road presents □1

h) i) appreciates - increases □1 /goes up □ / rises □□
ii) pledge allegiance - support / subscribe to □1 2mks

2. a) The results of the national form four and primary have been released □1. Vera has passed well while Becky has
managed a 2nd division pass. Becky doesn't want to repeat but to get a job immediately □1 of which her father, Mark
Sigu objected due to her young age □1 4mks

b) Mark
Firm / decisive □1 - he tells Becky that she cannot leave school to go work; and if it must happen, it will be over his dead body □1
Becky
Open / frank □1. Tells her father, "All I want is to be an air hostess"□1
Sarcastic □1 - she sarcastically sees no need to go back to school as school is for Vera who wants to be a professor □1 any one character trait for each
1mk = id, 1mk - illus
4mks

c) Conflict □1 - Becky wants a job immediately while Mark wants her to continue with school □1
Education □1 - mark values education so much and wants Becky to go to her old school to study history, literature and Geography □1any two themes 2 x 2 = 4mks

d) Aoro had been suspended from school for being indisciplined □1. Being a strict disciplinarian, Mark Sigu punishes him
by starving and asking him to cater for himself as he was now a man enough out of school □□1 2mks

e) 'This time she said goodbye to her sister and left without a backward glance' □2 2mks

f) Rarely did a telegram ever carry good news and Mark's hands shook a little as he tore it open □1

g) i) Opiyo □1 and Odongo □1
ii) They are in Aluor with their grandmother, Maria Nyabera □1 They had been sent there to keep her company due
to old age as well as developing their stability in character 3mks

h) i) antagonising - bothering / annoying / opposing / provoking
ii) exodus - moving away at once / mass movement / leaving a place at once

iii) consisted - comprised / contained 3mks

3. a) The poem is about someone whose mother has died 1 The mother left a golden brooch as gift upon her death 1 she
really wishes the mother could have left behind her courage 1 She believes the mother does not need courage in death
but she badly needs. She however treasure the golden brooch 1 1 x any four points = 4mks

b) Female □1 the mother left her a golden brooch that she wears □1 2mks

c) The speaker wishes the mother had left behind her courage □1. However, it cannot be fulfilled because the mother is
dead □1 3mks

d) Courageous □1 - the courage that my mother had / the speaker wishes that the mother would have left behind her
courage instead of taking with her to the grave □1 Id = 1, illust = 1

e) Metaphor □1 - mother is compared to a rock and granite □1
Simile □1 ..... the courage like a rock □1
Id = 1 x 2, illust = 1 x 2 4mks

f) Admiration / love / respect □□2 - the speaker admires her mother for her courage / her love and respect for her
mother are shown in the way she values the brooch and the way she thinks of her mother as a rock and a granite
Identification of attitude = 2mks,
illust. = 1mk
3mks

g) It means the mother no longer needs courage in death but she needs it in living / the dead needs no courage but the
living does □2 2mks

4. a) i) I had no alternative but to report her behaviour to the principal
ii) Never before had the team performed well
iii) He is afraid of his daughter falling in love with a stranger
iv) The best student was praised by the teacher 4mks

b) i) I listened to the news summary without many details
ii) I listened to the news for a short while
i) She went and bought a skirt for her own use
ii) She went personally to buy a skirt rather than send somebody or someone else @½mk x 4 = 2mks

c) i) of
ii) with
iii) out 3mks

d) i) The teacher gave us ample time to revise
ii) The chaplain wished us a safe journey 2mks

e) i) sought
ii) run
iii) span
iv) bade wrong spelling = zero 4mks

BURETI SUB-COUNTY JOINT EVALUATION TEST
Kenya Certificate of Secondary Education (K.C.S.E)
101/3
ENGLISH
PAPER 3
2 ½ hours

1. a) - must be an argumentative essay
- there must be an attempt to argue for or against both sides of the statement
- candidates must clearly come up with their stand / position with reference to the statement b) - must be a story, if not deduct 4mks AD
- must blend with the given sentence. If not deduct 2AD
- the story must involve an event that shows change of behaviour of a character possibly after an unpleasant experience due to earlier misbehavior

2. Compulsory Set Texts
Bertolt Brecht : The Caucasian Chalk Circle
Introduction: May be general or specific
Many people ignore the important things that matter in their lives often leading to dire consequences. This is true of characters in the play like Natella Abashwili, the governor and others as discussed below.
The governor
- immensely rich yet has many beggars, petitioners etc at his door
- refuses to hear the message from the wounded rider before the mass and ever after leading to his tragic death Pg.16-17 Natella Abashwili
- concerned about the dresses to pack leading to her abandoning her baby
- in the court she is interested in getting Michael back only because of the estates

left by her husband - she ends up losing the baby to Grusha
Aniko and Lavrenti
- can’t stand Grusha with her ‘baby’. Aniko is so religious to accept Grusha

- Lavrenti forces Grusha to marry a 'dying' man whom she does not love. He pays the mother of the man a huge sum and later the marriage is dissolved by Azdak

Jussups's mother

- interested in marrying her son before he 'dies' and no attempts to treat him
- she has to feed the guests at the wedding, hiring a monk and later her son is divorced Black Mailer
- interested in knowing whether a certain land owner raped his niece or not and not the plight of the niece - heavily fined

Invalid

- gets a stroke when he hears the doctor he paid fees to train is treating free - heavily fined

Prince Kazbeki

- one of the princes who ran down the war
- wants his unqualified nephew appointed the judge
- embarrassed by Azdak in the mock trial and later killed on the return of the duke

Mark any other valid point. Each point must have the serious and the less serious issue to score

Conclusion

From the above, it is clear that misfortunes can be avoided if people prioritize

3. a) The Short story :

Leaving by Moyez G. Vassanji

The education system is flawed. First and it does not put the interests of the students first when it comes to offering courses at the university level; therefore the students are forced to undertake courses they don't like. From the story, Aloo had applied to study medicine but he is given a place in agriculture even though he scores all A's meaning he had the necessary qualifications

"..... an agricultural officer in a rural district was not what he wanted to become however patriotic he felt he had never left the city except to go to the national parks on a school trip" pg.35

Secondly, the local universities offer limited courses. When Aloe looks at the catalogue of foreign universities he learns of subjects he had never heard before; genetics, cosmology and artificial intelligence; a whole world is waiting for him out there pg.34

It is because of these reasons that Aloo becomes elated when he receives a letter from California Institute of Technology, offering him a place and a scholarship after numerous applications to foreign universities. The countries therefore lose intellectuals because of substandard education system

ii) Another issue is corruption. The government officials incharge of university admissions are corrupt. We are told that Aloo was entitled to a place at the local university to study medicine but he was given a place in agriculture

"..... if the unknown bereaucrat at the Ministry of Education had been less arbitrary..." pg.36. This decision made Aloe so heartbroken and fuels his ambitions to leave, his country. Its because of corruption that a country looses many intellectuals who could have contributed positively to the development, of a country

iii) Another socio-economic issue is poverty / poor economic status. The local currencies of East African countries have low value as compared to the dollar. From the story we see that 400 dollars is equivalent 3000 Tanzania shillings. The people live in poverty. Aloo cannot afford to pay for his education so he looks for an institution that will offer him a scholarship . He cannot even raise 400 dollars for pocket money let alone air ticket. He suggests that they raise money through a loan which he will pay back when he's abroad working

"..... I'll work there, as a waiter ... . I'll send money back" pg.35

We are also told only very, few rich people can afford to take their children abroad for further studies "...all the rich kids go every year..." pg.38. From the story it's also inferred that people who live abroad are richer than those in local countries. Aloo's mother says "...you may have uncles' in America who would help you... but here no one will." pg.36. Thus people would wish to go abroad to come out of poverty

iv) Stereotypical belief that life in America is better than in Africa / The America Dream's is another issue that contributes to brain drain. There is a general, belief mostly in Africa that for one to be successful in life, they have to study or work abroad.

This society view people who have been abroad as heroes and heroines. Mr.Datoo, a former teacher and student of a local school is admired by many after his return from America. We are told that this event inspired in Aloo

the hope that will be
admitted to an American university pg.34
Aloo also chooses to overlook the dangers and challenges of going abroad because of this belief as he sees this as his only way to succeed in life
Aloo's mother says, ".... if something happens..."pg.36 ...If I let you go, you will not marry a white woman ... you will not smoke or drink ... Mr.Velji.. "if you send him, you will lose your son"pg.37
We therefore see that because of this American dream, given a chance, many Africans would do anything, even risk their
lives for a chance to go abroad and in so doing greatly contribute to brain drain (accept any other relevant well developed
points)

b) Francis Imbuga : Betrayal in the City
Introduction

So many ills are propagated in the current society simply because a majority of people have chosen to be silent and do nothing about problems facing them. The perpetrations of such ills are left to go scot free

Accept any other relevant introduction

Body

If the likes of Doga, Nina, Jusper, Jere and Mosese are absent in any society, the people either die poor, by the sword or as oppressed subject of a selfish regime.

- the beggars in the streets at one time wonder why Jusper is wasting his time fighting for their rights. They think that silence is the cure for their misery. They have allowed selfish leaders to go scot free after committing evil. The cycle of poverty continues.
- Regina constantly reminds her boyfriend, to abstain from talking negatively about the leadershp of Kafira. She blames Adikas death and Mosese's arrest on the victims and wishes that they had remained silent. She fails to achieve much.
- Askaris also warns Mosese and Jere about their "hot mouths". He advises them to choose silence instead. They choose to defy him and eventually succeed.
- Tumbo, too, does not see the need for Jusper agitation and constant protest from the university. He believes the tokens he gets can substitute his freedoms and rights. He is humiliated
- the publishers reject writers who write the truth too plainly like Jusper. Jusper does the entertainment play which leads to the palace coup

Conclusion

Indeed, bravery is a virtue, cowardice is a vice. When people arise and project their voices against oppression, then the world will be a better place

c) The Whale Rider - Witi Ihimaera

Introduction 2mks

In many countries the world over, people cherish various customs. These traditions are the life giving forces of the people. This is effectively portrayed in the Maori culture of the Whangara people as brought out in the novel

NB: accept any other relevant introduction

Points of Interpretation

T(i) Marriage

- the institution of marriage is cherished
- polygamy is also accepted
- Porourangi is engaged to Anna

T(ii) Superstition

- they have beliefs in superhuman entities
- believed in their ancestor Kahutia-Te-Rangi
- Rawiri saw something flying in the air

T(iii) Sacred beliefs

- fishing groove are sacred
- the fishing activity is also sacred
- man and fish are united in existence

T(iv) Birth cords

- the umbilical cord is revered in this community
- must be buried in one's native land
- Kahu's birth cord is transported miles to be buried in Whangara

T(v) Cultural education

- Informal education in Maori culture taught by Koro Apirana
- a requirement that should be passed to the young generation to instil Maori culture

T(vi) Leadership

- it was customary for the chieftainship to be inherited by the male / man
- main reason behind Koro's rejection of Kahu since it is a departure from tradition

Conclusion

From the foregoing illustrations, it is evidently clear that the Whangara people thrived on their belief and trust in their customs. They have a deep and profound attachment to their customs

THARAKA NORTH / SOUTH JOINT EVALUATION
ENGLISH
101/1
PAPER 1
(FUNCTIONAL SKILLS)

1. FUNCTIONAL WRITING

You have been invited by your best friend who attained an aggregate mean of „A" to party to celebrate his/her good performance in last year"s K.C.S.E. Your friend has also asked you to assist in preparing a one course meal for ten guests.

a) Write a congratulatory note that you will give to your friend. (8 marks)
b) Write a recipe that your friend will use to prepare the meal to be eaten that day. (12 marks)

2. CLOZE TEST

Read the passage below and fill each blank space with an appropriate word.

The awarding to Safaricom a security contract (1) _____ good news. The government seems to be (2) _____ in the right direction (3) _____ also shows that the government security organs (4) _____ have a monopoly over security matters.

A confluence with the private sector is the (5) _____ forward in boosting security. We hope the government will also seek the (6) _____ of others in private security matters (7) _____ they are way ahead compared to the police.

The government must prepare (8) _____ to make this sustainable. Otherwise it will be bogged down by inefficiency in its own ranks or from speculators who make (9)_____ an opportunity to rip (10)_____ the state in future procurement deals.

3. a) ORAL SKILLS

Read the poem below and answer the questions that follow. THE CROW

Cross on the wing!
What grace as they swim
Rising and diving
Like fish in the billows
In the willowy air
Or softly as feathers
Fran broken - pillows

Crows on the wing
What symphony sings
The wind in their wings

As they swoop as they rise
To the sea, to the skies
As they float in the light

Air, like fragments of night

i) Describe the rhyme of the poem, to what essence has it been used? (3 marks)
ii) Apart from use of rhyme, identify three sound patterns evident in the poem. (3 marks)
iii) Which words would you stress in the first two lines of the poem and why? (3 marks)
iv) How would you perform line two of the poem? (3 marks)
v) Imagine you are performing this poem, and you suffer from stage fright how would you overcome it?(3 marks)
vi) Supply homophones to the following words derives from the poem. (3 marks)
a. Air
b. Sea
c. Night
vii) Explain two non-verbal cues you would employ in the performance of the above poem to make it interesting. (2 marks)

b) The class in which you are secretary has been invited for a literature symposium in the neighbouring school. The principal is reluctant to allow the class to attend because the last time you attended such a function, the students misbehaved. Below is a dialogue between you and principal. Fill in the missing parts. (10 marks)

You : ……..
Principal: Good morning Muriithi. Have a seat. What can I do for you?

You: ……

Principal: (Interrupting) Muriithi, I thought I made it clear to your class that there will be no more outings after last term‟s incident at Bidii secondary school.

You: ……

Principal: I am not convinced that you should go. The behavior you displayed portrayed a negative image of the school. We need to observe you a little longer.

You: ……..

Principal: (Softening his stance) Muriithi you are very convincing. I will allow your class to go but make sure I‟ll get a good report.

You: ……

THARAKA NORTH / SOUTH JOINT EVALUATION
ENGLISH
101/2
PAPER 2
(Comprehension, Literary Appreciation and Grammar)

1. COMPREHENSION
Read the passage and then answer the questions that follow. (20 marks)

Two weeks before the fateful examination began, I was indiscreet enough to fight the principal‟s son. He was a fellow fifth former with whom, up till then, I had no quarrel at all. He was inclined to be a little overbearing at times, but then a flint needs contact with another flint in order to spark, and I had been forced to develop from the start an easy-going and tolerate disposition. I suppose as the examination drew nearer, our nerve become tauter and our tempers shorter.

When during a discussion in our classroom about careers Samuel declared unnecessary loudly that he believed all persons who came from North should return to it or find employment, I suddenly felt my anger rising like a column of mercury. I
asked him why, in as calm a voice as I could assume. He replied with a sneer by quoting a Sagroson proverb whose meaning was roughly that even a man who does not know where he is going to ought, at least to know where he has come from and the gentle laughter, which greeted it brought my temper to boiling point. I was tall and well built but so was he. Three strides took me beside him and by the time the class prefect succeeded in separating us, Sagroson blood and Lokko blood had
mingled on the floor. Moreover, as is the custom with us, the fight was as much verbal as physical and torrent of abuse
directed mainly against the other‟s antecedents was flowing out of each bettered mouth.

We were bloody, sweaty and dusty when it was over but still only partly through our respective stocks of abuse. Nothing
more than a heighted respect each for the other might have come out of the fight, had Samuel been a boarder. Unfortunately
for both of us, however, he lived very much under his august father‟s eye and the marks I had succeeded in leaving on his
face were too distinctive to be hidden by any sort of artifice. I prepared for the worse (prepared in spirit that is, for physical
preparations were known to be unavailing at such times). The summons to the principal‟s office duly came after lunch the
same day.

He was quite impartial , I‟ll say that for him. We were both arched over his desk and inscribed across our rumps with dozen
strokes of a bamboo four-footer. Then we were made to shake hands with each other and set off for walking together along
the beach and back (this was the principal‟s usual way of dealing with a pair of fighters, and one which usually made bosom
friends of them) that thrashing and the walk which followed gave me the moments of deepest mortification I have
experienced and drove home to me the utter futility and wastefulness of making issue of tribal divisions in a land where much
also required our attentions and our energies. Having heard from us how the fight started, the principal might so early have
wasted out time and his reading us along patriotic sermon on the essential brotherhood of all the people so Songhai.
Such a theme would have made him appear to me hypocrite and to Samuel a traitor for we both knew only too well that the
difference between us were real, if not deep. Instead, we were made to share a fellowship of misery and humiliation which
linked us together more effectively than any half-believed fiction about culture or ethnic affinities could have succeeded in
doing.

Questions

a. What was the cause of the fight? (2 marks)
b. Show how the statement “A flint needs contact with another flint in order to spark” is applicable to this story. (2 marks)
c. With illustrations show the difference in character between the narrator and his classmate. (4 marks)
d. What is narrators attitude towards the headteacher? (3 marks)
e. Identify three phrases in the passage to describe the fierce nature of the fight? (3 marks)

f. Identify two images that are used to show the extent of the narrator‟s anger? (2 marks)
g. Identify the case of parenthesis in paragraph one? (1 mark)
h. Get a quotation from the passage that shows the fight did not end the tribal differences between the two groups. (1 mark)
i. Explain the meaning of the following phrases as used in the passage. (2 marks)
i) Bosom friends
ii) Patriotic sermon

2. THE RIVER AND THE SOURCE

Read the passage below and answer the questions that follow (25 marks)

She felt the weight of injustice that women have felt since time in memorial in her male dominated world. Even a half-wit like her brother in law could rob her of a hard earned wealth and her grandson of his rightful position as the chief, for in all truth Otieno should have held the chief‟s stool only until the infant Owuor came of age, but it was now clear he had no
intentions of ever giving up the chiefdom and after his death, his numerous sons would make sure that it stayed in the family. Owour would be outnumbered practically by infinity to one. As it was, his grandmother feared for his life and watched him like a hawk. It was disquieting to have all one‟s egg in this one tiny frail basket.

After pondering over her predicament at length Akoko decided to make contact with the sirikal and seek their intervention.
The first thing she did was to remove her two year old grandson and take him back to her brother, Oloo in Yimbo. His mother had meanwhile married one of the numerous cousins. In any case she was not the sort of woman to fight for her rights, leave alone her son‟s. All she wanted was a husband and some security and who could blame her? After all not everybody could be like Akoko.

Before she left she went to see her daughter Nyambera who was morning again having lost both her sons to a ferocious outbreak of measles which had raged through her village during the last harvest. She was pregnant again but so downcast and depressed that she stayed in her house, rarely going out and hardly eating. She needed help and her mother decided to spend time with her before leaving.

She found her daughter thin to the point of emaciation with her belly sticking out before her like an appendage. When she saw her mother till unbend and uncowed by suffering, looking like a woman half her age, she just broke down and wept in her arms as if she was a little girl again.

