101/1
ENGLISH
Paper 1
(Funtional writing, cloze test and oral skills
Time: 21/2 Hours

ALLIANCE BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

INSTRUCTIONS TO CANDIDATES

- *Write your name and Index Number in the spaces provided above.*
- *Sign and write date of examination in the spaces provided above.*
- *Answer **ALL** questions in the spaces provided.*
- *All workings **MUST** be clearly shown where necessary.*

For Examiners use only.

Question	Maximum Score	Candidates Score
1 – 24	80	

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)

ALLIANCE BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

. **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.

ALLIANCE BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

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)

MANG'U HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

101/1
ENGLISH
PAPER 1

(Functional writing, cloze test and oral skills)

1. **FUNCTIONAL WRITING.** (20 marks)
   (a) Your brother who has been studying abroad is coming home and the family has organised a party. Write an e-mail inviting two of your friends; Sabina and Kioko and copy your brother who is organising. (10 Marks)
   (b) Your friend Sabina is flying into the country from Addis Ababa Airport-Ethiopia. Write clear directions on how she can come to your home. (10 marks)

2. **CLOZE TEST** (10 marks)
   Fill in the blanks with the most suitable word.

   The purchasing of a motor vehicle or (1) _____ a driving licence is a satisfying achievement for most Kenyans. Few, however, (2) _____ that their achievement can, and (3) _____ does, amount to a passport to prison. A driver in prison? Yes, an individual can be (4) _____ to jail even when he is not driving.

   To curb the increasing (5) _____ of accidents in the country, the courts are taking a very (6) _____view and as a result sentences are being (7) _____ including imprisonment.

   Under the (8) _____ Act, any person who causes the death of another, be it a passenger in the driver's car or a(9) _____ crossing the road, or another motorist, by reckless driving or speeding or even leaving any vehicle on a road in such a position as to be dangerous can be (10) _____ for the offence of causing death.

3. **ORAL SKILLS (30 marks)**
   a) ***Read the following oral narrative and answer the questions that follow.*** *(10mks)*

   One day, the chameleon and the donkey were arguing as to who could run faster than the other. The donkey said, "**You chameleon, you are very old and tired. You can't compete with a man like me in a race."**

   The chameleon replied," Don't blow your own trumpet. I am not going to praise myself, but you know you can't defeat me in a race. We shall be equal."

   The race began and without donkey's knowledge, the chameleon jumped on the donkey's tail. They ran and ran, until the donkey was so tired until he stopped to rest. As soon as the donkey stopped, the chameleon jumped from the donkey's tail and said, "Now my friend, are you any faster than I?"

   "No, now I know that you are a man," answered the poor donkey.

   i. What would you do in order to capture the attention of the audience before you begin to tell the story? (2 marks)
   ii. How would you make the narration of the line indicated in **bold**effective? (4marks)
   iii. If you are part of the audience for this story, **explain two** things you would do to show that you are participating in the performance. (4marks)

   b) For each of the following words write another that is pronounced the same. (3 marks)
   i. Quay ……
   ii. Seed ……
   iii. Not ……

   c) There is need to light a night light on a light night like tonight.
   i) Identify the above genre. (1 Mark)
   ii) Give two functions of the genre. (2 Marks)

   d) For each of the following words, write two sentences to bring out two different meanings. (4 Marks)
   i) Polish
   ii) Intimate

e) 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)

f) Complete the following conversation appropriately

Delphine: (Telephone rings), Hello, ……
Trevor ……. (1 mark)
Delphine: I'm sorry. Ms Oketch is in a conference out of town. Could you kindly leave a message for her?
Trevor: ……. (1 mark)
Delphine: Sorry, I didn't get the last two digits of the number.
Trevor: ……. (1 mark)
Delphine: ……. (1 mark)
Trevor: Correct.
Delphine ……. (1 mark)
Trevor: Yes, let him know I'll be expecting his call.
Delphine: Okay, goodbye.
Trevor: ……. (1 mark)

MANG'U HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2

---

1. COMPREHENSION (20 marks)

Read the passage below and then answer the questions that follow

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 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, and trying to raise babies."

Jeff notes that without any know-how, finances or proper structures, teenage mothers face a very big challenge. Add to this the **stigma** that comes with being regarded as immoral. "Yet we know that not all teenage pregnancy 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 that they had abortions when they were very young, and they still feel guilty decades later. Some even go to the extent of saying, 'My firstborn would be this or that age.' It is very painful."

In Kenya, four in every ten women who die from unsafe abortions 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 Co-ordinating Agency for Population and Development, Nairobi- Kenya, 2006. The alarming figures are the reason why Margaret Muyanga, a counseling psychologist says open communication between teenagers and parents can be instrumental in curbing any post- pregnancy abortion or even worse, suicidal tendencies.

a) **Explain** how parents have contributed to the moral decay of their children. (2marks)

b) **Give** the factors leading to teenage pregnancy. (3 marks

c) **What** is the consequence of the rejection and abuse that teenage mothers experience? (2 marks)

d) In not more than **50** words, **summarize the consequences** of teenage pregnancy. (6 marks)

- Rough draft
- Final draft

e) What is the writer's attitude towards parenting? (2 marks)

f) Explain the meaning of the following words as used in the passage; (4 marks)

Scot-free
Stigma
Consensual
Avenues

g) Rewrite this sentence according to the instructions given in brackets.

Abortion, or an attempt to carry it out, complicates an already complicated situation.
(add a question tag) (1 mark)

2. EXCERPT **(25 marks)**

Read the excerpt below and respond to the questions that follow

GUESTS (loudly):

- Have you heard? The grand Duke is back! But the princes are against him.
- They say the Shah of Persia has lent him a great army to restore order in Grusinia.
- But how is that possible? The Shah of Persia is the enemy….
- The enemy of Grusinia, you donkey, not the enemy of the Grand Duke!
- In any case, the war's over, so our soldiers are coming back.

GRUSHA*drops a cake pan*. GUESTS *help her pick up the cake*.

AN OLD WOMAN (*to* GRUSHA): Are you feeling bad? It's just excitement about dear Jussup. Sit down and rest a while, my dear (GRUSHA *staggers*.)

