**ENGLISH EXAMS**

**101/1**

**ENGLISH**

**PAPER 1**

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**(FUNCTION SKILLS)**

1. **FUNCTIONAL WRITING (20MKS)**
   "You have read the novel "The River and the Source" and really enjoyed and are now ready to tackle it in K.C.S.E. You overheard some of your friends in form three complaining that it should not been included as one of the texts to be done in K.C.S.E
   Write a book review encouraging them to read since it will be examined in their year.
2. CLOZE TEST (10 MARKS)
   **Fill in the blank space with the most appropriate words.**
   A new research title "Underage Drinking in Kenya" has (1) _____ that nearly one third of form four students aged below 18 years take alcohol (2) _____. As our society ponders this sad (3) _____, the urgent message to children who are taking alcohol
   (4) _____, do not drink another sip. Advice to those children is to strongly say "no."
   (5) _____ irresponsible behavior to alcoholism, there are many (6) _____ effects of alcohol. It is wrong and illegal for children to drink alcohol.
   The report also states that 46 percent of the children receive (7) _____ first pint from friends and (8) _____ .Do you offer alcohol to child? As a parent or guardian, do you nurture (9) _____ ? How much time do you spend with them? Notably, (10) _____ of guidance and supervision are stimuli to underage drinking.

3. ORAL SKILLS
   **(a) Read the following poem and answer the questions that follow.**

   Ah, Are you digging on my grave?
   "Ah, are you digging on my grave,
   My loved one?- planting rue?"
   "No ; yesterday 'he went to wed '
   One of the brightest wealth has bred.
   'It cannot hurt her now," he said,
   " That I should not be true.

   "Then who is digging on my grave?
   My nearest dearest kin?"
   "Ah, no: they sit and think, 'what us!
   What good will planting flowers produce?
   No tendance of her mound can loose
   Her spirit from Deaths gin;"

   **Questions**

(a) (i) Supposing you were to perform this poem to your class how would you prepare? (3marks)

(ii) How would you say line two stanza 1 and why?
(2marks)

(iii) Identify an instance of alliteration in stanza 1
(1mark)

(iv) Describe the rhyme scheme of stanza 2
(2marks)

b) For each of the following words, provide another word with similar pronunciation (4marks)

(i) gate

(ii) bread

(iii) you

(iv) rest

c) You recently attended an interview which you failed. Mention some of the reasons that could have contributed to your failure.
(4 marks)

d) Mr. Mutiso recently brokered a deal for your school with a contractor which other teachers given the responsibility before had failed to negotiate. What skills could have given Mr. Mutiso an upper hand over teachers in negotiating the deal.
(5marks)

e) Study the following genre and answer the questions that follow.

Hurry hurry has no blessing

(i) Identify the genre
(1mark)

(ii) Identify and name two parts of the above genre
(2marks)

(iii) Identify and illustrate any two aspects of style employed in the above genre
(4marks)

f) For each of the following words, construct two sentences to convey two different meaning as indicated
(4marks)

(i) early (as an adverb and as an adjective)

(ii) Surprise (as a noun and as a verb)

**101/2**
**ENGLISH**
**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)**
**PAPER 2**

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1. **COMPREHENSION:**
**Read the passage below and then answer the questions that follow;**

Education is perhaps one of the greatest assets children can inherit from their parents. Indeed, parents are known to incur huge debts to help their children get education. The drive to make these sacrifices and our population growth, have created a huge demand for education.

This demand is reciprocated by mismatched supply that is not focused on developing "employable" skills and the output is more jobless graduates into the already full market place. Ironically, whereas this is the scenario in emerging economies the world over, it is in the same economies that skilled workers are in high demand, according to a human capital study done by PWC. Indeed , emerging economies are no longer relying on cheap labour to fuel exports- driven economies , but rather fouls on skilled labour because their economic models have shifted to exporting value - added goods. The demand for workers capable of doing talent intensive jobs that require quality qualifications is growing steadily. Studies have shown that no country in the world can achieve major socio – economic transformation without the contribution of skilled manpower. Kenya seems to be cognizant of this fact going by the massive budget allocation made in education each year.