“Cry my child, for one does not burry a child without burying a part of one‟s soul with it. It is good to cry for who can comprehend the ways of Were? It is for us men to wash away our painful confusion with tears and then to carry on, perhaps there might be some meaning in it that only glimmers like firefly in a dark night. Who knows but that one day Were will give you a child that lives and grows? Yesterday is not today and today is not tomorrow for each day rises fresh from the hands of Were god of the eye of the rising sun, bringing with it gladness and sorrow, sun and darkness, the two faces of Were, for how can we appreciate light unless we understand darkness? Weep my child and do not hold pain within yourself for it will turn into a snake that devours you from the inside. ”

i) What happens immediately before this excerpt? (3 marks)
ii) Name two injustices Akoko suffered from her brother in law. (2 marks)
iii) Akoko and her daughter can be said to be ill-fated. Give reasons using evidence from the extract and elsewhere in the novel. (4 marks)
iv) “After all not everybody was like Akoko.” How was Akoko different from her grandson‟s mother mentioned in the excerpt? (4 marks)
v) Akoko mentions of going to the sirikal for intervention. Why did she want intervention? (2 marks)
vi) Apart from sirikal, name other changes that come with the white man. (3 marks)
vii) Identify and illustrate two stylistic devices used in the excerpt. (2 marks)
viii) a) As Akoko comes to see her daughter Nyambera, she is very expectant. Who does she give birth to? (1 mark)
b) Akoko comes out as the source of the river. How does this child contribute to the river? (4 marks)

3. POEM
Read the poem below and answer the questions that follow. (20 marks)

The inmates
Huddled together
Cold biting their bones
Teeth chattering from the chill,
The air oppressive,
The smell offensive
They sit and they reflect

The room self contained
At the corner the „gents‟ invites
With the nice fragrance of ammonia,
And fresh human dung,
The fresh inmates sit thoughtfully

Vermin perform a guard of honour
Saluting him with a bite here
And a bite there
„Welcome to the world, they seem to say‟
The steel lock of the door
The walls insurmountable
And the one torching tortuous bulb

Stare vacantly at him
Slowly he reflects about the consignment
That gave birth to his confinement
Locked in for conduct refinement
The reason they put him in prison

The clock ticks
But too slowly
Five years will be a long time
Doomed in the dungeon
In this hell of a cell

a) Who is the persona in the poem? (1 mark)
b) Briefly explain what the poem is about. (2 marks)
c) Identify and illustrate three aspects of style in the poem. (6 marks)
d) Give evidence from the poem which indicates the inmates are suffering. (3 marks)
e) Why is the fresh inmate in prison? (2 marks)
f) Identify and explain the mood of the new convict. (2 marks)
g) Explain the meaning of the following lines as used in the poem.
i) That gave birth to his confinement (1 mark)
ii) The room is self contained (1 mark)
h) What does the steel lock in the door and the insurmountable walls suggest? (2 marks)

4. GRAMMAR

a) Fill in the blank spaces in the following sentences with the correct form of the word given in brackets. (3 marks)
i) James expressed ..... (grateful) for the donation she received from her friends.
ii) The newspaper has a ..... (reader) of over one million people.
iii) It was impossible to ..... (peace) the rowdy crowd.

b) Rewrite the following sentences to remove gender bias. (3 marks)
i) We need more manpower (one word) to manage this crisis.
ii) The air hostess served us very well during the flight
iii) The government spokesman has resigned

c) Fill the blank spaces with the correct preposition. (3 marks)
i) Our parliament is modeled ..... the British system
ii) The Caucasian Chalk Circle is replete ..... Humor
iii) I am not beholden ..... You.

d) Rewrite the following sentences replacing the underlined words with one word. (3 marks)
i) His condition is getting worse.
ii) The president has just changed around the positions of all the cabinet secretaries.
iii) Mr. Otiech is a very good public speaker

e) Write the following sentences correctly. (2 marks)
i) She is the orange of her father‟s eye.
ii) Why does he throw his height about?

f) Eagles fly with eagles. (supply question tags) (1 mark)

THARAKA NORTH / SOUTH JOINT EVALUATION
ENGLISH
101/3
PAPER 3
(Creative composition and Essays based on Set Texts)

1. Imaginative Composition (compulsory)

Either,

a) Write a story to illustrate the saying:
"Don"t count your chicks before they are hatched"

Or,

b) Write a story ending with:
"…… The courage and self sacrifice of this child left all of us in tears"

2. The Caucasian Chalk Circle (compulsory)

It is only through a lot of strive that even the most humble people sustain their existence when faced with difficulties. Using
Grusha and Azdak as examples write an essay to justify this statement basing your answer on The Caucasian Chalk Circle by
Bertolt Brecht.

3. The Optional Set Texts

a) The short story
Longhorn (ED), When the Sun Goes down and Other Stories
"Family comes before all." Basing your argument on the story „Leaving" by Moyez Vassanji. Discuss.

Or,
b) Drama
Francis Imbuga, Betrayal in the City

Favoritism and nepotism are features of chaotic government. Drawing your illustration from Francis Imbuga "s Betrayal in the City show the truth of this statement.

Or,
c) The Novel
Witi Ihimaera, The Whale Rider,
"Societies use traditions to justify their suppression of Women"
Write an essay to support this statement drawing illustration from The Whale Rider by Witi Ihimaera.

THARAKA NORTH / SOUTH JOINT EVALUATION
ENGLISH
101/1
PAPER 1
(FUNCTIONAL SKILLS)

1. a) Congratulatory note
-The note should be brief and concise
- Should be sincere and genuine
- Should have salutation eg Dear John, Dear Mary etc - First paragraph should state how the writer got news of the friend's success
- Second paragraph should praise the candidate and approve that he/she deserved the grades
- Last paragraph should congratulate the and wish him all the best in future education
- Should have signing validations such as "your sincerely
James Kamau.
- Title such as "Congratulations" or "Congratulations on your performance".
b) Recipe
-The recipe should have clear instructions on;
-Ingredients (1 x 2mks)
- Quantity of ingredients (1mk)
- Method of cooking (2mks)
- Length (time) of cooking (1mk)
- Way of serving (1mk)
- Number of people to be served (1mk)
- The title of the recipe should indicate the food being prepared and number to be served e.g Fried liver for two (1 x 2mks)
2. Cloze test
1. is
2. ending/moving
3. and
4. don't
5. way
6. opinion/intervention/advice
7. since/as
8. enough/adequately
9. it
10. off
10 x 1 mks

3. ORAL SKILLS
i) The poem has regular rhyme scheme. ie abacdccaccccee. It helps create rhythm/musically in the poem. 1 x 3mks
ii) Sound patterns
a) Alliteration
symphony, sings
sea, skies
wind, wings
b) Assonance - rising, diving
-wind, wings
c) Repetition - the phrase "crowns on the wing"
the words "as" "what" etc
iii) Crows, wing, grace, swim
They are the content words hence carry the meaning
or sense in the lines ie the movement of the crow
iv) -I would use gestures for example moving my
hands in a gliding manner to demonstrate the swimming of the crows.
- With falling and rising intonation
- With body moving downwards then rising
v) -Take a deep breath between the stanzas of lines - Maintain eye contact with a section of the
audience
- Be confident with yourself
- Know audience are human and cannot harm you vi) air - heir
sea - see
night - knight

vii) - Use of gestures for example using hands to
show how crows swim.
- Use of body movements to show how the crows dived and rose
ii)
You: (knocks and enters)Good morning sir/madam/Mr/Mrs/ so and so ... . (1 x 1mk)
Award 1mk for correct greeting and 1mk for knocking

You: The form 4 West students have sent me to request you½ to allow them to attend the symposium at Bondeni Secondary School. We are ... (1 x 2mks)
Award 1mk for sign of interruption and 1 mk for polite "request"

You: Sir, we are all very sorry about that incident. We met in class last evening and decided the three boys who misbehaved be left behind. 2 x 1 mks
1mk for apology
1mk for a convincing explanation/to show that they are sorry

You: Please sir give us another chance. The discussion is important in helping us to revise and prepare for the forthcoming mock exam 2 x 1mk

You: Thank you very much sir
We promise to behave well

THARAKA NORTH / SOUTH JOINT EVALUATION
ENGLISH
101/2
PAPER 2
(Comprehension, Literary Appreciation and Grammar)

1. COMPREHENSION

a) The cause of the fight was tribalism□1 /Ethnic intolerance. A student accused another of not knowing where he was going simply because he was from the Northern part of the country□1 (1 x 2 = 2mks)

b) Although the narrator□1 is usually torelant, when he was provoked he became annoyed□1 and a fight broke out. (NB: The contrast be brought out) 1 x 2 mks

c) The narrator is torelant/cool-tempered. Had had no quarrel with the classmate until then. □1 - The classmate is proud/overbearing - he considers himself□1 better than those from the north. NB: contrast should be shown 2 x 2 mks

d) Appreciative□1/Respectful - he believes□1 he was impartial. 1mk attitude, 2 for explanations

e) -Battered mouth□1
- Sagrosan blood /Lokkho blood had mingled□1
- Sweaty, dusty, bloody□1 1 x 3 mks

f) Simile□1 - felt my anger rising like a column of mercury□1
Metaphor□1 - brought my anger to a boiling point□1
½ x 4

g) ....a man who does not know where he is going to ought at least, to know where he has come from 1mk --- with whom up till then, I had no quarrel at all□□Any of the two x 1mk each

h) “For we both know only too well that the differences between us were real, if not deep.” 1 x 1 = 1mk

i) Bossom friends - close /true/dear companion□1
-Patriotic sermon - Nationalistic speech/speech that appeals to nationalistic feelings □1 1 x 2mks

Q2 - The River and The Source

i) -Owuor Kembo dies□1 and his son Owang Sino becomes chief.□1 Owang Sino□1 also dies - Owuor’s young brother Otieno
Kembo becomes chief. He grabs stool of rule and Akoko’s property. Akoko is going to seek intervention from the white
administration. 1 x 3 mks

ii) The injustices that Akoko suffers from her brother -in-law Otieno are;
- He tries to grab Akoko’s personal wealth
- There is a clear indication that Otieno Kembo had no intention of giving up the chiefdom when young Owuor, Akokos
grandson come of age. 1 x 2 mks

iii) a) Akoko loses her husband and the same applies to Nyabera (also loses her husband)
b) Akoko’s two children Obura and Owang dies young and the same applies to Nyabera’s children except Awiti iv) -Akoko does not remarry□1 like her daughter-in-law after the death of her husband. □1
-Akoko could fight□1 for her rights, “in any case, she was not the type to fight for her rights”□1 1 x 4 mks

v) a) She wanted the serikal to force Otieno Kembo□1 to relinquish the chiefdom to young Owuor when he came of age. □1
b) The whiteman came with new religion□1, money □1 and education□1 1 x 3mks

vi) a) Metaphor□1 - she felt the weight of injustice that women□1
b) Proverb - it was disquieting to have all one’s eggs in this one tiny frail basket. ½ x 4mks

vii) a) She gives birth to Awiti□1 (Elizabeth)
b) Awiti gives birth to many children- Becky, Vera, Aoro and other children.□1 -Becky gave birth to two children with new white husband□1
- Aoro marries Wandia and has two children
- This shows the river gains momentum/rejuvenates from Awiti□1
- By the time Awiti dies, the family is large and children of different professions including teachers, lawyers, business people had come to celebrate with Wandia on her graduation,□1

3. POEM

a) The speaker is an observer who explores through the life of prisoners/inmates□1 1 x 1 mk

b) The poem is talking about the life□1 in prison which is oppressive□1 1 x 2 mks

c) -Irony□1 - nice fragrance of ammonia
- Rhyme□1 - consignment oppressive
- confinement offensive

- refinement
- Personification 1 - torturous bulb stare vacantly at him 1 - Alliteration 1 - torching, torturous

d) -The cold bites their bones and they chatter their teeth from the chill. 1 -The smell is offensive with fresh human dung. 1
- Vermins bite the inmates unsparingly 1 1 x 3mks

e) The inmate is in prison because of a certain consignment 1 that he either stole or got lost under his care.

f) Regretful□1 - he reflects about the consignment that landed him in the cells□1 Thoughtful - he (the fresh inmate) sits thoughtfully.
Agonizing - he agonises at the long time □1 that he will be in prison. The clock ticks too slowly.
g) i) That resulted/led to his confinement□1
ii) The inmates do everything including long calls in the cell. "The gent invites".2x 1 = 2mks
h) The steel door suggests that the security was tight□1 and the inmates could not escape□1 2 x 1 = 2mks

4. GRAMMAR
a) i) gratitude□□
ii) readership□□
iii) pacify□□
b) i) We need more personnel to manage this crisis □1
ii) The air crew served us very well during the flight□1
iii) The government spokes person has resigned□1
c) i) - on□1
ii) -with □1
iii) - to □1
d) i) deteriorating□1
ii) reshuffled□1
iii) eloquent □1
e) i) She is the apple of her father's eye□1
ii) Why does he throw his weight above□1
f) don't they? □1

THARAKA NORTH / SOUTH JOINT EVALUATION
ENGLISH
101/3
PAPER 3
(Creative composition and Essays based on Set Texts)

1. a) Point of interpretation
-Must be a story- if not deduct upto 4AD
-Must illustrate the given saying -if not treat as irrelevant and deduct upto 4mk AD - Should involve a case of celebration before confirmation of achievement
- Candidates can take the surface meaning or the deeper meaning. But in each case, a story must be developed which illustrates this saying if merely a philosophical discussion, treat as irrelevant and deduct 4mks AD
b) Points of interpretation
-Must be a story- if not deduct 4AD
- The story must end with the input sentence, if not deduct 1mkAD
- The input statement must logically tie with the story. If not treat as irrelevant and deduct 4mks AS
Imaginative composition
This question 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.

2. Grusha
- Grusha Vashnadze a kitchen maid finds herself with the abandoned Michael Abashwili.
-Her kind heart cannot allow her to leave the child behind to be butchered so she takes him on her flight to the north. An old man refuses to sell her milk without money and an old couple cannot adopt the child.
- A soldier who threatens to capture the baby is hit on the head as she escapes with the boy and decides to adopt him.
- A dangling bridge over an abyss is no deterrent for Grusha who crosses it despite a warning that it can give in any time.
- Her unwelcoming brother, Lavrenti Vashnadze and his equally antisocial wife, Aniko, are detrerents to her resolve to save Michael.
- She goes through an embarrassing and humiliating marriage trial in Azdak's court to reclaim the boy through the chalk circle test.
Accept any risky thing that Grusha does for the sake of Michael
3 well illustrated3 x 2mks
Azdak
-Azdak, a common thief who steals rabbits, hides the Grand Duke and gets ashamed of what he has done. - His attempts to get tried ends up convincing the soldiers to make

him judge.
- He is nearly hanged in the course of this after three rich farmers accuse him but the Grand Duke saves his skin and he is reappointed judge.

- He decides the fate of Michael's real mother through the ingenious of the chalk circle.

INTRODUCTION
The introduction should provide information that had to put alot effort to survive the governor's kid (Michael)
Introduction 2mks
Grammar and Language 4mks
Conclusion 2mks
-should recap arguments presented in the essay

3. Short story
-Family relations signify unity and sacrifice
-The narrator's mother is widowed and committed to raise her children in the best way possible. She turns down many suitors because she does not want her children to join an orphanage or boarding school.
-She allows her daughter to get married after she has ensured that she has given them education.
- She closes down her store because the chores are distracting her sons from their studies. Their success is her pride. She does her sewing from home.
- She puts all her income into her children's education.
- She consults with Mr. Velji abut her son's scholarship for fear of making the wrong decision. - Gives Aloo the benefit of the doubt and allows him to study abroad as per his dream.
Introduction (2mks)
- Learner should demonstrate understanding of what family entails.
Conclusion (2mks)
-Must recap the entire argument in the essay

b) Introduction (2 mks)
Chaotic governments are characterized by various ills that negatively impact the way they are run and the way they serve the people. Favouritism is a vice that features prominently in the play Betrayal in the City. Any illustration that shows the learner understands the meaning of "Chaotic governments".
Body
Mulili is a senior government figure and a close associate of Boss. This is inspite of his little education as attested by his broken English and unreasoned ideas. He is boss's cousin and is present in all committees so as to report to him what goes on. His only qualification is his relationship with Boss.
Jusper is declared the winner of the writing competition even before the contest is conducted. Tumbo does so believing that Jusper is Regina's cousin. Regina is Tumbo's girlfriend therefore hopes to please her. She is also hoping that Boss will be able to influence the release of Mosese from prison.
-Boss fails as a leader because of nepotism
- He appoints his relatives such as Mulili whom he uses to oppress others. He uses him to kill Kabito, to prevent shaving ceremony etc
Using his closeness to Boss, Mulili grabs from Kabito the tender to supply milk to the University. He does this by having Boss call the university administration to force them to cancel the original tender and award it to Mulili. The bitter quarrel that erupts between Mulili and Kabito later at the entertainment meeting ends fatally. Mulili makes Boss to believe that Kabito is a threat to his rule; he orders his elimination, which Mulili promptly executes. At the prison, Askari gives a mug of tea to Mosese, excluding Jere. Askari seems to get on well with Mosese, a jailed university lecturer. He says that, "you need a tall relative to get anything these days". This suggests that those without relatives in the high places may not get the services they want. Any other well-reasoned ans 4 x 3mks
Conclusion (2mks)
Favouritism and nepotism are evident in Kafira. These ills lead to the suffering of the people.
Any other appropriate conclusion)

3. c) Introduction (2mks)
It is intended truth that society use cultural practices to deny women opportunities. This is clearly brought out in the novel.
(accept contextual, general introduction highlighting gender disparity to woman)
Content
Child naming tradition
The naming of the girl after her male ancestor Kahutia - ie Rangi is vehemently opposed by her great grandfather Koro Apirana, that it would be a contemptous act since Kahu is a girl who was believed to be of no use in this male dominated society. He felt naming the girl after the founder of the tribe was belittling Kahutia.
Leadership
-Tradition in this text does not allow a girl to take over leadership mantle. The news of Kahu's birth annoys Koro so much that he starts to desperately search for someone, in fact a boy, a man that

would succeed him.
-Koro is even willing to take a stranger instead of accepting Kahu.
-Kahu struggles to assert her leadership potential is brutally rejected by tradition through Koro the girl naively bites Koro's toes, searches and obtains his sacred stone are additional of crayfish that the boy had failed to retrieve. This did not appeal to him because she is a girl.

- Tradition gives education based on gender. In this society the traditions restrict women from attending men's lessons. Koro is upset when Kahu intrudes into the room where lessons on language are going on. The education given to boys is the one meant to suppress women by denying them leadership positions.
- The cultural practices have had a negative effect to women in school despite Kahu doing well by toping in every item in school, Koro fails to attend the ceremony.

Conclusion

Women are never allowed to express themselves in society. They have to fight like the girl Kahu or a recap/summary of the discussed points. 2mks

GITHUNGURI SUB-COUNTY EXAMINATION 2016
ENGLISH
PAPER 1
101/1(FUNCTIONAL SKILLS)
2 HRS

1. FUNCTIONAL WRITING (20 MARKS)

Imagine you are the Chief of Usalama Village. The area has recently witnessed many cases of violent attacks against women.