GUESTS: Now everything'll be the way it was. Only the taxes'll go up because now we" ll have to pay for the war.

GRUSHA (*weakly*): Did someone say the soldiers are back?

FIRST MAN (*to a woman*): Show her the shawl. We bought it from a soldier. It's from Persia.

GRUSHA (*looking at the shawl*): They are here. (*She gets up, takes a step, kneels down in prayer, takes the silver cross and chain out her blouse, and kisses it*.)

MOTHER –IN –LAW (*while the guests silently watch*GRUSHA): What's the matter with you? Aren't

you going to look after our guests? What's all this city nonsense got to do with us?

GUESTS (*resuming conversation while* GRUSHA *remain in prayer*):

- you can buy Persian saddles from the soldiers too. Though many want crutches in exchange for them.
- The leaders on one side can win a war, the soldiers on both sides lose it.
- Anyway, the war's over. It's something they can't draft you anymore.

The dying man sits bolt upright in bed. He listens.

- What we need is two weeks of good weather.
- Our pear trees are hardly bearing a thing this year

MOTHER –IN –LAW (offering cakes): Have some more cakes and welcome! There are more!

(a) Describe the events leading to this extract. (4 marks)
(b) Explain what the guests mean by the statement "The grand Duke is back" (2 marks)
(c) Why does the mother-in-law welcome the guests to eat cakes? (1 mark)
(d) Identify and explain three ironic situations in this extract. (6 marks)
(e) Identify and explain two themes in this extract (4 marks)
(f) What happens immediately after this extract? (3 marks)
(g) What makes the dying man sit bolt upright? (1mark)
(h) "Did someone say the soldiers are back? **GRUSHA** asked.
(Rewrite the sentence in reported speech. (2 marks)
(i) "The mother-in-law's action was an effort in futility." Do you agree with this assertion? Justify your response. (2 marks)

3. **ORAL LITERATURE** (20 marks)

Read the narrative below and answer the questions that follow.

Long ago, there was famine in Gikuyu land. This famine had made the cows and goats to die. Only human beings were left and even them, it could be seen that they were not going to live much longer. Now the people asked themselves, "What shall we do?" It was decided that the most beautiful girl, one called Wanjiru should be sacrificed to god so that the rain could fall. She was brought to a place where there was a big river. She started to sing:

Rain fall and make this ridge green
Make this ridge green
My father said I should be lost. I should be lost
My mother said I should be lost. I should be lost
Rain fall and make this ridge green
Make this ridge green
She went down on her knee, she sang:
Rain fall and make this ridge green
Make this ridge green
My father said I should be lost, I should be lost
Rain fall and make this ridge green
Make this ridge green
The water reached the waist, she sang
Rain fall and make this ridge green
Make this ridge green
My father said I should be lost, I should be lost
My mother said I should be lost, I should be lost
Rain fall and make this ridge green
Make this ridge green
The water reached the neck, she sang
Rain fall and make this ridge green
Make this ridge green
My father said I should be lost, I should be lost
My mother said I should be lost, I should be lost

Rain fall and make this ridge green
Make this ridge green
The head went in
Very heavy rains fell on this land. The grass grew, a lot of food and the people began to feel better. Now where Wanjiru went she found her people who had died before her. These people had a lot of cows and goats. Now they asked her what she would like. She said she wanted cows and goats. She was given many goats and cows and then she was told to lie down in a place. When she woke up she found that she had returned back to her people. She woke up at a place where there was a river and she had her cows and goats. Now when the people saw her they rejoiced greatly.
The story ends there.
Adapted from: The Oral Literature of the Gikuyu by WanjikuKabira and KaregaMutahi.

(a) Why do you think this community makes the choice of a beautiful girl such as Wanjiru to sacrifice to god so as to receive rain? (1 mark)
(b) Which functions does this song serve in this narrative? (2mark)
(c) Describe one character trait of the villagers in this narrative. (2 marks)
(d) In point form, list how events follow each other in this story. (3 marks)
(e) Identify and explain **two** features of oral narration employed in this narrative.(4 marks)
(f) Identify two elements of fantasy in this story. (2 marks)
(g) Describe Wanjiru'stone in the song. (2marks)
(h) Which social/cultural practices of the Agikuyu are brought out in this narrative. (2 marks)
(i) What does this phrase mean? "My father said I should be lost." (1 mark)
(j) Answer the following question according to the instructions given in brackets. (1 mark)
Very heavy rains fell on this land. (Write in the passive form).

4. GRAMMAR (15 marks)

a) *Rewrite the following sentences according to instructions. Do not change the meaning.* (3 marks**)**
   i. They were so exhausted that they could not stay awake. (**rewrite using "too")**
   ii. Mutua would have won the race if he had done enough practice. (Begin: Had….)
   iii. "Will you come with us to the market?" she asked. **(rewrite in reported speech)**

(b) *Fill the blank spaces with the correct form of the word provided in brackets.* (3 marks)
   (i) The punishment is supposed to act as a……to others. (deter)
   (ii) They all agree that the murder is a strange……. (occur)
   (iii) It is……to accept such a strange explanation on the loss of the goods. (logical)

c) *Replace the underline words with a suitable phrasal verb.* (3 marks)
   (i) You do not have to <u>tell</u> me <u>exactly</u> what to do (spell)
   (ii) The teacher <u>reprimanded</u> the errant student.(tell)
   (iii) I cannot <u>tolerate</u> Becky's ill manners.(put)

d) *Choose the correct pronoun from the brackets to complete the following sentences.* (3 marks)
   i. Mr. Kamau and _____visited us last year. (he/him/himself)
   ii. John offered Njoroge and _____some biscuits. (I/me)
   iii. Do you think that he is wiser than _____. (I/me)

e) *Combine the following pairs of sentences using a participle* (3 marks)
   (i) The street Urchin was clobbered. He cried out for mercy
   (ii) The police surrounded the gangsters' house. He shot in the air to scare them away
   (iii) Jeff was bored of my nagging. He moved out of the house

MANG'U HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. Imaginative composition

   Either

a) Write a composition beginning with the following:
   It all started as a rumour but no one in the family took it seriously until…..... (20 marks)
   Or
b) Write a composition on the following topic:
   Ways of eliminating drug abuse among the youth.