There is a strong case for standardization and regulatory framework that will ensure delivery of high quality teaching and research whose end product are work- ready students. This is therefore a call to the government and the private sector to work hard in glove to address the prevailing challenges in higher education that impact the quality of graduates produced.

Lack of adequate resources, poor training infrastructure and facilities as well as an emphasis on "cramming" – reproduction of class notes in the exam papers compromise the quality of education. The result has been a yawning gap between the quality of students released into the job market and the needs of the employers.

If we are able to turn our institutions of higher learning into factories of talent that is readily marketable locally and to other countries, human capital development would become a key economic driver in our country. The Government needs to partner with all stakeholders and come up with "out of the box", holistic policy interventions that make use of best practices in order to promote practical skills and make education more effective in the short and long term. This also calls for accrediting and streamlining the requirements of new and existing education should look beyond profits and priorities equipping of students with knowledge , skills and competencies that enhance their employability both locally and internationally. While Kenya boasts of high literacy levels, it should now priorities the development and implementation of a long – term growth strategy that focuses on quality, not quantity.

**QUESTIONS**

a) What has created a huge demand for education according to the passage?
(2 marks)

b) What do the emerging economics rely on, and why?
(3marks)

c) Indeed, emerging economies are no longer relying on cheap labour. (Add a question tag) (1mark)

d) What advise is given to those investing in education
(3 marks)

e) Why is there an emphasis on standardization in education?
(2 marks)

f) In a paragraph of not more than 40 words, summarize the reason why the Government and other sectors should partner in education.
(5 marks)

g) Explain the meaning of the following words and expressions as used in the passage (4 marks)
i) Employable skills
ii) Cognisant
iii) Reciprocated
iv) Out of the box

2. <u>THE CAUCASIAN CHALK CIRCLE.</u>
<u>Read the extract below and answer the questions that follow.</u>

AZDAK: (sitting down): I accept. (Sighing, the inkeeper hands him some money). Good.
Now the formalities are disposed of. This is a case of rape?

INKEEPER : Your Honour, I caught the fellow in the act. Ludovica was in the straw on the stable
floor.

AZDAK : Quite right , the stable. Lovely horses! especially liked the little roan.

INKEEPER : The first thing I did, of course , was to question Ludovica. On my son's behalf.

AZDAK : ( seriously ): I said I especially liked the little roan.

INKEEPER : ( Coldly ) : Really ? Ludovica confessed the stableman took her against her will.

AZDAK : Take your veil off, Ludovica. (she does so) Ludovica, you please the court. Tell us
how it happened.

**<u>QUESTIONS.</u>**

1. What happens before this excerpt
(3marks)
2. 'I accept' Explain what is implied by this statement
(2 marks)
3. "Your honour, I caught the fellow in the act." Identify and explain one theme that can be deduced from the statement.
(3 marks)
4. "Ludovica you please the court – Tell us how it happened." In note form, explain Ludovica's defense.(4 marks)
Rough copy.
Fair copy.

5. Using the excerpt, state and explain two character traits of Azdak and two of Ludovica. (4 marks)
6. Why do you think Azdak asks Ludovica to remove her veil in this excerpt. (2 marks)
7. "(Sighing, the inkeeper hands him some money). Good. Now the formalities are disposed of." What turns out to be ironic about this statement? (3 marks)
8. "I caught the fellow in the act." Explain what this statement alludes to in the Bible (2 marks)
9. Give the meaning of the following words as used in the excerpt.
   i) Roan
   ii) Stable
   (2 marks)

**3. Read the poem given below and answer the questions that follow.**

**THAT OTHER LIFE**

(By Everett M Standa)

I have only faint memories
Memories of those days when all our joyful moment
In happiness, sorrow and dreams
Were so synchronized
That we were in spirit and flesh
One soul;

I have only faint memories
When we saw each other's image everywhere;
The friends, the relatives,
The gift of flowers, clothes and treats,
The evening walks where we praised each other,
Like little children in love;

I remember the dreams about children
The friendly neighbors and relatives
The money, the farms and cows
All were the pleasures ahead in mind
Wishing for the day of final union
When the dreams will come true

On that day final union
We promised each other pleasures and care
And everything good under the sun
As a daily reminder that you and me were one forever.