You have been requested by the County Commissioner to investigate this problem. Write out your report. (20mks)

2. CLOZE TEST (10MKS)

FILL IN THE BLANK SPACES WITH THE MOST APPROPRIATE WORD.

The bride arrived……1…….the church compound two minutes before ten. The service was ……2……to begin at exactly ten. She was just ……3…….. time. But the ……4……., the man she was getting married to, was nowhere in ……5……What could have happened to him? The Bride was worried. This was no ……6……day in her life; It was her wedding day and she just could not …… 7……any disappointment. Ten minutes ……8……ten and no word from the Man. The bride`s father was now as mad as a ……9……Then almost out of the ……10……,the long awaited man shows up and the ceremony begins in earnest.

3. (a) Read the following narrative and answer the questions that follow.

The Ogres are deceived.

During a period of great hunger, a mother of many children ventured out into unknown lands in search of food. In the course of her search, she came upon a group of ogres who captured her and carried her to their home. On the way to the ogres` home, she gave birth to a baby girl. After her first suckle the child started hunting grasshoppers for her mother and this habit continued throughout the period of captivity.

Mother and daughter grew on tidbits of smoked antelope meat. The ogres, meanwhile, had trouble restraining their cannibalistic urges. “Lets eat them now!” demanded one old fellow. “No,” chorused several. Let`s wait until they are a bit fatter.” And so they waited.

Every morning, the ogres went out hunting for wild game. Matiangi, a blind old invalid was left in charge of the two captives. In the evenings, the ogres returned heavily burdened with the day`s hunting. The carcasses were triumphantly thrown down amid singing.

The daughter knew their live were in danger since the good feeding was meant to fatten them for the Lemanani`s (ogre`s) later feast. One day, the girl tricked matiangi, the fool, through a song:

Munyumba muno In this house
Muonananga mutie? How do you sleep?

Matiangi climbed up on the bed to demonstrate, and sang back: Khukonanga khuti, We sleep like this,
Khukunanga khuti We sleep like this.

While he was demonstrating, the girl tied him to his bed and left for home with her mother.

Soon afterwards, the Lemanani filed back and threw down their game in the middle of the room. They had resolved to eat the mother and the child that day, so they poured water into the open cooking pot and called out Matiangi. They roared in anger as he explained in most pitiful tones about the escape. In their anger they bundled him into the pot. So ended the fool, Matiangi, in the bellies of his fellow Lemanani.

QUESTIONS.

(i) Explain what you would do to capture the audience before you begin to tell this story. (4mks)
(ii) What would be lost if this story is written down (2mks)
(iii) Give two characteristics that make this an oral narrative. (4 mks)

(b) Explain the process of a riddling session. (6mks)

(c) For each of the following words, provide another that is pronounced exactly the same way.(4mks)

(i) mayor
(ii) pair
(iii) laps
(iv) days

(D) What difference will be created in the meaning if the underlined word is stressed in the following sentences. (5mks)

(i) Ann talked to him personally yesterday.

(ii) Ann talked to him personally yesterday
(iii) Ann talked to him personally yesterday.
(iv) Ann talked to him personally yesterday
(v) Ann talked to him personally yesterday.

(E) List five reasons why a speaker may have a poor presentation (5mks)

GITHUNGURI SUB-COUNTY EXAMINATION 2016
101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation and Grammar)
TIME: $2^1/_2$ HOURS

1. Read the passage below and answer the questions that follow

DRUG AND THE YOUTH

How does drug use become a habit? In many cases the young experimenters take drugs until they are hooked. In homes where one or both parents smoke or use alcohol, young people interpret this as their parents" permission for them to do the same.

Thus they are easily vulnerable to appeals of their fellow teenagers when they urge them to join them in experimenting with cigarettes, liquor, and even marijuana. These three practices, that is, smoking, drinking liquor and smoking marijuana, are a tragic combination. More often than not, the teenagers may try more potent drugs such as cocaine .Not everyone, of course, who smokes cigarettes and drink liquor, indulges in drug abuse as we usually define it. But practically every person on drugs first used cigarettes, liquor and marijuana.

Teenagers are often cautioned to be on guard against drug peddlers. However, it is the teenage sellers who usually supply the drugs that the students use. They encourage their friends to experiment with drugs, from which they profit financially.

Once young people have used a drug enough times to experience its effects, they no longer have to be persuaded. What are these effects? The drug influences their thinking, their attitudes and their moods. It makes the circumstances of life seem different from reality. It makes the users feel comfortable, peaceful and secure, in spite of their problems, their anxieties or their lack of ability.

The teenagers or young adults struggling with unsolved problems are the most likely candidates for drug addiction. But drugs do not help them face reality with courage. On the contrary, they make them less willing to cope with life"s difficulties and stresses, or even unable to do so. Why should they put forth the effort to solve their problems when, under the influence of drugs, these problems seem to vanish?

It is said that the typical heroine addicts are 17 -years old males who are out of school. Out of work and ashamed or embarrassed because of impoverished family backgrounds. This does not mean, however that teenager"s from well -to -do families are immune to the danger. Young people from „good families" have their problems too. There may be unresolved problems tensions between them and their parents. They may feel unable to live up to their parents" expectations. They may feel guilty over some previous misconduct, or feel betrayed by someone their own age.

Adapted from modern Medical Guide by Harold Shylock.

1. According to the passage, how do parents influence their children to take drugs (2 marks)
2. In which way does the cigarettes, alcohol and marijuana lead to taking of hard drugs (2 marks)
3. Why do you think the teenage seller is more likely source of drugs for students (3 marks)
4. In a paragraph of not more than 45 word summarize the effects of drugs on teenagers as outlined in the passage (3 marks)
5. Explain how drugs make the teenage user unable to face life with courage? (2 marks)
6. Why are teenagers from poor families prone to heroine addiction? (2 marks)
7. According to the passage, why do some young people from the so-called good families get addicted to drugs? (2marks)
8. The drug influences their thinking, their attitudes and their moods. (Begin: Their moods….) (1 mark)
9. Explain the meaning of the following words as used in the passage. (3 marks)
   i) Hooked……
   ii) On guard……
   iii) Immune……

2. Novel: The River and the Source, by Margaret Ogola.

Read the extract below and then answer the questions that follow.

Such an experience is, however, very hard to shake off and now they were consciously trying to get another baby and as sometimes happens in such cases nothing happened. She remained confounding slim for the reminder of that year; and the next. It was too much. She forgot her earlier good intentions and one day actually accused him of having deliberately given her chloroquin to make her sterile. He was so angry that he stood up and lifted his hand as if to strike. He was actually foaming at the mouth. Then he turned on his heels and left the house. She tried to keep up her anger. After all she had been

the wronged one, but when he had not come by late that night and on the following day, her anger turned to alarm and raw fear. Where could he be? Had he been in an accident? Had he committed suicide? Had he left her? If he had she had only herself to blame.

But that evening, he came home smelling like a brewery.

He offered no explanation and she asked none; however family life continued somewhat uneasily for they were both still too young to give way to each other.

When the third year of marriage came and went with no visible offspring to show for it, Mark‟s mother arrived to demand an explanation. A woman with an education was an object of suspicion-who knows what she had been up to before her marriage? To Mark‟s credit, he told her in no uncertain terms whose business she was not allowed to mind.

“But-but-she‟s only a wife and I am your mother!”

"Yes. She is my wife, but you will soon be a stranger if you don"t leave us alone. I"ll put you on the bus this evening. You
should go back and look after your husband. The old woman was beside herself with fury but mark had the determination of a mule, so she went.

Questions

1. Briefly highlight what had happened just before this extract. 4 marks
2. Make notes on Mark"s reaction to Elizabeth"s accusation that he had deliberately given her chloroquin. 5 marks
3. With illustrations, explain the attitude of Mark"s mother towards Elizabeth, as seen in this extract. 2 marks
4. Giving illustrations highlight any two character traits of Mark, as depicted in this extract. 4 marks
5. (i) Identify and illustrate one figure of speech used in this extract. 2marks
   (ii) What is the effectiveness of the figure of speech identified in 5(i) above? 2marks.
6. Identify and explain one thematic issue evident in this extract. 2 marks.
7. Explain briefly what happens immediately after this extract. 2 marks
8. (i) He offered no explanation ---------- (add a question tag). 1 mark
   (ii) Who knows what she had been up to before marriage? (Change into a statement.) 1 mark

3. POETRY (20 MARKS)

WEDDING EVE

Should I
Or should I not
Take the oath to love
For ever

This person I know little about?
Does she love me

Or my car
Or my future
Which I know little about?

Will she continue to love me
When the future she saw in me
Crumbles and fades into nothing
Leaving the naked me
To love without hope?

Will that smile she wears
Last through the hazards to come
When fate strikes
Across the dreams of tomorrow?

Like the clever passenger in a faulty plane,
Wear her life jacket
And jump out to save her life
Leaving me crush into the unknown?

What magic can I use
To see what lies beneath
Her angel face and well knit hair
To see her hopes and dreams
Before I take an oath
To love forever?

We are both wise chess players
She makes a move
I make a move
And we trap each other in our secret dreams
Hoping to win against each other

Everett Standa

QUESTION

1. Comment on the title of this poem. 3 marks
2. Explain the dilemma of speaker in the first stanza. 2 marks
3. What is the speaker's attitude towards their relationship?
4. Discuss and illustrate two character traits of the persona. 4 marks

5. Comment on the imagery of the plane. 3 marks
6. Explain how the relationship is compared to a game of chess. 3 marks
7. Explain the meaning of the following line: leaving the naked me. 3 marks

4. GRAMMAR(15 MARKS)

Rewrite the following sentences according to the illustration given after each

1. It began to rain as soon as Ouma left the market. (begin: Hardly…….)
2. He did not talk of his ordeal at the hands of kidnappers. (begin: Not once….)
3. Some pupils are not used to hard work. (end with …….hard)
4. It took a lot of persuasion to convince the patient to go for counseling.(begin: Only after…..)
5. She never came late to school last year. (Begin: Not once….)

Put the appropriate question tag, at the end of each of the following statements

1) I guess I"m on the right track,…….
2) I need not see a doctor, …

Fill in the blank spaces with the correct form of the word in the brackets, in the following sentences

1. The signature of the chairman was……(mandate)for any cash withdrawals.
2. Some compound nouns are usually……(hyphen).
3. No one doubted Juma"s ……(able)to complete the work.

Replace the underline words with a suitable phrasal verb, in the following sentences

1) The presidential jet landed at 4:00 pm.
2) Who will represent the chairman in the meeting?

Complete the following sentences with the most appropriate preposition 3 marks

1. His breath smelt……alcohol.
2. She was living…… Her means.
3. The meeting was to start at 10 am .she arrived at 9:56 am so she was…….. time.

GITHUNGURI SUB-COUNTY EXAMINATION 2016
101/3
ENGLISH
Paper 3
(Creative Compositionand essays Based on Set Texts)
Time: 2 ½ Hours

Answer THREE questions only.

1. Imaginative Composition (Compulsory) (20 marks)

Either

(a) Write an essay ending ……The events of that day will remain printed in my mind forever.

Or

(b) Write a composition that illustrates the saying:
"A tree is known by its fruits."

2. The Compulsory Set Text (20 marks)

THE CAUCASIAN CHALK CIRCLE: BERTOLT BRECHT

The writer uses the prologue as precursor to major events in the text.
Discuss the relevance of the prologue in the play The Caucasian Chalk circle.

3. The Optional Set Texts (20 marks)

Answer any ONE of the following THREE questions.

Either

(a) The Short Story

When the Sun Goes Down and Other Stories from Africa and Beyond.
With adequate illustrations from Sandsile Ishuma"s story, Arrested Development write an essay showing the different ways in which development is „arrested."

Or

(b) Drama (20 marks)

Betrayal in the city by Francis Imbuga.
Violence is unacceptable in any society. Write an essay supporting this statement drawing your illustrations from Betrayal in the City by Francis Imbuga.

Or

(c) The Novel (20 marks)

Witi Ihimaera, The Whale Rider.
Nani flowers is the epitome of humour in Witi Ihimaera"s story The Whale Rider. Write an essay supporting this statement.

GITHUNGURI SUB-COUNTY EXAMINATION 2016
ENGLISH
PAPER 1
101/1(FUNCTIONAL SKILLS)
2 HRS
Marking scheme

1. Format (6mks)
- title, introduction, procedure, findings, conclusion, recommendations (each ½ mk)
- ending (2mks) - report complied by ½ signature ½ Name ½ date ½

Body (10mks)
- Introduction (2mks)
- procedure (2mks)
- 4 findings (2mks) e.g. Causes of violence
  -consumption of illicit alcohol (uncontrolled)
  - intimidation by the perpetrators.
  -fear by victims to report.
  -compromised/unresponsive administration.
- 4 recommendations (2mks)
  -should be based on the findings.
- conclusion. (2mks)

Languages. (4mks)
A - 4mks
B- 3mks
C-2mks
D-1 mk

2. CLOZE TEST.
1. at
2. set/scheduled
3. in
4. bridegroom
5. ordinary
6. imagine
7. past/to
8. hatter/march hare
9. blue

3. -(a)Posing a question that is relevant.
- Using an illustrative a riddle/proverb
- could begin with a puzzle or challenge to set the minds of audience focused
- sing a song relevant to the story
- drumming
- clapping of hands (any 4 mks)

(ii) Gestures - eg. Capturing the girl
Tone - differentiate voice of ogre and girl facial expressions. (any 2 mks)

(iii) Repetition (1mk) e.g we sleep like this (1mk)
Use of song (1mk) the girl tricked the ogre through a song. (1mk)
Moral lesson (1) we should be wise like the girl who tied the ogre and escaped (1mk)
(any 2 = 2mks)

(a) Introduction e.g I have a riddle/riddle! Riddle!
- acceptance e.g riddle come
- questions
- quesses
- imaginary gift/prize
- solution/answer (Each 1mk total =6mks)

(C) (4mks)
i) Mare
ii) Pane
iii) Lapse
iv) Daze

(D) (5mks)
i) Not any other person but Ann
ii) Ann is talking not writing or any other thing
iii) (iii)The person Ann talked to is him and not any other person
iv) Ann did the talking herself not by sending another person
v) The time was yesterday not any other day/time.

(E) (5mks)
- not doing a proper introduction hence not bringing everybody on board from the start.
- speaking too slowly or too fast
- not involving the audience
- may not demonstrate good mastery of the content.
- not maintaining eye contact with the audience
- using words or language too advanced for the audience hence alienating them
- may not groom properly, hence distractions
- may not employ appropriate body language to convey the message.
- being audible.

GITHUNGURI SUB-COUNTY EXAMINATION 2016
101/2
ENGLISH
PAPER 2
(Comprehension, Literary Appreciation and Grammar)
TIME: $2^1/_2$ HOURS

1. in homes where one or both parents smoke cigarettes or use alcohol, the young people interpret this as parents" permission for
them to do the same. 2 marks
2. If the teenage has joined drug users in experimenting with cigarettes ,liquor and smoking marijuana he or she becomes
tolerant to this kind of conduct and may try more potent drugs 2 marks
3. Because teenagers are cautioned to be on guard against adult drugs peddlers. Teenagers usually encourages their friends to
experiment with drugs from which they profit financially. it is easier for a teenage peddler to interact with other teenagers 3
marks
4. The drug influences their thinking, their attitudes and their moods.
It makes the circumstances of life seem different from reality
Makes the users feel comfortable, peaceful and secure in spite of their problems, their anxieties or their lack of ability (41 words)
5. Drugs make the teenage users less willing to cope with life"s difficulties and stresses, but when under the influence of drugs
their problems seem to vanish 2 marks
6. Teenagers from poor families are prone to heroine addiction because they are usually out of school, out of work and are
ashamed of their impoverished family backgrounds. When they take drugs , their problems seem to vanish 2 marks
7. There may be unresolved tensions between them and their parents/parents" expectations/they may feel guilty about some
previous misconduct or feel betrayed by someone their own age/when they take drugs , their problems seem to vanish
8. Their moods, attitude and thinking are influenced by the drugs
9.
i) Hooked-addicted to
ii) On guard-careful
iii) Immune-cannot be affected /protected

Question 2

1.
- Elizabeth experiences normal pregnancy nausea
- Mark ignorantly gives her anti-malarial tablets
- She is taken and admitted to hospital after vomiting and bleeding a lot
- She loses the pregnancy/miscarries

2.
- He got angry and stood up
- He lifted his hands as if to strike
- He turned to his heels and left the house
- He came home on the third evening, very drunk (smelling like a brewery)
- He offered her no explanation

3. A spiteful /contemptuous/demeaning attitude for example (1 mk)
She says," A woman with an education was an object of suspicion-who knows what she had been up to before her
marriage?"/
"But-but-she's only a wife, and I am your mother!" (1 mk)
4. Firm e.g. he told his mother in no uncertain term whose business she was not allowed to mind
-Responsible-he defends his wife against his mother's intrusion in their marriage, e.g. "she is my wife, but you will soon be a
stranger if you don"t leave us alone""
5. (i) -simile (1mk)……he came home smelling like a brewery (1 mk)
(ii)-the simile effectively shows how Mark was angered by Elizabeth's accusation and went drinking alcohol
6. Family relations-mark and Elizabeth strained but later happy marriage relationship
7. Mark and Elizabeth are in good terms and Elizabeth conceives
8. (i) did he?
(ii) No one knows what she had been up to before marriage.

QUESTION 3

1. The wedding eve is supposed to be a time of joy happiness and anticipation. The persona however, is

riddled with doubts and
apprehension(1 mk)

2. the speaker has organized the wedding but he is not sure whether or not to take the oath to love forever. He is doubtful
whether the relationship will last
3. the speaker‟s attitude towards the relationship is one of doubt and apprehension(1mk)
4. -doubtful should I or should I not/will she continue to love me.
- fearful apprehensive fears to take the marriage vows.
- suspicious - the speaker is not sure of the lovers commitment.
- The rhetorical question in the poem helps to bring out the speaker‟s doubts about the relationship and about the commitment
of his would - be wife

5. the imagery of the plane is quite appropriate .Being in a plane might be fun but it is also very risky; you could easily lose your life if the place crashes. Being in a doubtful relationship is like being in faulty plane
6. -The relationship is compared to a game of chess in that the two will try to out-do (1mk) each other. The relationship is seen to be like a competition (1mk)
7. "leaving the naked me "is an expression of desolation and hopelessness. If he were to be left he would feel naked and useless.

QUESTION 4 GRAMMAR

a)

1. -Hardly had Ouma left the market when it started to rain
2. -Not once did he talk of his ordeal at the hands of the kidnappers
3. Some pupils are not used to working hard.
4. Only after much persuasion was the patient convinced to go for counseling.
5. Someone is following us.

B. Put the appropriate question tags, at the end of the following statements

1) aren‟t I?
2) need I? Do I?