2. The compulsory set text.
   The River and the Source-Margaret Ogola
   A strong household is founded on strong family values. Making reference to Mark Sigu's family in Margaret Ogola's The River and the Source, write an essay to justify this statement.
3. Optional set texts
   Answer any of the following questions.

a) The Short Story
   Emilia Ilieva and WaveneyOlembo, When the Sun Goes Down
   With illustrations from MoyezVassanji's 'Leaving', write an essay to show what leads individuals to seek education opportunities in foreign countries.
   Or
b) The Play
   Francis Imbuga, Betrayal in the City.
   Betrayal in the city – Francis Imbuga – A nation led by a bad leader is destined to fall.
   Drawing illustrations from Francis Imbuga's Betrayal in the City', justify this statement.
   Or
c) The Novel
   WitiIhimaera, The Whale Rider.
   Each and every activity carried out among the Whangara community is carried out in utter sacredness. Discuss the validity of this statement drawing your illustrations from The Whale Rider.

PRECIOUS BLOOD KCSE TRIAL AND PRACTICE EXAM 2016

101/1
ENGLISH
PAPER 1
(Functional writing, cloze test and oral skills)

---

1. **FUNCTIONAL SKILLS (20 MARKS)**
   Imagine that you are the Organizing Secretary of Virginia Mwende's Graduation Party. Mwende has graduated with a First Class Honours Degree from the University of Nairobi.
   a) Design an invitation card to be sent to the guests (12mks)
   b) Write a congratulatory note to Mwende to be presented on that day (8mks)

2. CLOZE TEST

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

Alcohol impacts people and societies in different (1)_____ and is determined by the (2) _____ of alcohol consumed, the pattern of drinking, and, on rare occasions, the quality of alcohol (3)_____. Alcohol is a psychoactive substance and its harmful use is known (4) _____ have dependence - producing properties and cause (5) _____ than 200 diseases among drinkers as well as devastating effects to innocent victims such as unborn children.

Drinking alcohol (6)_____ pregnancy can lead to miscarriage, preterm birth, still birth, spontaneous abortion, and contribute to a range of disabilities known (7) _____ foetal alcohol spectrum disorders (FASD). FASD is an umbrella term (8) _____ to an array of conditions involving impairments of the growth and development of the central (9)_____ system caused by (10) _____ intake during pregnancy.

(Adapted from DN2 - The Daily Nation 19th May 2015)

3. ORAL SKILLS

Read the poem and answer the questions that follow.

I SEE HIS BLOOD UPON THE ROSE by Joseph Plunkett
I see his blood upon the rose,
And in the stars the glory of his eyes,
His body gleams amid eternal snows,
His tears fall from the skies.
I see his face in every flower;
The thunder and the singing of the birds
Are but his voice - and carven by his power
Rocks are his written words

All pathways by his feet are worn,
His strong heart stirs the ever beating sea
His crown of thorns is twined with every thorn,
His cross is every tree.

i) Describe the rhyme scheme of the poem (2mks)

ii) Which words would you stress in the last two lines of the last stanza and why? (2mks)

iii) Apart from rhyme, identify and illustrate one sound device in this poem (2mks)

iv) Give two effects of the above sound pattern 2mks)

v) How would you say the last line of the poem `(2mks)

b) For each of the following words, underline the silent letters

(i) Juice
(ii) Solemn
(iii) Island (3mks)

c) Identify the intonation that would be present in the following sentences (4mks)

(i) What deal did the two agree on?
(ii) Did you see the summary?
(iii) I have donated more blood
(iv) The farmer harvests much, doesn't he?

d) Give the meaning of the following sentences when the underlined words are stressed.

(i) James was humbled by the experience
(ii) James was humbled by the experience
(iii) James was humbled by the experience

e). Put the words below in the correct column according to the pronunciation of the vowed sound (Night, school, floor, write, you, oar) (3mks)

1. /ai/	2. /u:/	3. /ɔ:/

f. Your former primary school has invited you to give a talk on how to improve performance. You decide to focus your talk on the value of listening skills. Write down three points on how you would ensure the listening is effective (3mks)

g. There were two candidates for an interview. One was successful while the other one was not. State and explain his/her conducts during the interview that could have made him or her to be successful. (4mks)

PRECIOUS BLOOD KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2

---

1. ***Read the passage below then answer the questions that follow*** *(20mks)*

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 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 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 co-ordination. 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 originally 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 mains people. When abused, alcohol is a highly dangerous drug.

Questions

(i) What are the major causes of death among alcoholics? (2mks)

(ii) Which reason does the writer give as to why physicians do not report alcoholic related deaths? (2mks)

(iii) One out of four persons who are admitted to mental hospitals are diagnosed as alcoholics. (Rewrite using a few……) (2mks)

(iv) Alcoholics often die under violent circumstances…. (add a question tag) (1mk)

(v) What is the attitude of the writer towards people who abuse alcohol (3mks)

(vi) Explain what the following sentence means. Alcohol tends to be a substrate for a balanced diet (2mks)

(vii) Make notes on the effects of alcohol to expectant mothers and their children (4mks)

(viii) Supply a suitable title for the passage (1mk)

(ix) Explain the meanings of the following words and phrases as used in the passage (3mks)

a) Attributable
b) Scarred
c) Statistics

2. ***The Caucasian Chalk Circle: Literary Appreciation (25mks)***

Read the excerpt below and answer the questions that follow:

GRUSHA : Simon!

SIMON : Is that Grusha Vasnadze?

GRUSHA : Simon!

SIMON (*formally*): A good morning to the young lady. I hope she is well.

GRUSHA (*getting up and bowing low*): A good morning to the soldier. God be thanked he has returned in good health.

SIMON : They found better fish, so they didn't eat me said the haddock

GRUSHA : Courage, said the kitchen boy. Good luck, said the hero

SIMON : How are things here? Was the winter bearable? The neighbor considerate?

GRUSHA : The winter was a trifle rough, the neighbor as usual Simon.