**QUESTIONS**

a) What does the day of the final union mean to the persona? (3 marks)
b) What faint memories does the persona have, according to the poem? (3marks)

c) What is the persona's attitude towards their marriage?
(2marks)

d) Explain the following expressions as used in the poem

(i) Happiness, sorrow and dreams were so synchronized.....
(2marks)

(ii) ..... praised each other like children in love
(2 marks)

(iii) All were pleasures ahead in mind.
(2marks)

e) Identify two aspects of style used in this poem and explain their effectiveness.
(4 marks)

f) What is the mood of the poem
(2 marks)

4. **GRAMMAR.**

**a. Give the correct form of the word in brackets to complete each of the sentences below.** (3 marks)

1. After a long _____ he won the tender (argue)
2. The _____ of the staff has been a matter of concern. (sober)
3. The world is tired of the _____ which man shows his fellow men (apathetic)

**b. Rewrite the following sentences according to the instructions. Do not alter the meaning.** (3 marks)

1. Muli could have passed the examination. Muli was regularly absent from school. (Join into one sentence beginning: Were it not.....)
2. The teachers agreed to teach after signing an agreement with the government. (Begin: Only....
3. This is the boy. His father is a generous man. (Join into one sentence using a relative pronoun)

**c. Complete the following sentence by writing the correct tense in brackets in each case.** (3 marks)

1. The students _____ assistance from the police after the attack (seek)
2. The visitors _____ us goodbye and left immediately (Bid)
3. All the workers have been _____ their dues. (pay)

**d. Complete the following sentences with a phrasal verb starting with the word in brackets.** (4 marks)

1. She looked carefully at the document but couldn't _____ what it meant (make)
2. The teacher couldn't _____ the students' bad behaviour (put)
3. Please _____ that all the chairs are in good condition. (See)
4. The boy actually _____ his father (take)

**e. Rewrite the following sentences correcting the error without changing the meaning**. (2 marks)

1. The dog has broken it's leg.
2. Jane is the smaller of the five sisters.

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

1. **Imaginative composition.**
   (20marks)
   Either:
   a) Write a composition beginning:
   Looking at my father, I knew my brother and I were in hot soup.....
   Or
   Write a story to illustrate the saying
   "All that glitters is not gold"
2. **'The River and the Source: Margaret A. Ogola.**
   "In the traditional Africa Society, women suffer the effects of gender discrimination."
   Using illustrations from, The River and The Source, validate the statement.
   (20marks)
3. **Optional set texts.**
   a) **When the Sun Goes Down and other Stories from Africa and Beyond – Longhorn (ed).** (20 marks)
   Using illustration from SandIsile Tshuma's story, "Arrested development" discuss the various ways in which development in developing countries is likely to be 'arrested'.
   b) **Betrayal in the City - Francis Imbuga**
   (20marks)
   "We keep our friends close but our enemies even closer". Support this statement using "Betrayal in the City" as reference.
   c) **The Whale Rider – Witi Ihimaera**

Write a composition on the role of tradition giving examples from Witi Ihimaera's. 'The Whale Rider'.