C. Fill in the blank spaces with the correct form of the word in the brackets ,in the following sentences

1. Mandatory
   Hyphenated
2. Ability

D. Replace the underline words with a suitable phrasal verb, in the following sentences

1) Touched down
2) Stand for

D. Complete the following sentences with the most appropriate preposition 3 marks

1. Of
2. Beyond
3. In

GITHUNGURI SUB COUNTY JOINT EXAMINATIONSENGLISH PAPER 3
ENGLISH
PAPER 3
MARKING SCHEME

1. CREATIVE / IMAGINATIVE COMPOSITION
2. THE COMPULSORY SET TEXT (20 marks)

THE CAUCASIAN CHALK CIRCLE : BERTOLT BRENCH
The writer uses the prologue as prosecutor to major events in the text.
Discuss the relevance of the prologue in the play The Caucasian Chalk Circle.

a. Introduction - 2 marks
Award if - gives understanding of the terms prologue and precursor.
-states content of prologue and indicates how it signals an(other) events in the rest of the play (in brief) -one sentence introductions does not score. 2 mks

b. Body -4 points @3 marks 3: 3: 3: 3 = 12
-mark and award any 4 best points.
-any extra point will be marked and the best 4 to be counted in the total.

Point 1
Circle

(a) At the prologue the members collective of farms of women and older men seated in a circle smoking & drinking wine. This shows unity despite present conflict - wish for peace.

(b) In the play there is a circle drawn. It is used as a fair way of determining who should get the baby.

Point 2
Delegate

(a) Delegate oversees proceedings. He is a comrade specialist from state Reconstruction Commission in Tylis. He impartial. He listens to both sides and allows members to make them own verdict.

(b) in the play there is judge Andak. He rules in favour of the poor and gives the best judgement i.e the motherly gets baby Michael

Point 3

(a) Owners collective Goat Farm Rosa Luxemboung left land in fear of war.
Conflict Land belonged to them and they want it back coz where they are the grass is Ownership not good. Land was theirs from the beginning.

(b) Owner of baby Natella left baby because of war and her materialistic nature. Michael is hers biologically and she wants Michael because of inheritance.

Point 4

(a) Land given to collective fruit farm Galinsk because they had plans to plant Orchids - grow more fruit plus vineyards. They will blow up rocks to force water down for irrigation i.e if they get Goat farmers land.

(b) Baby given to Grusha because she is motherly. She raised him - bought milk with week‟s pay, fled to N.mountains……
And refused to pull Michael - hurting him. What there is shall go to those who are good for it.

Point 5

(a) Goat farmers, the original owners do not get land as they do not have
Original better plans. They just wish to have a stud farm. Delegate suggests that they
Owners seek state support if the land they are in is not that good - cheese was not Lose. Good.

(b) Natella does not get baby. She pulls him from the circle to indicate lack of motherly intent. She abandoned Michael. She needs inheritance tied to him to pay lawyers.

Point 6

a) We see there is war - A wounded soldier. Mention of goat farmers
Effects leaving as Hitler‟s armies advance destruction of
dairy farm. Of war

(b) War in Persia and beheading of governor - soldiers limping and dying, Natella, Grusha etc flee. Destruction of pleasant houses burning.

CONCLUSION 2 Marks - any relevant content.

- Home of soviet shall be home of reason - what there is shall go to those who are good for it - children to motherly - valley to waterers.
- Prologue asks as a signal of what will happen - flash - forward. It summarizes the story of the chalk circle.

3 INTRODUCTION

(a) Development is said to be “arrested” when various sectors of the economy in a society are undeveloped and performing poorly, therefore bringing the economy to its knees. The story “Arrested development” depicts a society with dysfunctional systems.

(Accept any plausible introduction)

Body

i. There is no public transport
- Passengers have to ride in private cars, which charge extremely high prices.
- They have to wait for many hours to get a vehicle, because of the poor transport network.
- The narrator and the other passengers wait for nearly three hours to get a ride to Beitbridge.
- The young man at Gwanda says he had to wait for eighteen hours for a mini-bus to fill up to make the trip to Bulawayo viable.

ii. Filling stations are dysfunctional
- Vehicle owners have to get petrol off the black market.
- The narrator stands at max‟s garage, barely functioning filling station.

iii. Illegal trade was rampant
- Gloria deals in cigarettes and is very rich despite being a high school drop-out.
- The driver is a “Malayatshah” i.e. ferries people and goods across the border.
- There is booming black market. The money lost by young man at Gwanda is said to have been able to earn him over twenty million dollars in the black market.
- Illegal trade denies the country revenue from customs and import duty.

iv. Corruption
- Officers have to be bribed to offer services.
- There is not a palm that cannot be greased.
- The driver and Gloria talk of paying border officials, highway police, farmers, magistrates, anyone and everyone.

v. There are endless power cuts.
- A friend of the narrator talks of her expensive imported hair piece always smelling like wood smoke.
- There is power blackout at Beitbridge when the narrator arrives. He walks into the starry night.

vi. There is extortion and exploitation
- Passengers have to pay exhorbitant fares since they are desperate to reach their destinations.
- The young man who boards the car at Gwanda is coned of his hard earned dollars by unscrupulous money changers.

vii. Illegal immigration and brain drain occurs
- People move from Zimbambwe to South Africa in search of better employment.
- Those with passports have to pay a couple of hundred rands, while those without have to part with a couple of thousands.

(Accept any 4 well illustrated points)

Conclusion

Accept any relevant conclusion

Introduction - 2Mks

Body 4 points x 3 = 12 Mks

Conclusion - 2 Mks

Language - 4 Mks

DRAMA - BETRAYAL IN THE CITY

INTRODUCTION

The prevalence of violence in society is a sign of the breakdown of the social fabric and a lack of civility. There is no justification for any form of violence like the one that is evident in Betrayal in the City.

THE BODY

The killing of Adika is unwarranted as this was a harmless demonstration. The students were concerned about the high number of expatriates at the university yet Kafira was an independent country that could have its own manpower. This killing amounts to a disproportionate use of force on unarmed civilians by agents of the state.

The killing of Doga and nina is unfortunate, resulting from their need to rest the spirit of their slain son. The shaving ceremony was only a traditional ceremony and had no political significance. It is therefore disconcerting that somebody should eliminate them. Their death brings to fore the ruthless nature of a regime that is just too keen on oppressing the citizens.

Even if Chagaga is guilty for the death of Adika, it is not right for jusper to take law in his hands. His act of confessing in public makes people to stone him. This is another instance of violence since it involves the people taking the law in their hands. Violence of this nature is unacceptable in a civilized society.

We cannot settle personal scores with violence. The killing of Kabito in a stage-managed traffic accident is a characteristic of failed states. The sanctioning of this kind of violence by the highest authority makes a mockery of justice and political

leadership.

CONCLUSION

There are no justifiable grounds for any person or the state to visit violence upon the people. It is an expression of lack of openness and a sign of irredeemable failure of governments to assure the citizens of their security.

Introduction = 2 mks
Body 4points = 3 x 4 = 12
Conclusion = 4 Mks
Grammar = 4 mks
Accept any other relevant point.

THE NOVEL : THE WHALE RIDER

When receiving a call from Porourangi, she keeps the head piece of the phone away from her ear because she is afraid of the
voice coming from the little holes yet she is supposed to receive the call. The narrator puts it back on her ear.

She claims that Porourangi‟s new born baby must be beautiful because she takes after her (Nani). Rawiri says Nani is no film
star.

When Koro goes to the sea to sulk, Nani follows him there and they spend the whole afternoon yelling at each other until Koro Apirana gives up and Nani flowers ties his boat to hers and pulls him back to the beach whether helikes it or not. Another day she siphones fuel from Koro Apirana‟s boat such that he could not come back from the sea without her help. She constantly threatens her husband with divorce that never occurs.

She is angered by Koro Apirana‟s refusal to accept Kahu as heirto Porourangi because she is a girl. She vents her emotions on the dough she is preparing to bake bread, pummeling it, prodding it, stretching it and strangling it. The misplacement of anger is laughable .

When going to the airport to get Kahu‟s birth card, her friends wonder who she is. She smiles supremely and says she is the queen of the head hunters.

Her appearance at Kahui school break - up ceremony is funny. She wears clothes with many colors and that has to be modified with feathers by Kahu to make it less ridiculous. Rawiri is left in stitches.

Relevant introduction = 2 mks
Body = 4x3 = 12 mks
Conclusion = 2 mks
Language = 4 mks.

KEIYO SOUTH JOINT EXAM
Kenya Certificate of Secondary School Education
ENGLISH
Paper 1
2 Hours.

1. FUNCTIONAL WRITING
You were to be visited by three of your friends over lunch hour but unfortunately you were called by your boss to re-visit some work, give instructions to the maid on the recipe of the ingredients and how to cook a balanced meal for four.
(20marks)

2. CLOZE TEST (10 MARKS)
Fill in each blank space with the most appropriate word.
Every year, we look (1)…… to Christmas as a time for festivity and family get together. The jovial atmosphere that surrounds the season lifts our spirits. Families make last minute (2)…… to the supermarkets to buy gifts to loved ones (3)……., we forget that January is coming with (4)…….challenges. The sooner you (5)…… planning, the better. This will help you avoid going (6) ……. in your expenditure. Most people take this time to (7) …….. their upcoming home, creating transport (8) …….. all over. A reunion of relatives is always the joy of charismas so to say. To some, it is just the onset of misery. This is because they don‟t have anything to (9)…….. The last week of the year to them is always injury time. Either they do not have anything to give or they are worried over (10). ……. and its responsibilities.

3. ORAL SKILLS

a) Read the oral narrative below and answer questions that follow.

The Man and his Donkey

Once upon a time a man had a donkey. One day, the man decided that he wanted to take the donkey to the market so that he could sell it. And he told his son to get the donkey ready so that they could take it to the market. The son got the donkey out of the stable and as they were leaving home, the father told the son to ride on the donkey.

They had not gone far when they met an old man. The old man looked at the three, the father and the son and their donkey, and commented. “Surely, young men these days have no respect for the elders. How can you ride on the donkey while your father walks?” When the young man heard what the old man had said, he came off the donkey and asked his father to ride on the donkey as he walked.

They went on, the father riding on the donkey as the young man walked. But before long they met an old woman. The old woman looked at the three, the father and the son and their donkey, and commented: “Surely, you cannot punish your son like this.

How can you ride on the donkey while he runs and sweats as he tries to follow you and the donkey? The two of you should ride on the donkey.” When the man heard what the woman had said, he called his son and told him to sit on the donkey in front of him. And the three, the father and the son on the donkey, proceeded their way.

They had not gone far when they met yet another man on the way. The man, full of shock, looked at them and commented: “How can the two of you ride on the donkey like that? Don‟t you think that you will break his back? Indeed, the two of you should carry the donkey on your shoulders.”

When the father and son heard what the man had said, they came off the donkey, cut a long pole, and tied the donkey on to the long pole. They then lifted the pole, the father in front of the son following, and carried the donkey on their shoulders.

They did not go far before the donkey began to kick and bray and to move his head from side to side. And as they were crossing a river, the donkey fell off the pole and into the water. And so they did not get to the market.
If you were the fourth person to meet the man, his son and their donkey, what advice would you have given them?
And that is the end of my story. (Adapted from Aesop‟s Fables)

Questions

i. What techniques will the narrator use to capture and maintain the audience attention? (3marks)

ii. If you were part of the audience for this story, explain three things you would do to show that you are participating in the performance. (3marks)

iii. How would you say the line, “And that is the end of my story.” (1mark)

iv. Your friend has been appointed to narrate the story before an audience. She has come to you for advice on how to prepare for narration. Write down the suggestions that you will tell her to consider. (3marks)

b) Underline the odd word out in each of the groups in terms of pronunciation of the underlined sound. (4marks)

i.	Castle,	rapport,	buffet,	duet
ii.	Isotherms.	Island,	aisle,	isle
iii.	Bury,	Tug,	bug,	mug
iv.	saw,	sow,	sew,	so

c) Indicate whether the following sentences have a rising or falling intonation using R for rising and F falling after the sentence. (2marks)

i. I have taken my books _____

ii. Where is your home work? _____

iii. She has done it! _____
iv. Has he arrived? _____

d) Underline the stressed syllable in each of the words in bold. (6marks)

i. I made a mis.take.
   Do not mis.take him for a friend.
ii. I would like to give you a piece of ad.vice.
   The principal will ad.vise you on the opening date.
iii. The new phone is on dis.play at the mall.
   The manufacturers will dis.play it for three days.

e) Read the conversation below between Judy and a Peer Counsellor and then answer the questions that follow (8marks)

Peer Counselor: (Motioning her to seat). Hallo Judy. How are you getting on?
Please have a seat and don‟t be anxious
Judy: Don‟t tell me it‟s all over school now. I feel like I will kill…
Peer counselor: (Interrupting) Please relax. Well, you swore me into secrecy and l have kept my part of the
bargain. There is no cause for alarm.
Judy: Why do you want to see me? You mean it is visible?
Peer counselor: Calm down. You are just in the early stages and please keep up the appearances. The school
closes next month.
Judy: (Looking disturbed). One more month and the whole world will know. I need to procure…
Peer counselor: Don‟t even mention it! Will you be able to live with the guilt?
Remember things can also go wrong and you may die.
Judy: (Visibly agitated) Then, what should l do?
Peer counselor: Please calm down. All is not lost since you only tripped; you never fell. These days, Judy, girls
are re-admitted to school after giving birth, so you need not worry. All will be fine. In the
meantime, just relax for your baby‟s sake.
Judy: (Sighs). Thank you for being there for me. Remember not a word to a soul.
Peer counselor: You can trust me Judy. Good day.
Judy: Good day.

Questions

i. How does the peer counselor establish good rapport with Judy (2marks)
ii. What conversational skills does the peer counselor exhibit? (2marks)
iii. Identify four shortcomings in Judy‟s speech (4marks)

KEIYO SOUTH JOINT EXAM
Kenya Certificate of Secondary School Education
ENGLISH
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
Paper 2
2 ½ Hours.

1. COMPREHENSION (20 MARKS)

Read the Passage below and answer the questions that follow.

Aristotle, the father of Western critical thought, Leonardo Da Vinci,Oprah Winfrey,Marie Curie, Albert Einstein, Ronald Reagan, Bill Clinton, Fidel Castro, George Bush, Julius Caesar, Alexander the Great,Napolean Bonaparte, Bill Gates, Barack Obama and Uhuru Kenyatta all have one thing in common. Not that they are great men and women, but because all of them are left-handed!

Is there something special about being left handed? It is a question that has given rise to many myths about left-handed people.

Interestingly, in a majority of cultures the world over, left-handed people are a stigmatised minority. Left is associated with femininity while right is linked to masculinity. In many of our cultures, when giving direction, we talk about the female side and male side of the road. Patriarchal structures have ways of twisting the truth to preserve masculine hegemony.

In some cultures of Africa, people view left-handedness as a sign of evil, while in Japan it can be enough reason for divorce. Many myths in our cultures in Africa regard left-handedness as something unacceptable and evil. Languages have ways of carrying these beliefs about left-handedness. In Latin, the word left is synonymous with “sinister”, while in Spanish the word for left is linked with “malicious”. The French word for left is synonymous with “awkward”. In English, the word left comes from the Anglo-Saxon word “luft”, which means weak or broken.

The holy books have not been left out in stigmatising left-handedness. The Bible, specifically the book of judges, associates left-handedness with war-like tendencies. We also know of many sayings that are negative in reference to lefthandedness, for instance left wing and a left-handed compliment.

It is therefore, possible to argue that left-handed people are a minority that deserves attention. They suffer at the hands of right-handed people who do not recognise their special needs.

Some insensitive teachers are known to punish left handed children and force them to write using their right hands. It is, however, notable that in Western cultures, the discrimination of left-handed people is almost over due to the enlightenment of the society.

But what brings about left handedness? Experts remain unsure of how handedness emerges in children.However,a number of reasons have been advanced to explain why majority of people in all societies are right-handed. In terms percentage, less than 10 percent of the world population is left handed and majority of them are males.

Evolutionary theory attempts to explain this phenomenon by suggesting that during the early ages, primitive hunters needed to protect their most vital organ of the body-the heart-and their left hand was used to hold the shield. The right hand was used to hold the sword or knife and because of this, it acquired greater agility, which was passed down through the generations.

This theory, therefore, explains why more men would be right-handed than women. Other studies have also revealed that the left-handedness of children is an inherited trait. It is common if one parent is left-handed and more common if both parents are left handed.

An equally useful theory that tries to explain this phenomenon is the brain hemisphere theory. It postulates that the preference of using one side of the body more than the other in performing special tasks depends on which brain hemisphere is dominant. In most people, the left hemisphere controls speaking and handy work and that is why right-handedness is common. It further argues that left-handed people are controlled by the right hemisphere of the brain.

Some researchers claim that left-handed people are more intelligent and eloquent than the right-handed people. It is argued that there are more left-handed people with IQs of over 140 than right-handed people.Captivatingly; other studies reveal that left-handed people are more unlikely to suffer from disorders of the immune system.

In view of the fact that studies have fact that studies have found that this group of individuals comprise of intelligent and creative people, we need to revisit our curriculum in order for it to take care of their unique

potentialities. We have to put in
place structures that will create a learner-friendly environment for left-handed children. Desks should be designed to cater for
their unique needs. Special pens and writing materials should be provided specifically for this group of children. More
importantly, we should re-train teachers to appreciate the fact that pupils are gifted in different ways, and it is their duty to
help pupils to put to use these gifts.

By Prof.Egara Kabaji and Dr.Misigo Lushya
Adapted from Saturday Nation 28/02/2015 pg.39

Questions

(a) Why do the authors provide a long list of left-handed personalities? (2 marks)
(b) How are the left-handed people discriminated against in the society? (3 marks)
(c) What makes left-handed people unique? (2 marks)
(d) According to the passage,why do we have fewer females being left-handed than males? (3 marks)
(e) Distinguish the functioning of the left-handed people from the right-handed ones? (2 marks)
(f) We need to revisit our curriculum (Add the appropriate question tag) (1 mark)
(g) Make notes on the various ways that left-handed individuals can be accommodated by learning institutions (4 marks)
(h) Rewrite the sentence below as instructed (1 mark)

Desks should also be designed to cater for their unique needs (Begin:Their unique needs)

(i) Explain the meaning of the following words as used in the passage (2 marks)
a) Agility
b) Hemisphere

2. SET BOOK EXCERPT (25 MARKS)

Read the excerpt below and answer the questions that follow.

When there was a little light and one could reduce one‟s vigilance a little, Akoko started to recite the history of the people of Ramogi.This was not just a pastime but a bounden duty-for the history of the tribe could only be transmitted by mouth from generation to generation, else how can you know where you are going unless you know where you are coming from? Therefore, whenever an elder was alone with a young person, he or she always recited the history of the tribe or clan.

"In the beginning, Were was alone in the world which was beautiful. Were is a spirit and a spirit is like a flame, you can only see it, but you cannot get hold of it. It is like air which you know is there but which you cannot touch. It is like the wind which can uproot a tree and hurl it afar but has no substance. It is like lightning which is seen in many places at once but is in none.Yes, it is like the essence of man which makes him all that he is yet departs from him quietly and suddenly leaving only a dead image. Were is a great spirit. He saw that the world needed more than spirit forms. So he created Ramogi and his brothers who were men. Man has a form which is spiritual. Were sent the men he had created to various parts of the world to settle in it.Ramogi he sent to the country around the great lake which was a great favour for he had more spirit than his brothers. The wife whom Were gave him was called Nyar Nam who embodied the spirit of the great lake. They had many children including Rachuonyo, Sakwa, Asembo, Yimbo, Gem, Uyoma, Nyakach, Seme and Ugenya among others who settled around the lake tilling land, taming animals and catching fish. These are the children of Ramogi from whom we all rise.