SIMON : May one ask if a certain person still dips her toes in the water when rinsing the linen?

GRUSHA : The answer is no. Because of the eyes in the bushes.

SIMON : The young lady is speaking of soldiers. Here stands the paymaster

GRUSHA : A job worth twenty piasters?

SIMON : And lodgings?

GRUSHA (*with tears in her eyes*) : Behind the barracks under the date trees

SIMON : Yes there. A certain person has kept her eyes open
GRUSHA : She has, Simon.
SIMON : And has not forgotten? (GRUSHA *shakes her head*) So the door is still on its hinges as they say? (GRUSHA *looks at him in silence and shakes her head again*) What's this? Is anything not as it should be?
GRUSHA : Simon Shashava, I can never return to Nuka. Something has happened.
SIMON : What can have happened?
GRUSHA : For one thing, I knocked an Ironshirt down
GRUSHA : Simon Shashava, I am no longer called what I used to be called
SIMON (*after a pause*):I do not understand
GRUSHA : When do women change their names, Simon? Let me explain.
Nothing stands between us. Everything is just as it was. You must believe that.
SIMON : Nothing stands between us and yet there is something?
GRUSHA : How can I explain it so fast and with the stream between us?
Couldn't you cross the bridge there?
SIMON : Maybe it's no longer necessary
GRUSHA : It is very necessary. Come over on this side, Simon. Quick!
SIMON : Does the young lady wish to say someone has come too late?

a) Place this excerpt in its immediate context (4mks)
b) Where is this scene taking place (1mk)
c) Discuss the relationship between Grusha and Simon in this excerpt (4mks)
d) "May one ask if a certain person still dips her toes in the water when rinsing the linen?" In which other scene does Simon use the very words to Grusha? Explain what was happening in that scene (3mks)
e) Grusha says she cannot go to Nuka because something has happened. Explain. (3mks)
f) Describe the character trait of Simon as brought out in this excerpt (4mks)
g) Explain the meaning of the following saying and word as used in the excerpt
   i) They found better fish, so they didn't eat me, said the haddock (2mks)
   ii) Gaily (1mk)
h) Identity and illustrate the major theme present in this excerpt (3mks)

3. Question 3 : Oral Narrative (20mks)

Read the following narrative and then answer the questions that follow.

Once upon a time there lived a man who was very old and as poor as a church mouse. The old man his living by cutting trees and burning charcoal. He would then sell to the villagers for small amount of money. Business was very low because they were very few, poor and as a result he could go home hungry. Despite this, the old man never despaired but worked even harder.

One day the old man woke up very early in the morning and headed to the forest where he worked. Suddenly he heard a voice, "who is that who wants to destroy our house?" The old man was so scared that the axe fell down from his hand. He answered with a shaky voice. "It's me a poor old man and I have not eaten since yesterday. I have come to look for trees, burn them into charcoal and sell." The voice said sympathetically, "Go to that cave inside you will find a pot. Take it home and instruct it to cook food. He rushed to the cave and found the post as he had been told. He hurriedly took it home. On reaching home he repeated what he had been told. "Pot cook food" and Alas! There was plenty of food. He ate and ate until he could eat no more.

The man was very happy and forgot his old business. This continued for months. Then one day the pot did not cook the food. He carefully checked the pot for cracks but he found none. After a thorough check he saw a tiny hole at the bottom of the pot. He

"Oh dear vulture," said the hen with confusion and great regret, "forgive me; I am so sorry for this my negligence. I really intended to return you razor very soon, but I put it in my leather bag, and forgot it completely. Let me go and take it; you will have it in half a minute."

"Yes, I know you are forgetful creature, but look at the damage you have caused me. You have deprived me of my sustenance for many days. Mind you, if you have lost it, you will pay for it very dearly," said the vulture. The hen rushed into the hut to fetch the razor. She plunged her hand into the leather bag, alas! It was empty; there was no razor in it. She was very shocked at the unpleasant discovery. She started searching on the floor to see if by chance it had dropped from the bag but there was not finding it. She looked under the children's bed, near the firestones, in the store; but there was no sign of it. Tired and defeated, she came out and imploring, said, "O dear friend and master, I can't find it. Have mercy on me! I will search better. I am ready to demolish my hut altogether, and search diligently until I find and return it to you."

"I told you to be very careful, and I repeat again, I want my razor back! But mind, I want the very one I gave, and no substitute!"

The poor hen spent all the day searching, but nothing came to light. She demolished her hut, and started searching in the roof grass among the rubble of the walls, between the poles, in the ashes and even in the rubbish pit, but nothing was found.

The following day the vulture came to see the results of the searching. He found the hen still scratching the ground among a heap of dry grass and ox dung; but no razor was yet discovered.

"I am very sorry, dear hen," said the vulture, "but I can't wait any longer without compensation for my razor. For today you must give me a chicken. Tomorrow I will return and see what has happened in the mean time.

So the vulture flew away with a chicken gripped within its talons under its breast. The following day he returned to the hen. She was still scratching the ground; but she could not see any razor. Another chicken went with the vulture. And the same happened in the following days until today. That is the reason why the hen is always scratching the ground, and the vulture snooping on chickens even in our days. The hen is still searching for the razor, and the vulture compensating himself for its loss.

(i) With reasons for your answer, categorize the above narrative (2mks)
(ii) Give and illustrate any character trait of 'the hen' (2mks)
(iii) Identify and illustrate two features of style characteristic or oral narratives present in this narrative (4mks)
(iv) What preparations would you put in place if you intend to carry out a field study in this genre? (4mks)
(v) Highlight the problems you are likely to encounter during the field study and propose suitable solutions to them (6mks)
(vi) What moral lesson do you learn from this oral narrative? Give a reason for your answer (2mks)

4. Grammar

(a) Replace the underlined words in the sentences below with their antonyms (2mks)

(i) The sea was rough
(ii) She gave an intelligent answer

(b) ***Replace the phrasal verbs underlined in these sentences with one word that means the same*** **.**(3mks)

(i) It is wrong to look down on students from other schools.
(ii) Teachers should not give in to their students' unreasonable demands.
(iii) The delegates came up with ten rules to guide our response to globalization

(c) Rewrite the following sentences according to the instructions given after each without changing the meaning.