(20marks)

**ENGLISH**
**PAPER 1**
**(FUNCTION SKILLS)**
**MARKING SCHEMES**

1. Must have a layout of a review.
   (i) **Format**:
   Heading – Book Review (1mk)
   Title (1mk)
   Author (1mk)
   Publisher (1mk)
   Year of publication (1mk)
   Reviewer (1mk)
   (ii) **Body**:
   - The candidate should be able to at least capture the main character(s) – as he /she brings out the plot and thematic concern(s) in the novel. (3mks)
   - The candidate should bring out some styles used in the poem (2 mks)
   - The candidate should show the strength and weaknesses of the work of art (2 mks)
   - The candidate should conclude by encouraging the form threes to read the novel since it is one of the examinable text. (1mk)

   (ii) Language (5 mks)

2. CLOZE TEST.
   1. Shown
   2. regularly
   3. revelation
   4. is
   5. From
   6. negative
   7. their
   8. relative
   9. them
   10. lack.

3. ORAL SKILLS
   a (i)
   - read the poem to myself to understand it.
   - recite the poem in front of a mirror
   - As my classmates to observe as I rehearse my performance.
   - Decide on the intonation I would use at what point.
   - Decide on when and where to use gestures.
   - Ask myself and decide on the pace of delivery (any 3 x1=4 mks)

   ii) With a rising intonation – it is a yes / no question
   iii) <u>W</u>ent to <u>w</u>ed
   iv) a, bcccb – irregular rhyme

   b) i) gate – gait
   ii) bread – bred

iii) you – ewe
iv) rest – wrest

c)

- Lateness
- Lack of etiquette
- Improper dressing
- Poor research / preparedness
- Lack of confidence / obvious show of nervousness

d)

- Good listening skills
- ability to quickly and accurately grasp the issues at stake
- ability to comprehend the conflicting views of a matter
- Capacity to assimilate, interpret and use figures and facts in a manner to support a given view.
- determining the bottom line beyond which he couldn't go
- Exercise patience and restraint
- Ability to extract information without being offensive
- Maintain confidentiality

(5 x 1 =5 mks)

e) i) proverb (1 mk)

ii) hurry hurry has no blessings,
(2 mks)

Proposition competition

iii)

- Repetition – hurry hurry
- Alliteration hurry hurry has

f) i) We went home early. (adverb)
The early bird catches the worm. (adjective)
(2 mks)

ii) It was a surprise that he came to my wedding. (noun)
I will surprise you one of these days, (verb)
(2 mks)

**101/2**
**ENGLISH**
**(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)**
**MARKING SCHEME**

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**1.** a) The drive for parents to make sacrifices like incurring huge debts to help their children get education and also
our population growth.
(1 mk each x 2 =2 mks)

b) The emerging economies rely on skilled labour (1 mk) because their economic models have shifted to
exporting value – added goods.
(2 mks)

c) are they?
(1 mk)

d) Those investing in education should look beyond profits (1 mk) prioritise equipping of students with
knowledge and competences ( 1 mk ) to enhance students' employability both locally and internationally.
(1 mk)

e) Standardization should be emphasized to ensure delivery of high quality teaching and research (1mk) in order
to result in a work – ready students.
(1 mk)

f)
- In order to address the prevailing challenges in higher education like cramming lack of resources and infrastructure.
- To come up with "out of the box" holistic policy interventions, to promote practical skills and make education more effective.

NB: must be in prose; if a list is given award 50% of the total marks.

g) i) Employable skills – skills necessary for being successful in or keeping a job.
ii) Cognizant – having knowledge or being aware of.....
iii) Reciprocated – to exchange with others for mutual benefit.
iv) Out of the box- Non conformal or creative in thinking.