Of the children of Ramogi many great brave men have arisen. They are called, thuondi the brave ones. These men of renown include Lwanda Magere.So strong and brave a warrior was he that it is rumored that the sharp spears of Lang‟o warriors could not pierce his skin. Then there was Gor Mahia,the wily one who could change his form into anything at all, thus confounding the enemy. There were many others, great leaders and warriors and women of renown such as Lela Kabanda,the mighty warrior and my direct ancestors,Tawo Kogot,Obando Mumbo,Oracha Rambo, and the woman Nyamgondho of mighty wealth. There are many others whom we should aspire to imitate."

Questions

a) What happens just before this excerpt? (2 marks)
b) Discuss TWO functions of the rhetoric device used in the first paragraph of the excerpt above? (4 marks
c) Identify the use of a metaphor in paragraph two of the excerpt (1 mark)
d) Name at least THREE phenomena that Were‟s spirit is likened to? (3 marks)
e) Why did Were decide to create Ramogi and his brothers? (1 mark)
f) Which economic activities did the children of Ramogi and Nyar-Nam undertake around the great lake? (3 marks)
g) i) Where is Akoko travelling to? (1 mark)
ii) Name the two personalities accompanying Akoko on this epic journey? (1 mark)
iii) What is Akoko‟s intention in making the epic journey? (1 mark)
h) Using information provided before this excerpt, comment on TWO other elders who play a role that has a bearing on tradition and community‟s well being just like Akoko does in the present excerpt (6 marks)
i) What happens immediately after this excerpt? (2 marks)

3. POETRY APRECIATION (20 MARKS)

Read the poem below then answer the questions that follow

THE NECKLACE

From a distance
Fearful of inching any further,
A cold sweat trickled rivulets,
Making me shiver at noon.
Undaring to approach the form

It was over in minutes,

The necessities of execution availed,
The firestone tyre,
Petrol in blackened tin,
And ignites in numerous hands
Each participant ready and anxious,
To set the man a flame.

As the smouldering form blackened,
Smell of sizzling flesh filling in the air
Piercing the nostrils,
And choking me breathless,
I watched in wonder,
Witness to an unwritten law.

As the crowd dispersed,

The haggling and bargaining resumed,
Buying, selling and cheating,
As men in uniform arrived,
Bearing away the charred remains

Questions

a) How relevant is the title of the poem above? (2 marks)
b) Describe the character of the executionists in the poem (2 marks)
c) What was needed to carry out the execution? (3 marks)
d) Explain the difference in the use of the word "form" in stanza one and stanza three (2 marks)
e) (i) Who is the persona ? (1 mark)
(ii) What deters the persona from getting closer to the scene of action? (1 mark)
f) Explain the meaning of the following phrases as used in the poem (3 marks)
i) Smell of sizzling flesh
ii) Each participant ready and anxious
iii) Witnessed to an unwritten law
g) What mood is portrayed in the poem? (2 marks)
h) Paraphrase the last stanza (4 marks)

4. GRAMMAR (15 MARKS)

a) Re-write the sentences below according to the instructions given in brackets. Do not change the meaning of the original sentence (5 marks)

1. I saw the giraffe when I was walking to school (Rewrite using the present participle)
2. "Don‟t talk to me like that!" He bellowed at him. (Re-write in reported speech)
3. Many countries have banned the taking of marijuana. (Begin: The taking……)
4. John‟s leg had been broken by a log in his early teens. (Begin: John had had …….)
5. They keep tea in a thermos flask. (Change into passive)

(b) Provide the most suitable prepositions for the sentences below (2 marks)

1. The soldier was punished_____ neglect of duty.
2. The thief was disguised _____ an official from the Ministry of Education.
3. They descended _____ a noble family.
4. The man died _____ Malaria.

(c) Use the correct form of the words in brackets to complete each of the following sentences (3 marks)

1. I shall not admit any _____ (liable) whatsoever.
2. He smashed his small radio in _____ (furiously)
3. The _____ (broad) of this road is inappropriate for large trucks.

(d) State the tense into which each of the following sentences falls (3 marks)

1. I have just talked to the headmaster.
2. We need to be wary of A.I.D S.
3. They went away.

KEIYO SOUTH JOINT EXAMINATION FORM FOUR TERM 1-2016
Kenya Certificate of Secondary Education (K.C.S.E.)
101/3
ENGLISH
PAPER 3
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
TIME: 2 ½ HOURS

1. IMAGINATIVE/CREATIVE COMPOSITION. (20marks)

Either:

(a) Write a composition ending with the following statement ……..it dawned on me that the very people we really trust can be a very big letdown.

Or

(b) Write a composition on how to fight terrorism in our country.

2. THE COMPULSORY SET TEXT:

Drama; Bertolt Brecht‟s The Caucasian Chalk Circle. (20marks)

“More often than not, people in advantaged positions tend to misuse power to the detriment of their subjects.” using illustrations from the play, The Caucasian chalk circle, write an essay in support of this statement.

3. OPTIONAL SET TEXT (20marks)
Answer any of the following questions.

Either

(a) The Short Story;
Illieva Emilia and Olembo Waveney (Ed); When the Sun Goes Down and other Stories from Africa and Beyond.
“Mr. Das was so obsessed with his pet. „Do you agree? Write an essay drawing illustrating from the short story “Diamond
Dust “by Anita Desai. (20 marks)

Or

(b) Drama: Francis Imbuga‟s;

Betrayal in the City

“The youth play an important role in restoring sanity and good governance in a nation.” “Support this proposition using illustrations from the play, “Betrayal in the city” by Francis Imbuga

Or

(c) The Novel; Witi Ihimaera‟s The Whale Rider

„The force of destiny is too strong to be stopped.” Drawing illustrations from the novel “The whale rider “by Witi Ihimaera,
write an essay to support this statement (20marks)

KEIYO SOUTH JOINT EXAM MARCH 2016
ENGLISH
PAPER 1
PRE MOCK
MARKING SCHEME

1. Functional writing (20mks)

The instructions should have the following:

i. Date (½mark)
ii. Opening statement e.g.
iii. "Have been called urgently to the office; please cook the following for me.(½mk)

The recipe should have the following:-

- Heading (2marks)
- Ingredients and quantities. (3marks)
- Instructions / method. (5marks)
- Use of informal tone. (1mark)
- Use of simple imperative forms. (1mark)
- Choice of words (Diction) (2marks)
- Closing tag: See you later and name (1mark)
  Thank you
- General language proficiency. (4marks)

2. Cloze test

i) forward
ii) rush
iii) However
iv) its
v) begin/start
vi) overboard
vii) visit
viii) hitches
ix) celebrate
x) January

3. Oral skills

(a) (i) (a) Gestures
(b) Tonal variation.
(c) Involving audience.
(d) Opening / closing formulae.
(e) Suspense.

(iii) (a) Maintaining eye contact.
(b) Answering question
(c) Facial expression.
(d) Sitting at close range.

(iv) Rising intonation.

(v) (a) Performing before a mock audience / mirror.
(b) Choose appropriate costumes.
(c) Choose on appropriate non-verbal cues.
(d) Memorize the story.
(e) Pre-visit the venue to plan on available space.

(b)
i) duet
ii) isotherms
iii) bury
iv) saw

(c) (i) gene
(ii) example
(iii) chic

(d) (i) mis.take
mis.take
(ii) ad.vice
ad.vise
(iii) dis.play
dis.play

(e) (i) The counselor establishes good rapport by (2 Marks)
- Greeting Judy
- Mentioning her by name
- Offering her a seat

(ii) - She/her allows turn taking
- She/he is polite/kind
- Empathizes with Judy"s situation
- Assures her all will be well/understanding

(iii) - Judy is impatient (4 Marks)
- Judy is rude/impolite
- Judy is anxious
- Makes quick conclusions

Penalize ½ mark for omission of topic sentence.

KEIYO SOUTH JOINT EXAM 2016
MARKING SCHEME
ENGLISH
Paper 2

1. COMPREHENSION (20 MARKS)

(a) To show that even though the individuals are left-handed, they have been able to achieve much in their lives.
The long list is also a pointer to the fact that a disproportionate number of the left-handed persons are male

(b)
- Teachers tie the hands of the left-handed pupils forcing them to use their right hands (1 mark).
- Language disparages the left-handed persons e.g. left means evil, weak (1 mark)
- Religions also show bias towards the left-handed persons e.g. the Book of Judges in the Holy Bible (1 mark)
- Desks,pens and writing materials are not designed for left-handed persons (1 mark)
- Teachers are not trained to handle left-handed persons (1 mark)

NB:Accept any two well-illustrated points

(c) They make use of the right hemispheres of their brains thus giving them greater abilities in the use of the left side of their bodies(1 mark)- thus (they) are more talented,eloquent and intelligent-(1 mark)-unlikely to suffer immune disorders.

(d) The evolutionary theory explains that men used their left hand to protect their hearts as they were hunting .They used the left hand to hold the shield
The predominant hunters were male hence more males than females became left-handed over time
NB: Accept any THREE points

(e) The right handed persons make use of the left hemispheres which controls speaking and handy work (1 mark) while the left-handed persons make use of the right hemisphere(1 mark)

(f) We need to revisit our curriculum, needn‟t we? (1 mark)

(g)
- Re-training of teachers to handle left handed persons (1 mark)
- Designing desks to cater for left-handed persons (1 mark)
- Special pens and writing materials to cater for the left-handed (1 mark)
- Having a left-handed sensitive language (1 mark)

(h) Desks should also be designed to cater for their unique needs (Begin: Their unique needs)
Their unique needs should be catered for by designing desks.

(i) Explain the meaning of the following words as used in the passage (2 marks)

a) Agility - Ability to manipulate the use of a limb
b) Hemisphere - One half of the brain

2. SET BOOK EXCERPT

Read the excerpt below and answer the questions that follow.
Questions

a) What happens just before this excerpt? (2 marks)
- Oloo sends two of his sons;Opiyo and Odongo,to accompany his sister,Akoko, who is travelling to Kisuma (1 mark)
- When the twins reach Sakwa,Akoko is not pleased to learn that they are there to accompany her to Kisuma (1 mark)
- Despite Akoko‟s protests,she eventually accepts the company of the duo to Kisuma (1 mark)
- The epic journey to Kisuma by the trio commences at cockcrow of the next day (1 mark)

b) The rhetoric question posed by the narrator:
- emphasizes (1 mark) the significance of oral history to a people/a community (1 mark)
- justifies why Akoko undertakes the responsibility (1 mark) to narrate her people‟s history to the twins (1mark)
- It also anticipates(1 mark) Akoko‟s character trait as knowledgeable/informed/resourceful (1 mark)

NB: Accept any TWO well-illustrated points
-The use/application of the qualifiers, “emphasizes” and “anticipates” or their synonyms is MANDATORY

c) Were is a great spirit/Were is a spirit

d) -A flame(1 mark) -Air(1 mark) -the wind(1 mark) -lightning(1 mark) -the essence of man(1 mark)
NB:Accept any THREE

e) He saw that the world needed more than spirit forms

f) Tilling of land (1 mark) -Taming of animals (1 mark) -Catching fish (1 mark)

g) Akoko is travelling to the bartering market of Kisuma
NB: Do not accept “kisuma” without the qualifier “bartering market”
-Do not accept the use of “Kisumu”

ii) -Opiyo (1 mark) -Odongo (1 mark)

iii) She intends to get some help from the whites (Jorochere) against her brother-in-law

h)
- It is the role of the elders to intercede on behalf of the community (1mark) during times of misfortune like an

occurrence/presence of a life-threatening illness (1mark).Nyar-Alego is called upon to pray to different personalities when baby Akoko develops a prolonged bout of colic (1mark)

- It is the role of elders to act as brokers/middle-men/intermediaries during marriage negotiations (1 mark).Aloo K"Olima is chosen to negotiate on behalf of Akoko"s family (1mark) during the marriage negotiations between the people of Sakwa and the people of Yimbo (1mark)

- It is the role of the elders to arbitrate cases between estranged couple (1mark).Aloo K"Olima is the elder chosen to arbitrate the marriage conflict (1mark) between Chief Owuor Kembo and Akoko Obanda (1mark)

NB: Expect any TWO well-illustrated points

-Accept a well-illustrated and justified application if not provided in the answers herein

i)

- The three reach the borders of Gem and decide to rest for the night (1mark)
- They continue with their journey and after six days reach the outskirts of Kisuma (1mark)

NB:Do not accept the use of "Kisumu"

3. POETRY APRECIATION (20 MARKS)

a) How relevant is the title of the poem above? (2 marks)

The title "Necklace" is relevant because necklace is round and it is normally worn by people (1 mark).in the poem, the tyre used to burn the victim is round-shaped (1 mark)

b) Describe the character of the executioners in the poem (2 marks)

The executioners are cruel/inhuman/brutal/callous/insensitive (1 mark)

Once they finish the execution, they resume their normal duties as if nothing has happened/they brutally murder the victim

NB: Award 0 marks for identification without illustration

c) What was needed to carry out the execution? (3 marks)

- The firestone tyre (1 mark), petrol in blackened tin (1 mark) and ignites in numerous hands (1 mark)

d) Explain the difference in the use of the word "form" in stanza one and stanza three (2 marks)

The word "form" in stanza one refers to the victim before he was burned (1 mark) while in stanza three it refers to the carcass/corpse of the victim (1 mark)

e) (i) Who is the persona ? (1 mark)

- The persona is an observer or a citizen at a market place (1 mark)

NB:Do not accept the use of "I" as the persona without adequate qualifier justifying the personality of the "I"

(ii)What deters the persona from getting closer to the scene of action? (1 mark)

- The persona is deterred by fear / frightened to get closer to the scene of the brutality (1mark)

f) Explain the meaning of the following phrases as used in the poem (3 marks)

i) Smell of sizzling flesh - The burning of the human body

ii) Each participant ready and anxious -willing not forced to execute

iii) Witnessed to an unwritten law - saw the people carry out mob justice which is illegal

g) What mood is portrayed in the poem? (2 marks)

The mood is tense (1 mark)

- Fearful of inching any further/cold shocks transmitted down (1 mark)

NB: Accept a related qualifier for mood and any appropriate illustration if not provided herein Do not award marks for identification without illustration

h) Paraphrase the last stanza (4 marks)

The people who had set the man ablaze leave (1 mark) as normal business of selling, buying and cheating resumes (1 mark).The policemen arrive (1 mark) and ferry away the remains of the victim(1 mark)

4. GRAMMAR (15 MARKS)

a)

1. I saw the giraffe when I was walking to school (Rewrite using the present participle)

Walking to school, I saw a giraffe, or, while walking to school, I saw a giraffe.

2. "Don"t talk to me like that!" He bellowed at him. (Re-write in reported speech)

He bellowed at him not to talk to him like that.

3. Many countries have banned the taking of marijuana. (Begin: The taking……..)

The taking of marijuana has been banned in many countries.

4. John"s leg had been broken by a log in his early teens. (Begin: John had had …….)

John had had his leg broken by a log in his early teens.

5. They keep tea in a thermos flask. (change into passive)

Tea is kept in a thermos flask (by them.)

(b) Provide the most suitable prepositions for the sentences below (2 marks)

5. The soldier was punished for neglect of duty.
6. The thief was disguised as an official from the Ministry of Education.
7. They descended from a noble family.
8. The man died of Malaria.

(c) Use the correct form of the words in brackets to complete each of the following sentences (3 marks)

4. I shall not admit any liability (liable) whatsoever.
5. He smashed his small radio in fury (furiously)
6. The breadth (broad) of this road is inappropriate for large trucks.

(d) State the tense into which each of the following sentences falls (3 marks)

4. I have just talked to the headmaster - Present perfect tens
5. We need to be wary of A.I.D S. - Simple present Tense
6. They went away - Simple Past Tense

KEIYO SOUTH JOINT EXAM 2016
ENGLISH
PAPER 3
MARKING SCHEME.
PRE- MOCK

Question 1

Points of Interpretation

Imaginative/creative composition

(a) Must be a story - if not deduct 4mks AD
- Must end with the given statement. If not deduct 2mks AD
- Candidates must show clarity of thought and originality of imagination.
- The narrative should present a situation in which he/she does good to somebody/society and in the end he/she is undermined by the very person/people/society they helped.

(b) Must be an expository essay. If not deduct 4 marks A.D.
- The essay must explain ways of fighting terrorism. If not, deduct 2 marks A.D.
- Mark the linguistic competence and not the number of points given.

Points to consider:

 Digital mapping of our borders-Use of ICT to monitor entry of people into our country. this device detects people keen on perpetrating terrorism in our country and alert security system in advance to forestall them.

 Community policing. People should be sensitized on the need of knowing their neighbors and reporting suspicious people to the security apparatus.

 Sensitizing the youth to remain patriotic to their country through education. This will deter them from being influenced cheaply by recruiting agents for terrorist cells across the globe.

 Stringent measures should be put in place to curb corruption especially in the dockets of national registration of persons, the intelligence network and the police men on the border.

 The security personnel need to be well equipped with modern sophisticated weapons to counter terrorists eg . The government needs to supply armored personnel vehicle carriers to embolden the security agents as they confront the terrorists.

2. COMPULSORY SET TEXT: The Caucasian chalk circle.

"More often than not, people in advantaged positions tend to misuse power to the detriment of their subjects." using illustrations from the play, The Caucasian chalk circle, write an essay in support of this statement. (20mks)

In truth, people who rise to positions of influence such as leadership tend to take advantage of such a privilege to advance their personal interests/gain wealth/employ relatives/ exploit others. This amounts to misuse of power as brought out in the play."The Caucasian chalk circle."

(Accept general or contextualized introduction. The candidate should demonstrate a clear understanding of the question.)

(2mks)

(I) While in leadership, the Grand Duke is reported to have:
- Commanded soldiers to steal from the state
- Ordered his senior officers to flog the soldiers
- Ordered the rich/ land owners to rape the peasants‟ wives
- Sent his army to take part in a worthless war with Persia yet the Persian king is his friend. Persians even help him back to power.
- Flogged the peasant.

This is blatant abuse of power to the disadvantage of his subjects. (Pgs 73, 84, 54)

(II) During the war, the iron shirts abuse their power.
- They confiscate the goats of the peasants making them poor. (pg 31)
- The corporal reveals his brutality on a couple they met on their way to the North Mountains. He even commands one of the iron shirt to kick the husband on the belly.(pg32,33)
- The civilian population lives in constant fear and horror at the mention of iron shirts. This is expressed by the peasant woman on whose door Grushia leaves the child, Michael (pg 37, 38)
- The corporal makes sexual advances and suggestions towards Grusha- this is molestation. Pg36)
- The corporal sold the horse they were riding on because he got a good price for them. (pg33)

III) As a governor, Georgi Abashwili also takes advantage of his position for selfish gain.
- He fortifies himself with many soldiers (pg 14)

- Plans to build an extension to the palace- means the slum dwellers will have to be displaced (pg15).He also has a palatial
  home in a society riddled with high taxation and starvation.
- He employs two doctors to attend to his child yet at his door step are beggars and petitioners some of whom have starving
  children (pg14-15)
- He amasses much wealth for himself. He is said to be as rich as Croesus and that there was no governor as rich as he is in
  Grusinia.