(i) Neither Peter nor Michael prefers coffee to tea
(Rewrite to begin with Peter and end with Michael)
(ii) He was the Chairman of the society, and therefore he couldn't tolerate anybody's impudence
(Begin As……..)
(iii) Joseph and his sister came out of the bus accident unhurt.
(Begin Neither Joseph and end with hurt in the bus accident)
(iv) When the guests arrived, the function begun.
(Begin No sooner…)

(d) Fill in the blank spaces with the correct form of the given adjectives comparative or superlative, whichever completes the sentence correctly.

(i) The patient says he feels_____ this morning (good)
(ii) Who is the _____ writer in the world? (famous)

(e) Explain the difference in meaning between the following pair (2mks)

(a) A Mr. Gitau came to see you when you were out
(b) Mr. Gitau came to see you when you were out

PRECIOUS BLOOD KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. Imaginative composition (20mks)

EITHER

a) Write a story starting with:
It all started as a rumour but no one in the family took it seriously until…
OR
b) Write a story to illustrate the saying: "The shortest way home is not always the quickest".

2. Compulsory Set Text (20mks)
Margaret Ogula's The River and the Source
Drawing illustrations from Margaret Ogula's The River and The Source, write an essay proving that Akoko is at the centre of the change process in the society of the River and The Source.
3. The Optional Set Texts (20mks)
***Answer any ONE of the following three questions*.**

(a) Drama: Francis Imbuga's Betrayal in The City. Fighting for justice comes with a price. Discuss the validity of this statement in relation to the play – Betrayal in the City

(b) The Novel: "The Whale Rider" – Witi Ihimaera
"A people's tradition is their backbone". Using illustrations from "The Whale Rider" by Witi Ihimaera, write an essay in support of this statement.

(c) The Short Story: Longhorn (E.D) "When the Sun Goes Down and other stories from Africa and Beyond. With illustrations from Sandisile Ishuma's story "Arrested Development" show how appropriate the title "Arrested Development" is to the story.

MOI GIRLS – ELDORET KCSE TRIAL AND PRACTICE EXAM 2016

101/1
ENGLISH
PAPER 1
(Functional writing, cloze test and oral skills

---

1. FUNCTIONAL WRITING (20MKS)

You are the secretary of Debating Club in your school, recently the club held a meeting and the following issues were discussed;

- Election of officials
- Income generating activities in the club
- Preparation for the great debate.

In the meeting, 8 members were present, 3 including the vice chairperson sent apologies and the whereabouts of 2 members were unknown. The club patron also attended the meeting. Apart from the main issues, members raised some issues from the previous meeting. Write down the minutes of the meeting.

2. CLOZE TEST 10 MARKS

There is this bizarre preoccupation with 1……. class among us such 2…….. what happened at Langa'ta was bound to happen. Our greed 3……. wealth and standing considers nothing sacred, nothing immoral, nothing offensive to everyone, which is why some people were wondering why the children were protesting 4……. they were supposed to be in class! Our preoccupation with private academies for our children is partly what made the "private developer" target public school 5……., only that for the "developer'", the police who came to secure the interests of one against many used tear gas on children.

If most of us decided to 6……. our children to public schools and worked collectively to make them better, chances are this particular "private developer" and many 7……. would avoid school land for fear of reaction. But many of us have 8……. to this mess by avoiding public facilities— schools, hospitals 9……. even parks — because using them does not speak 10…….of our social standing.

3. ORAL SKILLS 30 MARKS

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

The Bride.

Why do you wear that dress so white?
Why do you wear that veil so light?

Why do your young eyes shine so bright?
Is it your wedding?

I wear dress and veil to show
That gladly to my love I go
My young eyes shine because I know
It is my wedding.

(i) Identify the rhyme scheme of this poem? (2 marks)
(ii) Using illustrations show how rhythm has been achieved in the poem. (3 marks)
(iii) Would you use the rising or the falling intonation in reading line 3 in stanza one in this poem? Give reason. (1 mark)
(iv) How would you say the last line of the second stanza? (2 marks)

b). Identify the silent letters in the following words (6 marks)

i) Practically
ii) Ballet
iii) Bristle
iv) Guilt
v) Baguette
vi) Psychotic

c). Underline the stressed syllables in the following words. (3marks)

i) Palatial
ii) Rejuvenation
iii) Police

d). Underline the stressed syllable of the following words when used as verbs. (2marks)

i) Ridicule
ii) Suspect

e). You are going to attend an interview for your first job in a bank. You want to look presentable to create a good impression. What would you do before and during the occasion to achieve this? (4marks)

f). Complete the telephone conversation below between a parent and a student acting as a receptionist at her school.

Mrs. Wanjau: …… 1mark
Joan: Hallo. Yes, this is Makutano High School. How can I help you?
Mrs. Wanjau: ……
…… 2marks
Joan: I am sorry the Principal is not in at the moment. Can you leave a message?
Mrs. Wanjau:…… 1mark
Joan: I am Joan, a form 4 student stepping in for the receptionist who has gone out shortly.
Mrs. Wanjau: …… 1mark
Joan: Yes once in a while students of office practice and typing are allowed to step in for the receptionist as part of their practice.
Mrs. Wanjau: ……
…… 2marks
Joan: Thank you very much. I will let the Principal know that you will call tomorrow.

MOI GIRLS - ELDORET KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

COMPREHENSION

Read the passage below and answer the questions that follow

Terrorism is a real and urgent threat to nations and their interests a threat that could become perilous if terrorists acquire nuclear or biological weapons. The policies pursued by the bush administration have too often been counterproductive and self-defeating. In the name of an 'offensive' strategy, they have undermined the values and principles that made the United States a model for the world, dismayed cooperative nations around the world and jeopardize their cooperation with us, and provided ammunition for terrorist recruitment in the Middle East and beyond. To achieve our long-term objective we must go beyond narrow counterterrorism policies to **embed** counterterrorism in an overarching national security strategy designed to restore American leadership and respect in the world. This leadership must be based on a strong commitment to our values and to building the structures of international cooperation that are needed to only fight terrorists, but also to meet key challenges of our time: proliferation; climate change and energy security; the danger of pandemic disease; and the need to sustain a vibrant global economy that lifts the lives of people everywhere.