**2.** **THE CAUCASIAN CHALK CIRCLE MARKING SCHEME**

1. A case is presented to court whereby an inkeeper is accusing his stableman of raping his daughter – in – law
(the innkeepers ) Ludovica.
(3 marks)
2. These are words used by Azdak as a way of soliciting for a bribe. It implies that he is ready and willing to be bribed.
(2 marks)
3. The theme of moral decadence. The stable man was caught having sex with Ludovica despite the fact that Ludovica is another man's wife.
4. She entered the stable to see the new foal /the stable man observed that it was hot that day. The stable man laid his hand on her left breast / she resisted by telling him not to do that / The stableman continued handling her indecently / That provoked her anger / Before she realized his sinful

intensions he got closer / it was all over when her father – in – law came and accidentally trod on her / (Any 4 points 1 mark each)

5. Azdak
   (i) Corrupt- He openly accept brides in court "I accept"
   (ii) Persistent – he repeats the particularly liked the little roan. / persistently asks to be bribed with the little roan
   (iii) Immoral – Tells Ludovica to remove her veil possibly to assess how beautiful she is.

LUDOVICA

(i) Immoral / unfaithful – she sleeps with the stable man despite having a husband.
(ii) Opportunistic – she takes advantages of the absence of her husband to have an affair with the stable man.
(iii) Obedient – she complies when she is told to remove her veil by the judge.

(Identification 1 mark illustration 1 mark each)

6. Azdak wants to asses how beautiful Ludovica is possibly to justify her having tempted the stableman.
   (2 marks)
7. The statement is ironical because as it turns out Azdak rules in favour of the stableman and fines Ludovica to hand over the little roan to the court. This is despite the fact that he has already received a bribe from the inkeeper. One would have accepted him to rule in favour of Ludovica
   (3 marks)
8. The statement alludes to the story of the woman who was caught by the Pharisees, committing adultery which was against the laws of Moses and she was presented to Jesus to pass judgement on her. (2 marks)
9. (i) Roan – a horse with a mixture of two colours
   (ii) Stables – building in which horses are kept.
   (2 marks)

**3**.

a) The day of "final union" reminds of joy / peace / pleasure and care they promised each other.

   (Any three = 1 mk each)

b) The persona has faint memories of joyful moments / when they felt like one / when they saw each other's image everywhere / and loved each other like little children.
c) The persona is regretful (1 mk) he feels that they've not lived unto the promises they made to each other.
   (1 mk)
d) i) The persona and partner felt happy in spite of happiness or sorrow ( 1 mk ) for both had one hope in life , to be happy and united in purpose.
   (1 mk)
   ii) They were innocent about their feelings towards making each other feel loved / flattered. (2 mks)

iii) The persona hoped for a life of prosperity. (1mk) loaning money / farms / cows. (3 mks)

e) Repetition – 'I have only faint memories'
The repetition emphasizes the persona's feelings of regret.
Simile – 'We praised...like little children in love' – brings out the sense of deep love they had for each

(1mk)

f) The mood of the poem is nostalgic (1 mk) and regretful
(1 mk)

**4. Grammar.**

(a) 1. argument
2. sobriety
3. apathy (3 mks ) No mark for misspelling.

b) 1. Were it not for Muli's regular absenteeism, he could have passed the examination / were it not that
Muli was regularly absent from school, he could have passed the examination (1 mk)
2. Only after signing an agreement with the government did the teachers agree to teach (1 mk)
3. This is the boy whose father is generous
(1 mk)

(c). 1. Sought
2. bid
3. Paid
(3 mks)

(d) 1. Make out
2. Put up with
3. See to it
4. takes after
(4 mks)

(e) 1. The dog has broken its leg.
2. Jane is the smallest of the five sisters.
(2 mks)

**101/3**
**ENGLISH**
**PAPER 3**

**MARKING SCHEME**

**1.** Points of interception

a) It must be a story, if not deduct 4mks AD.

- T-he story must be the candidates personal experience in which he or she is involved in mischief in the company of his/her brothers ,only to be met by the wrath of their father .

b) It must be a story, if not deduct up to 4mks AD.

- The story must be illustrative of the saying and may be the candidate's own experience or that of another person in which they come to realize that appearance can at times be deceptive.