IV) The princes and the commanders sent by the Grand Duke to battle misuse power leading to the country losing in the war.
- They embezzled funds meant for purchasing horse and supplies (pg74)
- They did not send enough people (soldiers) needed in the war. (pg. 74)
- They sent sick horses (pg. 74)

- They drank in whorehouses instead of supervising the progress of the war.

(V) Prince Kazbeki takes advantages of his new position as a governor to appoint his nephew, Bizergen Kazbeki , to be the new judge (pg71) (Accept any 4 well developed points: mark 3.3.3.3 = 12mks)

Evidently, it is true that people in elevated positions use such social status to their advantage negatively impacting on their subjects.(accept any other relevant conclusion)2mks)

The marks awarded for grammar and conclusion is determined by the candidate‟s score on the content. The table below gives a summary of marks distribution.

3. OPTIONAL SET TEXTS.

A.

(a) “Mr. Das was so obsessed with his pet. „Do you agree? Write an essay drawing illustrating from the short story “Diamond Dust “by Anita Desai. (20mks)

In the story,“ Diamond Dust“ by Anita Desai, it is undoubtedly true that Mr. Das is so obsessed with his pet- the dog named Diamond- to the point of pushing everyone else to the periphery including his family members .This is brought out below.(2mks)

- When he comes home from work, his eyes shine with pleasure upon seeing the dog and he cries joyfully, „diamond, my friend‟ (37) . He even greets it before greeting his wife and grandchildren or anyone else.
- He goes to great length to get food for the dog. He goes to the outskirts of the market place and Braves its bloody reeking, fly-coated territory, clutching a striped plastic bag close to him with the folded handkerchief to his nose with the other. (pg.76)
- He loses concentration at work place when diamond disappears from home. This raises his boss‟ and colleagues‟ concern.

They are even worried that he might lose his job as his performance has dropped,

- He goes to great pains looking for a dog on heat. He wanders the streets calling out its name until his voice goes hoarse and he is on the verge of getting ill. He even runs after a dog -catcher‟s van hoping to catch up with it and rescue it. This leads to his fatal fall.

NB: Accept any other well illustrated point.

(Expect 4 points mark 3.3.3.3 -12)

Conclusion

In conclusion, it is not good to be obsessed about something as it might have irreparable damage to our well-being. Had Mr. Das been a bit moderate about his pet, diamond, perhaps he could not have met his untimely death. (2mks)

b) Betrayal in the city

“The youth play an important role in restoring sanity and good governance in a nation.” “Support this proposition using illustrations from the play, “Betrayal in the city.” by Francis Imbuga.

The world is riddled with stories of how the youth raised to the occasion when their county needed them the most. This is exemplified by Jusper and Adika in the play.

(Accept a general or contextualized introduction) 2mks

I) They challenge and resist retrogressive policies of a failed system of governance. Adika being a student leader leads the university students to demonstrate against the influx of into the nation. Although this eventually ends fatally for him, the government gets to learn that her policies can be challenged. A university student is thus treated with contempt and suspicion (pgs 4, 15,25,34,35,37,38 67)

II) They agitate for positive change. Being revolutionary Adika wants change from the static and retrogressive administration.

He uses his position to lead other students in agitating for change. He was killed for asking whether the country was on the right train. Despite his death, the spirit of revolution is kept alive until the very end. (pgs 34,35 67)

III) The youth are the source of inspiration in a society whose majority have lost hope. Through Jusper, we learn that even in the darkest and most desperate period of life, we should never despair but be hopeful as victory waits.

Jusper stays focused on his desire to revenge against those who killed his brother, Adika and parents, Doga and Nina Jusper is shocked that the fear that characterizes most people in Kafira has a entered Regina. He chooses to remain unbowed (pg 32,33,34)

IV) Through their rich intellectual endowment, the youth are critical in planning and executing the course of change. Jusper uses

his wit and tact to bring change in KAFIRA. He considers it a great advantage to have been given the opportunity to script

the play for a visiting lead of state. He uses it as an opportunity to overthrow Boss‟ government and to eliminate Mulili,the

person he considers the greatest enemy of kafira. That the play is deftly and skillful planned and executed effortlessly

indicates how clever and scheming Jusper is.

(pg 65,66,68,70,71,72,73-74, 48,50)

(Accept any 4 well developed points, mark 3.3.3.3 12mks)

In conclusion, it is evident that the youth play a significant role to restore good governance through agitating for change.

(Accept an y other relevant conclusion) 2mk

C. The Whale Rider.

„The force of destiny is too strong to be stopped.” Drawing illustrations from the novel “The whale rider “by Witi Ihimaera, write an essay to support this statements (20mks)

Destiny or fate is a pre-determined course of events. It may be conceived as a predetermined course of events/ future. In the novel,” the whale rider” by Witi Ihimaera, Kahu is viewed as destined to be the whale rider [Maori leader]. Koro Apirana, her grandfather seems determined to block this destiny to no avail.

- Kahu, despite being a girl was destined to be the Maori leader [the whale rider] a role which is meant for males only. Her

grandfather tries as much as possible to train the boys and other male members of the community for this role but he totally

fails showing that the force of destiny cannot be stopped. All men and women try to rescue the sacred whale back to the water but they fail only to realize that Kahu does it with much ease.[102-105]

- To be a chief amongst the Maori people one had to pass some tests. These would be taught to the Maori boys by Koro hoping that one of the boys would pass them to be chief. The boys are trained to swim in the deep waters. Koro drops his stone in the ocean and sends the boys to retrieve it. They all fail but Kahu with the help of the dolphins finds it which confirms the force of destiny cannot be stopped.[pg72]
- It is quite ironical that Koro told the boys of his story that he qualified to be chief after biting the toe of his grandfather. He thinks with this education, the boys would bite it but at that very moment, Kahu was under the table and bites it.[27-28]

-Koro keeps chasing kahu from the language classes he organizes to teach the boys the Maori language. Kahu keeps eaves dropping and ends up in fact understanding and communicating in it better than the boys. She writes a speech and delivers it in Maori language [41, 68-69] better than the boys. She recites a poem in the language to the surprise of many. This shows that the force of destiny is too strong to be stopped.

(Expect 4 points mark. 3.3.3.3-12) Conclusion

Koro Apirana indeed tried the much he could to stop crowning Kahu. He had a low opinion of the girl, but all he did never stopped the girl for proving herself the whale rider. (2mks)

TINDERET/NANDI SECONDARY SCHOOLS EXAMINATION 2016
ENGLISH
PAPER 1
PRE- MOCK
FUNCTIONAL WRITING

1. (a) Imagine that you are the captain of your school soccer team. You fall sick and have to go home for two days to seek medical attention .Write instructions to your assistant telling him or her five things you would like done while you are away. (12 marks)

(b) Once you came back to school, you find that the instructions were followed to the latter. Write a thank you note to your assistant. (8 marks)

2. Read the passage below and fill in the blanks with most appropriate word.(10 mks)

The apple is the commonest and_____1_____the most varied and beautiful of _____2_____.A dish of them is as becoming to the centre table in winter as was the vase of_____3_____in the summer-a bouquet of Spitzenbergs and greening and northern spies. A rose_____4_____it blooms; the apple is a rose when it ripens. It pleases_____5_____senseto which it can be addressed, the touch, the smell, the sight, the _____6_____and when it falls in the still October days,it_____7_____the ear. It is a call to a banquet; it is a signal____8_____the feast is ready. The bough would fain hold it but it can_____9_____assert its independence; it can now live a_____10_____of its own.

3. (a)Read the following poem and answer the questions that follow;(10 mks)

My heart leaps up when I behold;
A rainbow in the sky
So it was when my life began;
So it is when I am a man; so be it when I shall grow old;
Or let me die;
The child is father of the man;
And I could wish my days to be;
Bound each to each by natural; piety.

William words Worth.

QUESTIONS

i) Describe the rhyme scheme of this poem (2 marks)
ii) Apart from rhyme,how else has this poet achieved rhythm in this poem? (2 marks)
iii) Describe the tone of voice that would be appropriate in the reading of line 1&2. (2 marks)
iv) How would you say the last line of this poem? (2 marks)

(b) Read the Following Dialogue And Answer The Questions That Follow

ANITA: Excuse me sir,I think I have lost my way.Would you mind to direct me to Mawe Nyingi Secondary School. EKO: No,I won‟t mind to get to Mawe Nyingi School is quite easy really.Just walk on along this road and when you reach Kwetu‟s house Turn and move on straight.After an hour or so you will be right there at the school.

State four shortcomings that you find in EKO‟s manner of giving instructions. (4 marks)

(g) The following words change their spelling when accent moves to another syllable.Write the correct spelling of each.

Verb	Noun
	Envelope
	Unit

(h) Classify the words below according to this underline „th‟ letters.An example of each of the „th‟ sounds represented has been given. (4 marks)

Mother ,brothel,there,therapy,hither breath,clothe,sleuth,

/Θ/	/ð/
Thermal	dither

(e) Imagine that you are a radio broadcaster at Nyani Fm station.State three communication skills you will use to keep listeners glued to your programme. (3 marks)

(f) Briefly explain the message you would communicate by using the following non-verbal cues. (4 marks)

i) (of two people) holding shoulder
ii) Walking with a swagger
iii) Wagging of a finger
iv) A peck on the cheek

(g) For each of the following words, underline the syllabus you would stress. (3 marks)

i) Overpower(verb)
ii) Far-flung(adjective)
iii) Yardstick(noun)

iv) Rampage(noun)
v) Picture(verb)
vi) Attribute(noun)

TINDERET/NANDI SECONDARY SCHOOLS EXAMINATION 2016
101/2
ENGLISH
PAPER 2
PRE - MOCK
TIME:2 ½ HOURS

1. Comprehension (20 marks)
Read the following passage and then answer the questions that follow.
There is no accomplishment so easy to acquire as politeness and more profitable. These are Bernard Shaw‟s words.
This holds very true in today‟s age. Young busy executive fresh out management schools venture into the cooperate world
with sound professional knowledge. But what they do not teach in school of business is social skills-etiqutte.
Etiquette is the norm behavior.it evolves from showing consideration for other people‟s needs, feelings and sensibilities. The
principle of social etiquette serve the same function as traffic signs, provide common language of behavior and conduct so
that people may meet,talk,dine and drink, travel and put to practice. As every executive knows,good manners constitute a
necessary compliment to good business. Without it he would jeopardize relationships that are basis to business success.
He would fail to project a professional image of himself and his organization. Good manners help oil daily interactions.
They lay the foundation for good working relationship that is in turn indispensable for co-coordinating team efforts for
achieving organization goals.
Behavior studies largely reveal that many unhappy clients never complain about discourtesy. Many of them will almost
always never do business with the company that offends them. Further the unhappy client will tell the story to many other people. Just think what a big price to pay for discourtesy! And what an even bigger price to pay for ignoring it.
Good manners leave a good impression especially so when you are meeting a person for the first time. Get your act right
when you are introduced for the first time always arise, shake hand with a firm grip. It is even better if you offer your hand first. Remember and repeat the name looking straight in the eyes of the person you are being introduced to. This will show you are paying full attention.

1. (a) Why is the writer so critical of the professionals joining corporate management? (2 marks)
(b) What is the writer‟s opinion about the nature and origin of good manners? (3 marks)
(c) How does social etiquette serve the same functions as traffic signs? (3 marks)
(d) What does the writer find disturbing about clients in business? (3 marks)
(e) In note form, state how you can get your act right when you are introduced for the first time. (3 marks)
(f) Rewrite the following sentence as instructed. Do not change the meaning.
Behavioural studies largely reveal that manu unhappy clients never complain about discourtesy.
(Rewrite beginning: Never…….). (1 mark)
(g) Explain the meaning of the following words as used in the passage
i) Constitute (1 mark)
ii) Indispensable (1 mark)
iii) Discourtesy (1 mark)
iv) Impression (1 mark)
(h) Supply a suitable title for this passage. (1 mark)

2. Read the extract below and answer the questions that follow.(25 mks)
“She means everything to me”. She looked at him steadily for a little while. “So do you-though I am beginning to think it‟s a waste of time .When are you going to propose if at all? We‟ve known each other for six years. Six years? What I don‟t have by now I‟ll never get. Am twenty six years old and you are looking at the finished product. And I am tired of being
asked when I will bring home the man from Ruguru-meaning the man from the west as my relatives refer to you.”
“You do not mean it, don‟t you? It is not brain fever due to overwork and lack of sleep, is it? “He said it half in rest, half
in earnest. “You really are too much,” she said getting up.
“Come on! Do have a sense of humour. It isn‟t every day a girl proposes to me. As a matter of fact this is the first timeso forgive me if I don‟t quite know what to say. But you know there‟s never been anyone else since I met you. To hell with it, since we are in the age of equality, why don‟t I just say that there‟s never been anyone else? The answer is yes I‟ll marry you. Any day you want. Today, if we can get anyone to marry us.”
You are really a comedian, you know. What are you still doing here-underpaid intern? You should be out there earning your millions with bill Cosby and the rest”. This was how their conservation always ended. Two strong wills pitted against each other. She wondered if she was taking on more

than she could manage. But he had a power over her-which even he did not know. There was no one else, there could be still she was piqued by him.

"Point taken. But I am dead serious. You can tell your mum that I"ll over pay my courtesy call as soon as this internship business is over. My intentions towards her daughter have always been good even if I am not a son of Mumbi and Gikuyu-the founders of your great tribe."

The alarm rang and cut him short. "Yak! I"ve got to run, honey. I have gallons full of blood testing yet to be done. I"ll just walk you to the bus stop and then get on with the job at hand. "He grabbed his coat and opened the door. She understood.

After all, she herself was an intern and at the mercy of the clock and the beck and call of others. It was one hell of a life and one hell of a courtship. Why couldn"t she fall in love with an ordinary guy who worked ordinary hours? One doctor in the house was more than enough. She wondered if the marriage would survive the onslaught of medicine. Time would tell.

Questions

a) Explain what happens immediately before this excerpt. (2 marks)

b) Identify and illustrate any one theme evident in this excerpt. (2 marks)
c) (i) she means everything to me" who is referred to a "she" in this sentence? (1 mark)
(ii) What makes the „she" age faster than she should have later in the story (1 mark)
(iii) I am twenty six years old and you are looking at the finished product."
Explain the meaning of the underlined phrase. (1 mark)
d) Both Wandia and Aaro are interns in different hospitals. What challenges do they encounter as they serve as interns?
e) Which trait of character is shared by Aoro and Wandia in this excerpt? (3 marks)
f) Illustrate any two features of style used in the excerpt. (2 marks)
g) Where do Aoro and Wandia meet for the first time in the story? (1 mark)
h) "There"s never been anyone else since I met you" (Beginning: Never…..). (1 mark)
i) Briefly explain what happens immediately after the events in this excerpt. (2 marks)

3. .Read the poem below and answer the questions that follow.(20 mks)

Song of Agony

I put on a clean shirt
And go to work
Which of us
Which of us will come
back?
Four and twenty moons
Not seeing women
Not seeing my hand
Which of us
Which of us will die?

I put on a clean shirt
And go to work my contract
To work far away
I go beyond the mountain
Into the bush
Where the roads end
And the rivers run dry
Which of us
Which of us will come back?
Which of us
Which of us will die?

Questions

a) Who is the persona in the poem? Explain. (2 marks)
b) Briefly discuss the subject matter in this poem. (3 marks)
c) Identify two stylistic devices in the poem and show their effectiveness. (4 marks)
d) Show how the persona and the others suffer in the poem. Illustrate your answer. (4 marks)
e) What is the dominant mood in the poem? (2 marks)
f) Is the title of this poem suitable? Explain (3 marks)
g) Identify and explain one economic activity practiced by the persona"s community. (2 marks)

4. GRAMMAR

a) Rewrite the following sentences according the instructions given in brackets. Do not change the meaning.(3 marks)
i) The legislators were very angry at the commissioners. They demanded to have the commission disbanded with immediate effect. (Combine into one sentence beginning: so...)
ii) I will show you how to fill out the application form if you are interested in applying for the job. (Begin: should…)
iii) The secretary General had just started reading his speech when a young man heckled him. (Begin: Scarcely...)

b) Complete the following sentences using the appropriate form of the word in brackets. (3 marks)
i) It has become……..difficult to complete the stalled projects as scheduled.(increase)
ii) Swiss watches are known for their ……..(precise)
iii) Sheila posts a new photo every day on face book. I think hers is a case of…….(vain)

c) For each of the following sentences, replace the underlined phrasal verb with one word. (3 marks)
i) The doctor assured us that the chairman would pull through from their sickness.
ii) The warring coalitions must agree to sit down and iron out their differences.
iii) We knew that all her stories had been made up.

d) Fill in the blanks with the most appropriate preposition. (3 marks)
i) The professor was borne……a Nigerian mother and a Spanish father.
ii) I will not attend the ceremony for I have too much to do; what…..lecturing at campus, writing for The Guardian and editing the school magazine.
iii) The scheduling of the swearing-in ceremony was dependent…..the election outcome.

e) Provide a gender neutral term for each of the following terms.
   i) Layman-
   ii) Foreman-
   iii) Businessmen-

NANDI/TINDERET SECONDARY SCHOOLS
ENGLISH
PAPER 3
PRE - MOCK
101/3
TIME: 2 ½ HOURS

1. IMAGINATIVE COMPOSITION(compulsory)

a) Write a composition to illustrate the saying:
"Pride comes before fall."
Or

b) Write a composition beginning with:

c) „I had not thought it was such a big problem until I got involved…….

2. The compulsory set text.
The Caucasian Chalk Circle
"In any society, fighting and war have negative effects" using Bretch"s play, The Caucasian Chalk Circle for illustrations, write an essay to validate the statement.

3. The optional text:
Either

a) With close reference to the play Betrayal in the city, write a composition showing how morality affects political leadership.

OR

b) "Terror gangs bring about destruction to any society" write an essay in support of this assertion with close reference to Moses
Isegwe"s story, "The war of the Ears"

c) The novel: The whale Rider
With reference from the novel: The Whale rider, show in what ways human beings have failed ion fulfilling their role in
preserving the natural environment.

TINDERET/NANDI
ENGLISH
PAPER 1
PRE - MOCK
FUNCTIONAL WRITING
Marking scheme

1. (a)
Giving instructions

(a) Format(4 mks)
Date-(1 mk)
To (name-(1 mk)
Introduction (1 mk) (reasons that made you to instruct someone) From (name)(1 mark)
Content(5 mks)
Give five instructions-(5 mks)
Language-(3 mks)

- Instructions should be given in simple clear language
- The imperative voice must be used
- Instructions are best written in point form.