We have to demonstrate that the model of liberty and tolerance embodied by the United States, are the enemy of these universal ambitions. We must pursue an integrated set of policies- on non-proliferation, energy and climate, global public health and economic development- which reflect recognition that in an independent world, the American people can be safe and prosperous only if others too share in these blessings. Our policies must demonstrate a respect for differences of history, culture and tradition, while remaining true to the principles of liberty embodied in the Universal Declaration of Human Rights. This kind of enlightened self interest led others to rally to American leadership in the Cold War and offers the best hope for sustaining our leadership in the future. The world is filled with terrorist organizations. While the State Departments list of **designated** groups includes almost four dozen, numerous well known ones are still omitted because of issues related to designation process. Yet to many organizations, only one subset currently poses a serious and sustained threat to the United States and its allies: the Sunni jihadist organization known by the shorthand 'al Qaeda'

The group merits this special status because it is the only terrorist organization with the ambition and the capability to inflict genuinely catastrophic damage, which can provisionally be defined as attacks that claim causalities in the four digits or higher. The group is also unique in that it may eventually be able to carry out a campaign of repeated attacks that would have a paralyzing effect on American life and its institutions. Its ability to **foil** fundamental U.S. strategic goals-as it did in Iraq and as it threatens to do together with the Taliban in Afghanistan-has been amply demonstrated. As the turmoil in Pakistan has demonstrated, its capacity for upsetting the geopolitics of major regions of the world today is also unrivalled among non-state actors. The evidence provided by September 11, 2001 is sufficient to demonstrate the groups' capability and its determination. Unlike most terrorist, it eschews incremental gains and seeks no part of a negotiation process; it seeks to achieve its primary ends, including mobilization of a large number of Muslims, through violence.

The Bush administration has fundamentally misunderstood the nature of the jihadist movement and its actions have made the threat considerably worse. The administration has hyped the threat and subordinated foreign security policy into the 'Global War on Terror.' It has relied on the wrong tools –principally the military- and vastly overemphasized tactics at the expense of strategy. To the extent that it has a strategy for reducing the appeal of jihad, it is the 'freedom agenda' which has backfired. Counter terrorism requires a shift away from a foreign and security policy that makes

counterterrorism the **prism** through which everything is evaluated and decided. It requires a policy that must go beyond uncompromising efforts to do away with those who seek to harm us today. International engagement is essential in meeting this threat since it will ensure that new terrorist recruits do not come to take the place of those that have been defeated.
(Adapted from 'strategic Counterterrorism' by Daniel Benjamin, Policy Paper Number 7, 2008)

Questions

1. In what ways were the policies pursued by the Bush administration counterproductive and self-defeating? (3mks).
2. What according to the author is the essence of American counterterrorism leadership? (3mks)
3. Make notes on what ought to be done to uphold American leadership? (4mks)
4. In the following sentence, replace the underlined expression with one word (1mk)
   It requires a policy that must go beyond uncompromising efforts to do away with those who seek to harm us today.
5. Why is Al-Qaida a unique group? (2mks)
6. What is needed in the fight against terrorism? (2mks)
7. In your opinion, what is the most dangerous aspect of terror a threat? (1mk)
8. Explain the meaning of each of the following words as used in the passage (4mks)
   a) Embed
   b) Designated
   c) Foil
   d) Prism

2 Read the excerpt below and answer the questions that follow

SIMON: I thank you, Grusha Vashnasdze. And good-bye!

He bows low before her. She does the same before him. Then she runs quickly off without looking round. Enter the ADJUTANT from the gateway

ADJUTANT (*harshly)*: Harness' the horses to the carriage! Don't stand there doing nothing, scum!

SIMION SHASHAVA *stands to attention and goes off. Two* SERVANTS *crowd from the gateway, bent low under huge trunks. Behind them, supported by her women, stumbles* NATELLA ABASHWILI *she is followed by a* WOMAN *carrying her* CHILD.

GOVERNOR'S WIFE: I hardly know if my head's still on. Where is Michael? Don't hold him so clumsily. Pile the trunks onto the carriage. No news from the city, Shalva?

ADJUTANT: None. All's quiet so far, but there's not a minute to lose. No room for all those trunks in the carriage. Pick out what you need. *(Exit quickly.)*

GOVERNORS WIFE: only essentials! Quick, open the trunks! I'll tell you what I need *(The trunks are lowered and opened. She points at some brocade dresses.)* The green one! And of course, the one with the fur trimming. Where are Niko Mikadze and Mika Loladze? I have suddenly got the most terrible migraine again. It always starts in the temples. *(Enter GRUSHA.)* Taking your time, eh? Go and get the hot water bottles this minute!(GRUSHA *runs off, returns later with hot water bottles; the* GOVERNOR'S WIFE *ordered her about by signs.)* Don't tear the sleeves.

A YOUNG WOMAN: Pardon, madam, no harm has come to the dress.

GOVERNOR'S WIFE: Because I stopped you. I've been watching you for a long time. Nothing in your head but making eyes at Shalva Tzereteli I 'll kill you, you bitch! (*She beats the* YOUNG WOMAN)

ADJUTANT (*appearing in the gateway)* : Please make haste, Natella Abashwili. Firing has broken out in the city. (*Exit)*

GOVERNOR'S WIFE :*(Letting go off the* YOUNG WOMAN) Oh dear, do you think they'll lay hands on us? Why should they? *(She herself begins to rummage in the trunks.)* How's Michael? Asleep?

WOMAN WITH THE CHILD: Yes madam.

GOVERNOR'S WIFE: Then put him down a moment and get my little saffron-coloured boots from the bedroom. I need them for the green dress. *(The* WOMAN *puts down the* CHILD *and goes off.)* Just look how these things have been packed! No love! No understanding! If you don't give them every order yourself.....At such that moments you realize what kind of servants you have! They gorge themselves at your expense, and never a word of gratitude! I'll remember this.