**2.** **THE RIVER AND THE SOURCE: MARGARET A. OGOLA.**

- Gender discrimination occurs when men show bias against members of the opposite sex. Women heroes in the novel have to struggle since the society treats them as lesser beings.
- Male chauvinism is seen when chief Odero Gogni contemplates "another rock for his sling since Akoko cried with a lot of gusto. Men do not recognize girls because they are passers-by unlike boys who stand for family continuity. Chief Odero Gogni has to disguise his love for Akoko because such love is unseemly.
- The society has low attitude towards girls. It does not consider important to seek for their opinion on their own marriages.
- Chief Odero with his sons turns away many suitors before they settle on chief Kembo. Details on marriage, bride price are settled in bride's absence .She is only called in when the most critical issues have been dispensed with. She leaves soon after she has been introduced to her husband. Akoko chooses a husband for Nyabera.
- A man owns a woman's "body and soul." Akoko is scandalized when threatens to leave her husband.
- Otieno is bitter that his brother chief Kembo had never beaten his wife .Akoko describes relationship between husbands and their wives like that of cats and dogs or like the one between ravens and chicken. Akoko is grateful for her husband since he treated her well.
- Otieno grabs Akoko's wealth soon after her husband dies. Believes that a woman does not deserve any wealth. Akoko felt the weight of injustice that women had felt in a male dominated world.
- It is a waste of time a girl to become educated. Her sole objective of existence being married and bringing up of children. Awiti ploughs her way through school despite difficulties encountered. All other girls drop out of school. When Pilipo is converted to Christianity, he thinks that catechism is too difficult for a woman to understand.
- The society expects a female to hide her intelligence. On Awiti's graduation from primary school, the teacher refrains from mentioning that she has been admitted into a teacher training college; people would ostracise her for her brilliance or no man will take her for a wife.
- The women in the text are so good at what they do that they are able to overcome the barrier s that society has placed in their way.

Introduction 2 marks

Expect developed points.

Mark 3:3:3:3=12marks
Conclusion = 2 marks
Grammar and presentation =4mks.
Total = 20 marks

**THE SHORT STORY**

**Introduction**

Due to mismanagement and run-down economies, various sectors of the economy are undeveloped and performing poorly in developing countries. This situation is reflected in "Arrested development"
(Accept any other relevant introduction) (2mks)

**Body**

**A(i) lack of public transport** :

- Passengers have to use private cars which charge exorbitant fares.
- Due to the poor transport network, the passengers have to wait for many hours to get a vehicle e.g. the narrator and the other passengers have to wait for three hours to get a vehicle to Beitbridge.
- The young man at Gwanda says he had to wait for eighteen hours for a minibus to fill up to make the trip to Bulawayo viable.

**A(ii) Illegal trade**

- The driver is said to be "Malayitsha" i.e. he ferries people and goods across the border illegally.
- Gloria, despite having dropped from high school, deals in cigarette and is very rich.
- The money lost by the young man at Gwanda is said to have been able to earn him over twenty million dollars in the black market.
- This illegal trade denied the country income from customs and import taxes.

**A(iii) Corruption**

- Officers have to be bribed to offer services –there is no Palm that cannot be greased.
- The driver and Gloria talk of paying border officials, highway police, farmers, magistrates etc
- With all this corruption, not much development can be achieved.

**A(iv) Endless power outages**

- A narrator's friend talks of her expensive imported hair piece always smelling like wood smoke.
- There is a power blackout at Beitbridge when the narrator arrives. He had to walk into the stary night.
- Without any power the development of any country is likely to be slowed down.

**A(v) Dysfunctional filling stations**

- Vehicle owners have to get petrol from black market.
- The narrator stands at Max's garage –barely functioning filing station.
- Without fuel the development of any country cannot run.

**A(vi) extortion and exploitation**

- Passengers pay exorbitant fares
- The young man who boards the car at Gwanda is coned of his hard earned dollars by unscrupulous money dealers.
- As a result of extortion and exploitation, money which would otherwise have been used for a country's development gets into the hands of a few.