F-4
C-5
L-3
12mrks
e.g
14/2/2016
Purity
I have been unwell for the past one week and I have travelled home to seek medical attention. While I am away please do the following for me.
1
2
3
4
5
Thank you
Rachel
Captain soccer team

(b) Once you came back to school, you find that the instructions were followed to the latter. Write a thank you note to your assistant. (8 marks)

Format- (3 mrks)
Date- (1 mrk)
Salutation- (1 mrk)
Signing off(name) (1 mrk)
Content- 3mrks

1. Appreciation- 1 mrk e.g thank you very much
2. why youappreciate-(1 mrk)
3. Mention what was done for you (as per the instructions)

Language-(2 mrks)
Thank you note may include two address of the sender
Salutation should be friendly e.g Hi John
Should be short to the point.
Should give a token or appreciation
F-3
C-3
L-2
8 mrks
e.g
Dear James
Thank you very much for stepping in for me while I was away.I note that the following were done
-
-
-
I will always think of you kindly. Thank you.
Sincerely
Rachel

Captain soccer Team

2. 1. yet
   2. fruits
   3. Flowers
   4. when
   5. Every
   6. Taste
   7. Pleases
   8. That
   9. now
   10. life

3. (a)
   i) Rhyme scheme of the poem is abcabcd the rhyme scheme is regular.
   ii) Rhyme has also been achieved through repetition of phrases and words
   So was, so it , so be, man, each to each,1.
   iii) Tone of voice appropriate to read line1&2 is a cheerful, happy joyous. He is glad to see the beautiful rainbow.
   iv) With a falling intonation
   Use a gesture, close fingers to dramatize how he would be bound each to each
   (b)
   - Fails to give any landmarks which can reassure the person that they are on the right track.
   - Gives names of local people „Kwetu„s house"
   - Fails to give approximate distance to be covered.
   - Fails to give compass directions.
   (c) - Verb
   Envelope
   unite
   (d)

/Θ/	/δ/
Brothel	mother
Sleuth	there
Breadth	hither
Therapy	clothe

   (i) Use of appropriate
   - Articulation of words-distinctness with which we say the syllable in a word
   - Intonation-use of stress
   - Pace-the speed at which we speak
   - Pitch -refers to the vocal notes we hit when we speak
   - Be audible-volume of speech moderate
   - Diction
   (f)
   i. Two people holding shoulder-love, acceptance
   ii. Walking with a swagger-feeling of self-importance
   iii. Wagging of a finger-giving a warning/scolding
   iv. A peck on the cheek-friendliness
   (g) For each of the following words,underline the syllabus you would stress.(3 mks)
   i. Overpower(verb)-overpower(noun)
   ii. Far-flung(adjective)-Far-flung(adjective)
   iii. Yardstick(noun)-Yardstick(noun)
   iv. Rampage(noun)-Rampage(noun)
   v. Picture(verb)-Picture
   vi. Attribute(noun)-Attribute

NANDI/TINDERET SECONDARY SCHOOLS
101/2
ENGLISH
PAPER 2
PRE - MOCK
MARKING SCHEME

1. Comprehension (20 marks)

(a) They learn everything to make good professional except business social skills-etiquette.

(b) Good manners are not inherited (1) nor do they come naturally (1).They are learnt and practiced (1).

(c) They provide common language of behavior and conduct so that people may meet, talk, dine and drink.

(d)

- They do not complain of discourtesy .(1)
- Most of them simply disapper(1)
- They sever any further business relations.(1)
- They will expose the business discourtesy to others.(1)any 3×1=3 marks

(e)

- Always rise.
- Shake hand with a firm grip.
- Remember /repeat the name/looking in the eyes of the person yyou are being introduced to
  If note form,deduct ½ mark from the total Any 3×1=3 marks

(f) Rewrite the following sentence as instructed. Do not change the meaning.
Behavioural studies largely reveal that manu unhappy clients never complain about discourtesy. (Rewrite beginning: Never…….).(1 mark)

- Never do many unhappy clients complain about discourtesy:behavioural studies largely reveal/never do many unhappy clients complain about discourtesy as largely revealed by behavioral studied.(1)

(g) Explain the meaning of the following words as used in the passage

- Constitute(1 mark)
  Amount to/make up
- Indispensable(1 mark)
  Very vital/important
- Discourtesy (1 mark)
  Disrespect/lack of good manner
- Impression(1 mark)
  Good manners/etiquette 1 mark

(h) Supply a suitable title for this passage.(1 mark)
(Accept a plausible title)

2.

a) Wandia has time off from Machakos Hospital to go and see her mother.On her way to Muranga sshe stops by to see Aoro her
boyfriend in Nairobi

b) Change(1 mark)-Wandia proposes to Aoro,a deviation from the norm since men normally propose to women(1 mark).

c) (i) Wandia"s mother.1 mark
(ii) Because of worry,overwork and lately diabetes.(1 mark)
(iii) Explain the meaning of the underlined phrase.(1 mark)
She is mature and ready for marriuage.She does not require any more time to develop.I mark

d) Both Wandia and Aaro are interns in different hospitals.What challenges do they encounter as they serve as interns?(4 marks)

- They have no time to rest or eat.
- They have no time for social l;ife
- They have no sleep and are overwporked.
- They interact with rude and uncomprising consultants. 4×1=4 marks

e) Which trait of character is shared by Aoro and Wandia in this excerpt?(3 marks)

- Both are loving/caring
- Wandia proposes to Aoro
- Aoro confesses to Wandia (1)

f) Direct address-she means everything to me"
Humour-"I"ll marry you.Any day want.Today,if we can get anyone to marry us.
Rhetorical question-"why couldn"t she fall in love?" 2 mark

g) At the University of Nairobi as they pursue medicine 1 mark

h) Never has there been anyone else. 1 mark

i)

- Wandia meets her mother in Hospital she also visits her sister and spends the night there.
- Her intended marriage to Aoro is discussed by both her sister and mother.(2 marks)

3.

a) The persona is a worker(Give 2)

b) Desperation is the subject matter in this poem. The persona and others are desperate in that when they go for contract work

(in the diaspora) there is no hope of coming back. They might die never to see their people and property again. This is shown

in „which of us will die?"

c)

- Rhetorical questions-„which of us will come back? "which of us will die?"

Effect-Help to show the state in which the persona is .He fears of never returning home.

Involve the audience to feel the situation the persona is in.Draws sympathy from the audience.
- Repetition: „which of us" which of us will come back?

Effect: Emphasizes the subject matter, i e. the desperation and the fear in the persona. Helps in building the mood. Helps to reflect the attitude of the speaker towards contract work.

- Alliteration:" Rivers run"

Effect: Helps to show far away and difficult the contract workers used to go and work (4 marks)

d) Show how the persona and the others suffer in the poem. Illustrate your answer.(4 mks)

- Mental suffering-they keep wondering whether they will ever go back home to see their loved ones and property.
- Fear-go to work but fear they might never return home alive.
- Isolation-they are cut out from their families for prolonged periods.(6 marks)

e) Pessimistic-persona doesn"t see any future in his life if he"s to go for the contract work. He is not sure of ever coming back.

Nostalgic- there"s the longing to come back after they go for contract work to see his wife and property.

Sad-the mood is saddening that the workers are likely to die or never come back. Might be many had died or never came

back.

f) Is the title of this poem suitable? Explain(3 mks)

- Yes. It sums up the mental agony that persona is undergoing. They go for the contract work far away and stay for long or

never come back.

g) Identify and explain one economic activity practiced by the persona"s community.(2 mks)
- Cattle keeping or working

Line 7 „Not being my ox" (cattle keeping)

The persona is going to work (working)

4. GRAMMAR

a)

i. So angry at the commissioners were the legislators that they demanded to have the commission disbanded with immediate

effect.

ii. Should you be interested in applying for the job, I will show you how to fill the application forms.

iii. Scarcely had the secretary general started reading his speech when a young man heckled him.

b) Complete the following sentences using the appropriate form of the word in brackets.(3 mks)

i. increasingly

ii. precisely

iii. vanity

c)

i. recover

ii. resolve

iii. Fabricated/forged/cooked

d)

i. of

ii. With.

iii. on

e)

i. Layman-layperson

ii. Foreman-supervisor

iii. Businessmen-businesspeople

REVISION EXERCISES

MERU SOUTH FORM 4 JOINT EVALUATION
ENGLISH
101/1
PAPER 1

1. FUNCTIONAL WRITING

Imagine that you are the Games Captain in your school. You need to hold a meeting with house captains to decide on the
Interhouse competition.

a. Write an internal memo to the house captains informing them about the date of the meeting and events to be undertaken. Ask them to prepare the teams and make lists of participants. (10 marks)

b. Write a letter of request to your principal through the games patron requesting him / her to provide refreshments arrange for the trophies for the winning team and a first aid kit. (10 marks)

2. CLOZE TEST (10 MARKS)

Fill each blank in the passage below with the most appropriate word. (10 marks)

Kenyans (1) _____ notorious for their gullibility to get-rich-quick schemes, (2)_____ legitimate or unlawful, which often leave them poorer. Stories have been told (3) _____ how people in this country have unwittingly (4)_____ small fortunes in their endless (5)_____ for a quick buck. (6)_____ is a fact that ours is a society entranced with the notion of reaping financial returns from (7)_____ or no investment at all. For most (8)_____ anything goes when it comes to venture with (9)_____ slightest promise of quick returns, past (10)_____ notwithstanding.

3. ORAL SKILLS (30 MARKS)

a. Read the poem below and answer the questions that follow.

There was an old man from Peru
Who dreamed he was eating his shoe
He awoke in the night
With a terrible fright
To discover it was totally true

i) Describe the rhyme scheme of the above poem. (2 marks)
ii) Identify and illustrate any other two sound patterns in the poem. (4 marks)
iii) Which other word is pronounced the same as „shoe" (1 mark)

b. Read the oral narrative below and answer the questions that follow.

The Monkey and the Crocodile

The crocodile asked the monkey to visit him. The monkey asked the crocodile, "How shall I reach your home when I don"t know how to swim?" The crocodile told the monkey to jump to his back. On the way, the crocodile felt hungry and asked the monkey, "Can you give me your heart? Because I am feeling hungry." The monkey told the crocodile, "This is what we are going to do: We are going to go back. Because when we become friendly to somebody we leave our hearts at home." Now the monkey told the crocodile, "You see, I am very weak. I cannot be eaten. So we have to go back and I"ll get you my heart."

The crocodile agreed that they should turn back. When they reached the shore, the monkey climbed into a mango tree and picked a mango. He threw it and said to the crocodile, "There is the heart" but the mango got into the water. He picked another one, but when the monkey threw this one the crocodile dived into the water.

That is the end of the story.

i) Identify any three oral features of a narrative that are evident in the above narrative. (3 marks)
ii) How does the monkey convince the crocodile not to eat him up? (2 marks)
iii) If you were narrating the above story, how would you perform the following line„here is the heart"(3 marks)

c. Explain the meaning brought out by stressing the underlined word in each of the following sentences.(3 marks)

i) Muriithi spoke to Gatwiri yesterday
ii) Muriithi spoke to Gatwiri yesterday
iii) Muriithi spoke to Gatwiri yesterday

d. Identify the silent letters in each of the following words. (5 marks)

i) Muscle
ii) Sandwich
iii) Hope
iv) Hymn
v) Pneumonia

e. Identify the intonation that would be present in each of the following sentences. (4 marks)

i) What is your name?

ii) Is this your pen?
iii) You are a good boy aren‟t you.
iv) He bought rice, sugar and oranges.

f. Imagine that there was a party in your school. After the party was over, everybody complained that James had bad table manners. Give three reasons that made them conclude so. (3 marks)

MERU SOUTH FORM 4 JOINT EVALUATION
ENGLISH
101/2
PAPER 2
Kenya Certificate of Secondary Education

1. COMPREHENSION (20 marks)

Read the following passage and answer the questions that follow.

Life is like mathematics. To work out your life, you need formulas that suit your uniqueness. The same is true to a career
dream. A well planned career is instrumental in a happy and satisfying life. All of us know that we should make hay while the sun shines but parents have a propensity of being too busy with money making ventures relegating the delicate future of their children to a desolate corner.

Parents need to be facilitators and not dictators nor influencers of the career choices their children yearn for. Parents, having
gone through this process early in life, should help their children to carefully make career choices without making blunders.
Parents however, should understand that people are not the same no matter how close our blood may be, so we all have
different talents and desires. In this case, one can be a good doctor while another will make a good teacher and they will all be
successful.

Most parents give a blind eye to this and tend to fulfill their own desires while wilting that of the child. Parents of today are more than just an authority figure. They are best friends, philosophers, guides and bibles of their children. As such, parents have a pivotal role to play in their children‟s future. But parents should also train their children to be independent when making decisions about their life. They above all need to avail relevant information to their children about the various available careers and guide them through as the children make the decisions on their own.

Involved parents are always well informed about their children; therefore, as they guide them through career choice decisions, they ought to consider the following factors of immerse importance in the career selection process.

The child‟s aptitude is a mirror of his personality, strengths and weaknesses. Hence, a strategically designed aptitude test can reveal a lot of information regarding the child that can help in taking a well informed career selection. Human beings have strengths and weaknesses and so are children. Therefore parents must target the strengths and avoid the weaknesses. For instance, a ;parent who visits the child‟s school and learns from the teachers that the child is performing well in sciences and poorly in languages should guide the child towards a career that requires the Knowledge of bscience rather than languages. They should also encourage their children to put more effort in the subjects they don‟t perform well.

Secondly the interest of a child in a particular field is also vital in career choice. It will ve very difficult to spend your entire life doing what you do not have interest in. The parents themselves are working in the field they have interest in and hence should look into the interests of their child and consider it while giving career options.

Parents should also guide their children against making decisions based on herb mentality. It is easy for a child to be veered
by colleagues into choosing a career that is popular among them with some parents even tempted by career choices that are
trending. This can be disastrous and can hinder a student‟s informed decision. The information that the child gets prior to
selecting a career has power to influence his/her decision and judgment. Therefore the parents should be available for their
children for any consultations and avail sources of various career options from an early stage. Parents can even expose their
children to career experts and even engage the teachers to give students career talks and avail relevant materials to give
guidelines for career in the market.

Another factor to consider is scope of the career and remuneration. Career scope gives the light about the various fields and
professions that are accessible after pursuing a particular course. The larger the scope, the better are the chances of finding the role that suits the child most.

a. In what way is life mathematics? (2 marks)

b. Why is it wrong for parents to be dictators or influencers of the career choices their children yearn for?(1 mark)

c. Make notes on how parents can help their children to make good career choices? (4 marks)

d. What is the writer‟s attitude towards parents of today with regard to their role in guiding their children to make good career choices? (3 marks)

e. How can you tell from the passage that parents are the right people to advice children on career choices? (2 marks)

f. Rewrite the sentence below using a question tag.
Involved parents are always well informed about their children. (1 mark)

g. Why do you think parents should be readily available to be consulted by their children while they are making career choices?
(2 marks)

h. Give the meaning of the following words and phrases as used in the passage. (5 marks)
i) Make hay while the sun shines
ii) Pivotal
iii) Herb mentality

iv) Veered
v) Remuneration

2. COMPULSORY SET TEXT

Read the passage below and answer the questions that follow. (25 marks)

"Yes, yes," she answered jumping to her feet with alacrity. They left the old lion and the young one to their duel. "Well son, how have things been with you?"

"OK Father. I am a registered doctor now. I want to work for two years or so, to gain some experience and then I"ll go back to study surgery, that always been my interest."

"Good. Very good. How about this marriage business? Don"t you think it"s too soon? I mean you"ve only worked for a year, do you really have anything to offer a wife?"

"I guess not. But then I doubt if a large house and a Mercedes Benz would make any difference to Wandia. She"s not that kind of girl."

"You can never tell. She is a Kikuyu after all, they have a thing about money. In any case why don"t you wait a little? I am sure there is a nice Luo girl somewhere who"d make a perfect wife for you."

"Father," Aoro struggled to control his voice. "Father, I don"t know anything about the rest of the tribe, but I know Wandia. She is the one I have chosen. I love her, which is a feeling I cannot transfer from one girl to another at will. In any case I have done anatomy, and beneath the skin everyone is remarkably the same. Even the blood, which is supposed to be thicker than water is all just a combination of iron and protein in every instance. Some people are good. Others are bad, it"s got very little to do with their blood or tribe. It"s all in the heart. I am sure you know that father."

Mark was silent for so long that his son feared that he would simply get up and walk away.

"You are my eldest son and whatever you may think, I love you. I am very proud of you. I want you to be happy. Even though you are a doctor, and I suppose doctors know a lot, there are some things that are understood only by experience. I was only trying to forestall any possible misery which may arise in future. Things like the language to be spoken at home, the religion to be practiced - and by the way to what faith does she belong?"

"Her mother who is a widow is a protestant, of the saved variety. She is very dedicated to it. Her father was a non-practising Catholic. Wandia herself subscribes to non faith that I know of."

"What faith do you subscribe to yourself?"

"Me?" asked Aoro taken aback.

"Yes you."

"I am no Tony or Vera, but I suppose I am a Catholic."

"What I mean is that does it matter enough to you to make a difference if Wandia got saved and took along the children?" "I hope we should be able to talk things over as adults, father. She is not an irrational person."

"No doubt about it son. It is clear you have made up your mind and I wish you the best. Have you raised the issue about the bride price with her family?"

a. Briefly highlight the events leading to this excerpt. (3 marks)
b. "They left the old lion and the young one to their duel." Describe the other duel that the two had. (4 marks)
c. Identify an aspect of stereotype that is depicted in the excerpt. (2 marks)
d. It is clear that you have made up his mind. Replace the underlined phrase with one word. (1 mark)
e. In not more than forty words summarise Mark Sigu"s fear about the son"s marriage. (6 marks)
f. What do we learn about Aoro from this excerpt? (4 marks)
g. How does Mark Sigu"s reaction to Aoro"s marriage differ with that of Wandia"s mother? (2 marks)
h. Describe what happens immediately after the excerpt. (2 marks)
i. "What faith do you subscribe to yourself?" Mark asked. (write in reported speech) (1 mark)

3. POEM

Read the poem below and answer the questions that follow. (20 marks)

You embarrass me…
Mwananchi
Why do you embarrass me with your questions
About the new Mercedes I bought
The large farm I own
The houses, the wives,
An inflated stomach!

Mwananchi
Why do you threaten me with your threats
The threats in your bloodshot eyes
Fixedly pointed at me wherever I go
Like if you are ready
To release the arrow that will deflate me
Into nothingness;

Even the watchmen, the dogs, the police

Are all not enough to protect me
From your increasing shouts to protest
Against my good judgement;

Mwananchi
Have you forgotten how you loved me
And gave me your vote
That I may be your man in parliament?

Now that I have the power
I will mend your confused senses
And keep you in prison
Until you see me as your leader again
And keep those bloodshot eyes away from me

I will charge like an angry lion
And scare you out of your wits
Until like a frightened dog,
You keep your head forever…

Everett M. Standa

a. Identify the persona in the poem. (2 marks)
b. What is the message of the poem? (4 marks)
c. Identify and comment on any two aspects of style in the poem. (6 marks)
d. Describe the tone of the poem. (2 marks)
e. Identify and illIustrate two character traits of Mwananchi. (4 marks)
f. Explain the meaning of the following words and phrases as used in the poem. (2 marks)
i) Inflated stomach
ii) Scare you out of your wits.