ADJUTANT: *(entering*, *very excited)* Natella, you must leave at once!

GOVERNOR'S WIFE: Why? I've got to take this silver dress- it cost a thousand piasters. And that one there, where's the wine-coloured one?

a) Why does simon thank Grusha? (2marks)
b) Explain the sense of urgency displayed by the Adjutant. (2marks)
c) Describe what happened immediately after this excerpt ? (3marks)
d) Identify and illustrate a character traits of each: (4 marks)
   (i) Natella Abashwili
   (ii) Shalva Tzereteli
e) Identify the main theme in this excerpt. (3 marks)

f) I hardly know if my head's still on. Where is Michael? *(Rewrite this in reported speech)* (2 marks)
g) Describe the mood of the excerpt. (3marks)
h) What is Natella's attitude towards the servants? (3marks)
i) Identify one stylistic device used in this excerpt and comment on its effect (3marks)

3 Read the poem bellow and answer the question that follows

My grandmother *by Elizabeth Jennings*

She kept an antique shop-or it kept her.
Among Apostle spoons and Bristol glasses,
The faded silks, the heavy furniture,
She watched her own reflection in the brass
Salvers and silver bowls, as if to prove
Polish was all, there was no need for love.

And I remember how I once refused
To go out with her, since I was afraid.
It was perhaps a wish not to be used
Like antique objects .Though she never said
That she was hurt, I still could feel the guilt
Of that refusal, guessing how she felt.

Later, too frail to keep a shop, she put

All her best things in one long, narrow room.
The place smelt old, of things too long kept shut,
The smell of absences where shadows come
That can't be polished. There was nothing then
To give her own reflection back again.

And when she died I felt no grief at all,
Only the guilt of what I once refused.
I walked into her room among the tall
Sideboards and cupboards-things she never used
But needed: and no finger-marks were there,
Only the new dust falling through the air.

a) Identify the persona in the above poem. (2mks)
b) In note form, summarize what each stanza is talking about (4mks).
c) Identify and briefly explain the use of any two images in the poem (4mks)
d) What does the persona feel towards the subject matter? (2mks)
e) What do the following lines mean in the poem? (2mks)
"too frail to keep a shop"
"Only the new dust falling through the air"
f) Describe the tone the persona uses in the poem above (2mrks)
g) Explain the paradox in the line: (2mks)
-things she never used
But needed:
h) Explain the persona's sense of guilt? (2mrks)

4. GRAMMAR (15 MARKS)

a) Rewrite the following sentences as instructed (4marks)

(i) No one likes to be sick. *(change the infinitive into a gerund)*
(ii) Many students do not benefit if they read late into the night. *(Rewrite using present simple)*
(iii) My examination results were released only after I had cleared the fee balance. *(Begin: Not until……)*
(iv) The teacher was annoyed by the students. He punished them severely. *(rewrite using past participle)*

b) Use the correct form of the word in brackets in the sentences that follow. (4 marks)

i. She ……the teachers advice in everything she did. (seek)
ii. He has …… across the muddy river. (swim)
iii. They…… in amazement. (spin)
iv. The senator was popular for his…… ……character. (conscience)

c) Replace the underlined word with the correct phrasal verb. (2marks)

i. The class teacher promised to <u>solve</u> the problem.(sort)
ii. He tried all his dirty tricks on us but he did not <u>succeed</u> .(come)

d) Supply correct question tags to the following (2marks)

i. Let us go home……
ii. I am pleased with you……

e) Punctuate the following sentence (1mark)

Cherotich why do you always quarrel Paul he asked.

f) Explain the meaning of the following sentences (2marks)

i. Lydia found the empty room.
ii. Lydia found the room empty.

MOI GIRLS – ELDORET KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. Imaginative composition (20 marks)

Either

a) Write a story ending with:
…. I walked home feeling sad about what had happened during the day.
Or

b) 'The ranking of schools during the release of the national examinations should continue.' Write a composition in support or against this statement.

2. Compulsory set text

The River and the Source by Margaret A. Ogola

A strong household is founded on strong family values. Making reference to Mark Sigu's family in Margaret Ogola's *The River and the Source*, write an essay to justify the above statement.

3. Optional text

a) When the Sun Goes Down and Other stories from Africa and Beyond by Longhorn Kenya Limited

"Alcohol abuse can have dire consequences." Write an essay in support of this statement drawing your illustrations from Retraction by Onjezani Kenani

b) Betrayal in the City by Francis Imbuga.

When a nation is led by corrupt and greedy leaders, a nation is bound to have a great downfall. With reference to Francis Imbuga's play 'Betrayal in the City', justify this statement. (20mks.)

KAPSABET BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills

1. **FUNCTIONAL WRITING** (20mks)

Your school is organizing the staging of **<u>The River and the Source</u>** by Margaret Ogola. As the Secretary of Drama Club:

(a) Write an **internal memo** to club officials inviting them to a meeting to plan for the function. (8mks)

(b) Write **synopsis** of the adapted play from Margaret Ogola's **<u>The River and The Source</u>** paying particular attention to events that affect the character of Akoko, Chief Owuor Kembo and Otieno Kembo. (12mks)

2. **CLOZE TEST** (10mks)

<u>Read the passage below and fill in the gaps using the most appropriate words.</u>

The classification (1) _____ any material refers to (2) _____ division of such materials into specific classes according to established (3) _____. The categories developed should (4) ____ be able to accommodate all manner of material considered. We can then talk of literary classification as a (5) _____ of categorizing, characterizing, describing, typifying, labeling etc. In literature (6) _____, classification is done according to the content or (7) _____ of the material. Content refers to the subjects, ideas, people, objects and situations presented in the work. The latter refers to the how, the shapes, patterns, appearances, dimensions and textures. Written literature comes to us in the form of novels, short stories, poems (8) _____ plays. They are in a graphic form. But oral literature comes (9) _____ the form of narratives, poetry, riddles and proverbs. They are transmitted by (10) _____ of mouth and therefore have an oral form.