**A(vii)Illegal immigration and brain drain.**

- Zimbabweans have to move to South Africa in search of better employment.

- Those with passports pay a couple of hundred rands while those without pay a couple of thousands of rands for crossing the border illegally.
- These illegal migrations and drain of experienced workforce stall the development of a country.

**Conclusion**

It is thus clear that developing countries faced by the above ills are not likely to develop just like the narrator's mother country. For any development to be achieved in such countries, the authorities have to put their feet firmly on the ground in fighting the vice that is likely to draw back the country's development agenda, which is not the case in the country where the story is set hence its arrested development.

(Accept any other valid conclusion 2mks

Language and presentation =4mks

NB: In the body, link must be created by the candidate on the relationship between various vices and underdevelopment.

**BETRAYAL IN THE CITY: FRANCIS IMBUGA**

**Introduction**

We have those that we think are our friends and we keep them informed and as part of our lives, yet they are our enemies and don't have much interest in us.

**1.Mulili and Jere**

They are both government officials. When they are sent to stop Doga and Nina from the shaving ceremony, they disagree as Jere wants it performed.

Jere feels that it should be kept a secret by both of them as Mulili had earlier helped Mustafa to escape and Jere had kept silent. But Mulili tells the boss of this little secret and Jere ends up in jail. Jere had also earlier threatened to shoot Mulili.

**2.Mulili and Kabito**

They are in the same visitors entertainment committee as the boss view them as his supporters.

Kabito refers to Mulili as a thief and later on Mulili misreports him to the boss. Mulili reports to the Boss that he has robbed him of the milk tender, he says Boss had ruined the economy among other accusations leading to the Boss eliminating a loyal and hardworking officer. Mulili also gets the milk tender at the expense of Kabito.

**3.Mulili and Boss**

Mulili is said to be a close cousin to the Boss and his eye and ear on the ground, he even puts him on various committees as his spy and close loyal friend and cousin. But during the play within a play when the Boss is outwitted and fixed, Mulili says he is a distant cousin and asserts that he should be shot for engaging in so many ills among them ruining the economy and death of Kabito.

**4.Jusper, Jere, Mosese versus the Boss**. The three actors would want the Boss to take role and give them actual guns instead of gun props only to turn against him. They get excited for the achievement of holding Boss at ransom

and want to shoot him but instead shoot Mulili who has attended the dress rehearsal.

**5.Kabito and Nicodemo**

They seem close friends even discussing the loss of the milk tender but the death of Kabito, Nicodemo does not want to lose allowance for the day. He asks if the day would be counted.

Any 4 well illustrated points
3:3:3:3=12mks
Introduction 2
Conclusion2
Grammar and presentation 4 Total 20 marks

3. **c. (optional)**

**Introduction**

Traditions determine the relationship between individuals and their communities, people and their environment as well as the place and role of individuals in the society. 2mks

**Body**

Amongst the Maori people, leadership roles are a preserve for men. It passes from one male to another male descendant. For this realm, it is always hoped that the first born child of the heir apparent will be a son.

Child naming is also determined not just by one's gender but also the role one can be expected to play in society. Koro is really upset when Nani names Kahu after their great ancestor Kahutia i.e. Rangi. To Koro naming a girl after Kahutia shows disrespect.

Nani gets Kahu's birth cord buried in the village to symbolize Kahu's connection with her people. In Nani's view, Kahu belongs to her father's people. Tradition and culture are passed down from one generation to the next in instruction sessions. The people have a relationship with sea animals. For example a stranded whale is seen as a gift from gods. They make offerings to the sea god when they need help or just in thanks giving, they do not carry food when they go fishing. Fishing is sacred task.

In this society individuals have specific roles to play Koro for example is viewed as an old whale"……has a role in the pattern of things in the tides of the future. (Any 4 well illustrated points x3 =12mks)

**Conclusion**

From the above illustrations, it is clear that traditions play a very important role in the lives of people, knit them together and teach generations to come, their culture and practices