4. GRAMMAR (15 MARKS)

a. Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (3 marks)
i) He hardly visits his grandmother.
(Begin: Hardly ……..)
ii) The principal ordered the rude students to get out of his office.
(Write in direct speech)
iii) The disease was fast spreading but the doctors managed to curb it.
(Begin: Fast spreading though ……)

b. Complete the following sentences with the correct prepositions. (3 marks)
i) His life was dependent …… my discovering the cure.
ii) All students must abide …… the school rules and regulations.
iii) The old man was arraigned in court and charge …… stealing a neighbour‟s bull.

c. Fill in the blank spaces with the correct form of the words in brackets. (3 marks)
i) Rewrite your essay, it is very …… (repeat)
ii) It was very …… Of him to have done such a shameful act(responsible)
iii) The teacher‟s …… of the word amused the students. (pronounce)

d. Fill each blank space with the most appropriate word. (3 marks)
i) We should never take it for …… that God has always taken care of us.
ii) It is unwise to count your …… before they hatch
iii) It goes without …….. that Juma is a thief.

e. Rewrite the following sentences replacing the underlined words with phrasal verbs. (3 marks)
i) Let us discard all these old newspapers.
ii) She became happier when she heard the good news
iii) The teacher of English does not tolerate nonsense.

MERU SOUTH FORM 4 JOINT EVALUATION

ENGLISH
101/3
PAPER 3
(Creative Composition and Essay Based on Set Texts)

Answer three questions only

1. Imaginative composition (compulsory) (20 marks)

Either,

a) Write a story ending with:
I knew for sure that good mentorship is all a student needs.
Or,

b) Entry examination should be administered before admission to institutions of higher learning.
Do you agree or disagree?

2. The Compulsory Set Text (20 marks)
Bertolt Bretcht: The Caucasian Chalk Circle
The Caucasian Chalk Circle presents a mockery of societal expectation. Write an essay to justify the assertion.

3. Optional Text
Answer any one of the following questions.
Either,

a) The Short Story
Longhorn (school edition) When the Sun Goes Down and other stories from Africa and Beyond
Militia groups are a menace to the society. Drawing illustrations from Moses Isegwa‟s The War of Ears write a composition in support of this statement.
Or,

b) The play
Francis Imbuga, Betrayal in the City
Defiance has consequences. Show the validity of this statement using illustration from "Betrayal in the City"
Or,

c) The Novel
Witi Ihimaera, The Whale Rider
A society‟s authenticity is defined by its commonly held systems. Justify the validity of this statement in relation to the novel, The Whale Rider.

WESTLANDS SUB-COUNTY JOINT EXAMINATION
Kenya Certificate of Secondary Education

101/1
ENGLISH
Paper 1
(Functional Skills)
July/August 2016
Time: 2 Hours

1. Functional writing

After a careful analysis of your school‟s performance in the National Examinations, it has been noted that the performance of English has generally gone down. The school decides to carry out an investigation and appoints a committee to carry out this task and write a report. The principal has appointed you as the secretary to this committee. Write the report of your findings and make suggestionsfor improvement. (20 marks)

2. CLOZE TEST (10 MARKS)

Read the passage below and fill in each blank space with the most appropriate word.

Social networking sites like Facebook allow those (1) …… seventeen and above to join. Students of this age can use social media to stay in (2) ..…….. with their friends but they could also use it creatively to seek ideas or information on different subjects. This means that a student may seek answers (3) …… certain questions or subjects from other students not necessarily from his or her own school. Whatever information you put out there could be used (4) … .. you at some time in future when you are in search of employment. Do not use social media to propagate (5) … … messages or insults to others.

Protect your (6) …….. through the settings provided so that you can only be seen by those you want. Facebook officials have acknowledged that the social media giants keep close track of millions who (7) ….. into social network or go on the web.

Do not post something copied from elsewhere without attributing the author as this is not your original work, meaning that you will be breaking (8) ..…….. rules.

(9) ..... sharing your thoughts on Facebook, think and rethink of the consequences as you may be making a (10) ..... mistake.

3. ORAL SKILLS

a) Read the narrative below and answer the questions that follow.

"Grandson, have you come to see me?" the old woman asked excitedly. "Yes, Granny," came the reply.

Now Granny decided to cook a fish meal for her „grand‟ visitor but unfortunately she had no water for making the bread that must go with it. Soon the fish was ready. It smelt delicious and lay beautifully oiled in its pot, for the old woman was truly expert in the art of cooking.

"Just wait a moment," she said to the youth. "I‟m rushing off to the well. The fish is ready but there‟s no water for making the bread."

Lo! As soon as the old woman had hobbled away, the youth sent his hand exploring the depths of the fish pot. It emerged grasping a dainty slice of steaming fish. But the fish was piping hot and since it burnt the youth‟s hand he rushed it into his greedy mouth.

Well, mouth-the-cooler helped with the heat, but it was still a hard job chewing the fish and sorting out the bones. Tho, what a world this is! A long sharp fishbone stuck in the youth‟s throat, and try as he would, there was no way of freeing it. When Granny came from the well, she found her grand guest speechless, grasping for air like a drowning man.

i) How would you say the grandson‟s response to Granny's first question? Give reasons for your answer. (2 marks)

ii) If your were part of the audience listening to this story, explain two things that you would do to show that you are participating in the performance.

(2 marks)

iii) If you were to narrate the above story to an audience, how would you prepare to make your narration effective ?

(2 marks)

b) i)Underline the stressed syllable in the following words: (3 marks)

1. di.ffi.cult
2. pro.ject (verb)
3. ma.nage

c) Provide a word that is pronounced in the same way as each of the following. (4 marks)
i) bate
ii) ceiling
iii) soar
iv) toad

d) You are the chairperson of the newly founded Environmental Club in your school. You are holding the first meeting.
What would you do during the meeting to ensure that it is effective ? (4 marks)

e) You have been invited for an interview as an intern in a communication firm. Identify and explain three things you
would do in order to ensure you succeed. (3 marks)

f) The school is organizing a trip to Mombasa for Form 4 students during the term. The fee is Ksh.4,000 per student. How
would you convince your parents / guardian to pay for the trip ? (3 marks)

g) Imagine you are secretary of the Journalism Club. You have gone to see the principal to request the release of the school
bus to transport your members to an important function. Below is a part of the conversation between you and the
principal. Complete the conversation by filling in the blank spaces.

Principal : Please have a seat.
You : (1 mark)
Principal : What can I do for you ?
You : (2 marks)
Principal : But that"s a very short notice, Peter. You know very well that you are supposed to inform this office of such outings at least two weeks in advance.
You: (2 marks)
Principal: I understand it is not your mistake, Peter. From what you have said, I also appreciate that this is a very important meeting for your club and that is the only reason why I will allow your club to attend the function.
Please ensure that your members are ready on time and that discipline is maintained throughout the event.

You: (2 marks)
Principal : You are welcome, Peter.

WESTLANDS SUB-COUNTY JOINT EVALUATION
Kenya Certificate of Secondary Education

101/2
ENGLISH
Paper 2
(Comprehension, Literary Appreciation and Grammar)
July/August 2016
Time: 2½ Hours

1. COMPREHENSION (20 MARKS)

Read the following passage and then answer the questions that follow.

The career market is full of opportunities. Gone are the days when they had "either ... ..or" career choices. The times when
women, for example, chose between only nursing, teaching and secretarial work are long gone. The explosion in
communication technology, and the liberalization and globalization of the world economy, has ensured that there is no longer
a dearth in career choices. Today, colleges and universities offer a wide range of training opportunities to high school
graduates. This has made choosing a career an involving process. It has also given rise to the need for career counseling.
When choosing a career, whether you have the help of a career counselor or not, there are several factors that you should
consider. These include your abilities or talents, your interests, your priorities, and the available opportunities in the job
market.
The skills required in a particular career and the ability to gain them through education must be considered when choosing careers. Becoming a doctor, for instance, requires extensive education and training and many years of educational
commitment. In addition to the compulsory subjects, the academic background required for this career is good grades in chemistry and biology at secondary level. If your ability in these subjects is just average, you would be overstretching your luck to enroll for a Bachelor of Medicine degree course.
In the past, students have chosen to pursue training in engineering even when their ability to handle physics and mathematics
was low. This, in many cases, has made them drop out of the class mid-course. The waste of time and resources would have
been avoided if they had considered a career that did not require the ability to handle mathematics and physics well.
There are times people have been driven to choose a particular career because of the salary and prestige associated with jobs
in that field. At times, the desire to take courses comes from within the individual, but most times, individuals feel pressured
by peers or family to take certain course. Joining a career in which you have no interest is a recipe for a dull life since you
will spend most of your working hours doing something you do not like. Your career does not necessarily have to be your
passion, but it should not bore you to death either. You can work out your interest by identifying the subjects you enjoy most
at school, or the topics that are of interest to you and for which you take the initiative to read on your own.
It is true that many young people are attracted more by the social mobility that the job might provide than by their interest in
the career. However, research has found that money does not play as big a role in job satisfaction as many people think. Of
course we all have to make a living, but if you do not like your job, it does not matter how much you get paid to do it. What
does matter is how well a career choice matches what you value. If you value variety, collaboration and creativity, for
example, you would not find job satisfaction in a career where you are working alone and doing the same thing every day.
The availability of jobs in a particular field should also be a factor in choosing a career. This should be considered alongside
the skills and education sought in a given field. Most times, highly competitive fields require more education but may not pay
well. When there are many applicants for a particular position, unique personality traits become an

added benefit. However,
in fields where there are fewer applicants than the positions available, the pay may be more and the job may require less
education.

Nevertheless, one should not be discouraged by the scarcity of employment positions because institutions of higher learning
now emphasize that they are not simply training people to get out and look for jobs. They are training people to get out and
create jobs.
Therefore, the availability of job opportunities is not necessarily limited to the presence of employers. It also encompasses
opportunities for self-employment, which everyone is free to explore.

a) What had created necessity for career counselling ? (1 mark)
b) Why do you think the writer cites the choice of becoming a doctor in the passage ? (2 marks)
c) What should be the most important factor in choosing a career ? Give a reason for your answer. (2 marks)
d) In not more than 30 words, summarise the poor reasons people have used to make career choices. (3 marks)
e) "The waste of time and resources would have been avoided if they had considered a career that did not require the ability to
handle Mathematics and Physics."
(Begin : Had they .....) (2 marks)
f) What evidence is given in the passage to support the statement „money does not play as big a role in job satisfaction as many
people think' ? (2 marks)
g) Your career does not necessarily have to be your passion. (Rewrite, adding a question tag) (1 mark)
h) Why should the availability of jobs in a particular field influence career choice? (2 marks)
i) Discuss the figure of speech in the expression '... a recipe for a dull life...' (2 marks)
j) Explain the meaning of the following words as used in the passage : (3 marks)

a) ... educational commitment...
b) ...encompasses opportunities...
c) ...scarcity...

2. Read the following excerpt and then answer the questions that follow.

The River and the Source : Margaret Ogola

Now, that lengthy speech had two main purposes: to impress the father and his sons, for a girl's father was all powerful and capable of turning away the prospective suitors at their first meeting and secondly to indicate to the great chief that Owuor Kembo, though not such a great chief, was wifeless and therefore whoever he married would hold the envious position of mikai, the first wife, whose house would hold the centre stage directly facing the gate and to whom all other wives and also her husband would defer. Rumour had it that Odero Gogni had set his heart not only on his daughter marrying a chief but also that she be the mikai of such a chief. Okumu went back into his father's simba and repeated the message. Odero came out and bid the visitors enter. Kong'o was brought and as the council of Jodongo trooped in one by one the pot of tangy brew was passed from hand to hand, to be sipped through a long reed-like straw, after first offering libation to Were. Pleasant questions were asked about the state of the harvest and the cattle and no one had ever seen the great chief being so nice to any suitor including some wealthy ones who had offered to pay double the bride price.

"And how, may I ask is the savanna country of Sakwa? Were the rains adequate and the harvest plentiful? I have heard that a strange malady has killed many cattle in that place." Owuor Kembo's uncle was a seasoned broker who not only knew Chik but knew the loopholes and traps that might be set for an unwary suitor. He answered wisely.

“The rains were adequate and the food in the granary will feed us well after the next harvest. The rumour you heard was true but Were, praise be his name, protected most of our cattle, and besides the dead chief had only two sons and many daughters who will continue to bring in more wealth.”

At this Chief Odero could not help being somewhat envious as he had only eight daughters to his twenty-one sons. He had never quite mastered the art of siring daughters. He decided there and then that he would not make things easy for these arrogant upstarts. After all, of late he had to go easy on his wife-marrying spree because he felt a little alarmed at the number of his sons. His father Gogni Mboji, had had vast wealth and only six sons. So rich was he in fact that he had paid dowry for two wives in as many seasons for his elder son Odero, chief-to-be, before his twenty second season.

As the brew continued to flow, Odero called the council of Jodongo outside for consultation.

“My fathers,” he began. “This is my eldest daughter and as you know I have dispatched twelve suitors, but I like this group of people as the young man is obviously of good stock and his uncle a good spokesman. However, I would like to trim their arrogance a bit. You Aloo K'Olima have been my spokesman all along and you will remain so. Set the bride price at thirty head.”

“Thirty head!” exclaimed Aloo in disbelief.

“Yes, thirty head!” declared the uncompromising chief.

“But that is two and half times the usual bride price.” Even for Akoko, it was too much.

“Let them show us that my daughter is not going to starve in that wasteland they call a home.” They trooped back into the hut and the negotiations began in earnest.

a) Briefly explain the content of the lengthy speech that is made before this excerpt. (2 marks)
b) Comment on the desired outcomes of the „lengthy speech'. (2marks
c) Highlight the key thematic concern presented in this excerpt. (3 marks)
d) Identify and illustrate the character of
   i) Odero Gogni: (4 marks)
   ii) Owuor Kembo's Uncle:
e) “Let them show us that my daughter is not going to starve in that wasteland they call a home.” Rewrite in reported speech. (1 mark)
f) How is Adoyo Obanda described after this extract. (2 marks)
g) Explain two stylistic devices used in this excerpt. (4 marks)
h) Briefly discuss how Owuor Kembo's party reacts to what Aloo K'Olima tells them when the negotiations begin. (3 marks)
i) Discuss how the events in this excerpt influence the events in the novel. (2 marks)
j) Give the meanings of the following phrases as used in the extract.
   i) a strange malady
   ii) Good stock

3. POETRY (20 MARKS)

Read the following poem and then answer the questions that follow.

In the city
All moving the Lord knows where,

Dressed in suits and tatters,

Bowties, tights, ochred sheets and earrings,
All thinking of things to come,
Africa is in a state of opportunity,
All look for easy chances.
Of self-upliftment or undeserved promotion

That often mirage further and further
Making frustrate
Minds that should be content

It is a time of opportunity-

When one line makes a poet
And a little acquaintance or chance
Rockets one to the highest office

But the peasant, the pillar of the nation,
Has only to cope with prices that shift
Like the waves that rock the ship
carrying yellow maize to the city.

The employed call out strikes
That only deplete the little funds
That may relieve the peasant-

The elder brother keeps the younger in hunger
At home, if there‟s any,
The child plays with an empty bottle,
Cries for more milk
When the cost is daily on the rise

While the incomes remain static
And the higher brackets are daily filled
By youths that will not retire
Within this century.
The child laughs gaily,
Displaying its only four teeth
That show it grows to eat,
Unaware of all that shapes her decade

Adapted from a poem by Joseph G. Mutiga

a) Who is the persona in the poem ? (2 marks)
b) Briefly describe what the poem is about. (3 marks)
c) Explain the significance of the first line in the poem. (2 marks)
d) Identify the aspect of style used in stanza six and show its effectiveness. (3 marks)
e) Describe the kind of society presented in this poem. (2 marks)
f) What is the tone of the poem ? Support your answer. (3 marks)
g) Identify and discuss the use of sarcasm in the second-last stanza. (3 marks)
h) Explain the meaning of the following lines in the poem. (2 marks)
i) Africa is in a state of opportunity
ii) The pillar of the nation

4. GRAMMAR (15 MARKS)

a) Rewrite the following sentences according to the instructions given. Do not change the meaning. (3 marks)
i) Why did the thieves break into the apartment ? (Rewrite in the passive)
ii) You have been very argumentative this week. (Rewrite using „how‟)
iii) They had just entered the building. The shooting started.
(Join as one sentence beginning : Hardly ...)

b) Replace the word in bold with a phrasal verb formed from the verb given in brackets. (3 marks)
i) The principal felt disappointed by his performance. (let)
ii) Peter tried to disguise himself as a beggar but his soft, clean hands betrayed him. (give)
iii) Its not good to abandon one‟s family. (walk)

c) Complete the sentences below using the correct form of the word in brackets. (3 marks)
i) Mary‟s face ..... twitched whenever she was overwhelmed. (continue)
ii) Nobody expected the organization to make ..... (lose).
iii) Aren‟t hyenas known for their ..... ? (coward)

d) Fill in the blanks with the correct pronoun from the choices given. (3 marks)
i) Jean and ..... are going for the debating contest. (I, me)
ii) The match between his cousin and ..... ended in a draw. (he, him)
iii) When I first met ..... I thought she was a judge. (her/she)

e) Give a word that means the same as the underlined idiomatic expressions. (3 marks)
i) Oh dear! You‟re making a mountain out of a mole hill. I didn‟t mean to hurt you.
ii) Don‟t trust him. He heard it on the grape vine.
iii) There are some who will try to rock the boat during the meeting.

WESTLANDS SUB-COUNTY JOINT EXAMINATION
Kenya Certificate of Secondary Education
ENGLISH
Paper 3
(Creative Composition and Essays Based on Set Texts)
July/August 2016
Time: 2½ Hours

Answer three questions only

1. a) Imaginative Composition (Compulsory) (20 marks)
   Either
   a) Write a story beginning with :
   The hall was filled to the brim ...
   Or
   b) Write a composition explaining how the youth can develop their talents fully.
2. The Compulsory Set Text (20 marks)
   "Azdak ensures justice during his days as judge in Grusinia." Write an essay in response to this statement, referring closely to the Caucasian Chalk Circle.
3. The Optional Set Texts (20 marks)
   Answer any one of the following three questions.
   Either
   a) The Short Story
   Emilia Ilieva and Waveney Olembo (Eds), When the Sun Goes Down and Other Stories from Africa and Beyond

   Using illustrations from Isegawa"s short story, "The War of the Ears", write a composition to show how rebel groups are a threat to society.

   Or

   b) Drama

   Francis Imbuga, Betrayal in the City

   "Those who do evil do not get away with it." Write an essay supporting this statement drawing examples from the lives of Boss and Mulili.

   Or

   c) The Novel

   Witi Ihimaera, The Whale Rider

   Ihimaera uses Nani Flowers to bring comic relief in the novel. Write an essay citing four major instances where this is
   evident.