3. **ORAL SKILLS** (30mks)

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

In a town called Irandunwo, lived a loose talker called "Elenuobere" – "sharp mouth." One day it was rumored that a man had seduced the Oba'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, they 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 and 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 ensued 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 could not deny lest he annoyed the king.

Elenuobere got his acquittal and relief from the 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 in order to capture the audience's attention before beginning to tell the story.
(3mks)

(ii) The narrator mid-way of the story telling session notices signs of inattentiveness among the audience. What are the signs of inattentiveness?
(3mks)

(iii) How do you say Eleneuobere's words, "surely, that is a horse grazing, and its left eye is blind."
(2mks)

(iv) Give an example of a proverb that can be used to describe Eleneuobere's behaviour.
(2mks)

(b) **Read the poem below and answer questions that follow.**
The sweetest thing by Ibid.

There is in this world something
That surpasses all other things
In sweetness.
It is sweeter than honey
It is sweeter than salt
It is sweeter than sugar
It is sweeter than all
Existing things.
This thing is sleep
When you are conquered by sleep
Nothing can prevent you
Nothing can stop you from sleeping
When you are conquered by sleep
And numerous millions arrive
Millions will find you asleep

(i) Identify and illustrate **two** sound patterns used in the poem.
(4mks)

(ii) Write down words from the poems that have the following sounds;
(3mks)

/ i: / ……
/ S / ……
/ D / ……

(c) Underline the stressed syllables in the following words drawn
(i) Surpasses
(ii) Conquered
(iii) Numerous

(d) Identify silent letters in the following words:
(i) Badge:……
(ii) Sleigh:……

(e) Consider the following dialogue and describe the shortcomings of Orgon's listening skills.
(8mks)

ORGON: Ah, good morning, brother.
CLEANTE: I was just going. I'm glad to see you back again. There isn't much life in the countryside just now.
ORGON: Dorine – (to Cleante) a moment brother, please – excuse me if I ask the news of the family first and set my mind at rest. (To Dorine).
Has everything gone well the few days I've been away? What have you been doing? How is everyone?
DORINE: The day before yesterday, the mistress was feverish all day. She had a dreadful headache.
ORGON: And Tartuffe?
DORINE: Tartuffe? He's very well: hale and hearty: in the pink.
ORGON: Poor fellow!
DORINE: In the evening she felt faint and couldn't touch anything, her headache was so bad.
ORGON: And Tartuffe?

DORINE: He supped with her. She ate nothing but he very devoutly devoured a couple of partridges and half a hashed leg of mutton.

ORGON: And Tartuffe?

DORINE: Feeling pleasantly drowsy he went straight to his room, jumped into a nice warm bed, and slept like a top until morning.

ORGON: Poor fellow!

DORINE: Eventually she yielded to our persuasions, allowed herself to be bled, and soon felt much relieved?

ORGON: And Tartuffe?

DORINE: He dutifully kept up his spirits and took three or four good swigs of wine at breakfast to fortify himself against the worst that might happen and to make up for the blood the mistress had lost.

ORGON: Poor fellow!

DORINE: They are both well again now so I'll go ahead and tell the mistress how glad you are to hear that she's better.

(From the Misanthrope and other Plays by Moliere

KAPSABET BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

Question 1: COMPREHENSION:

Read the following comprehension passage and then 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, Napoleon Bonaparte, Bill Gates, Barack Obama and Uhuru Kenyatta all have one thing in common. Not that they are great men and a woman, 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 in 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 left handedness, 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 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 also 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.

Adapted from Saturday Nation 28/02/2015 Pg. 39

By Prof. Egara Kabaji and Dr Misigo Lushya.

Questions

(a) Why do the writers give a long list of people who were / are left-handed? (2mks)

(b) How are the left-handed people discriminated against in the society they live in? (3mks)

(c) What makes left-handed people unique? (1mk)

(d) According to the passage, why do we have fewer females being left-handed than males? (2mks)

(e) Distinguish the functioning of the left-handed people from the right-handed ones? (3mks)

(f) Make notes on the various ways left-handed individuals can be accommodated by the learning institutions. (4mks)

(g) Rewrite the following sentence as instructed.
Desks should also be designed to cater for their unique needs. (1mk)
Begin: Their unique needs:

(h) Explain the meaning of the following words as used in the passage. (2mks)
(i) Agility:……
(ii) Hemisphere:……
(iii) Postulates:……

Question 2: Caucasian Chalk Circle – Bertolt Brecht.

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

INKEEPER: Your worship, it's a question of the family honour. I wish to bring an action on behalf of my son, who's away on business on the other side of the mountain. This is the offending stable man, and here is my daughter in law.
(Enter the Daughter in law, a voluptuous wench. She is veiled)

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! I 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 specially liked the little roan.

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

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

LUDOVICA: (Well schooled). When I entered the stable to see the new foal the stableman said to me on his own accord, "It's hot today!" and laid his hand on my left breast. I said to him, "Don't do that!" But he continued to handle me indecently, which provoked my anger. Before I realized his sinful intentions, he got much closer. It was all over when my father-in-law entered and accidentally trod on me.

INKEEPER: (explaining) On my son's behalf.

AZDAK: (to the stableman). You admit you started it?

STABLEMAN: Yes

AZDAK: Ludovica, you like to eat sweet things?

LUDOVICA: Yes, sunflower seeds.

AZDAK: You like to lie a long time in the bathtub?

LUDOVICA: Half an hour or so.

Questions

(a) Explain what happens before this excerpt. (3mks)

(b) "I accept." Explain what is implied by this statement.(2mks)

(c) "Your honour, I caught the fellow in the act." Identify and explain one theme that can be deduced from the statement. (3mks)

(d) "(Sighing, the innkeeper hands him some money.) Good now the formalities are disposed of." What turns out to be ironic about this statement? (3mks)

(e) Who is the public prosecutor in this case? (1mk)

(f) Why do you think Azdak asks Ludovica to remove her veil? (2mks)

(g) Describe any other **three** cases adjudicated by Azdak. (3mks)

(h) Basing your answer on the excerpt, identify and illustrate any **two** character traits of Ludovica. (2mks)

(i) Identify an instance of humour used in the except. (2mks)

(j) Give the meaning of the following words as used in the excerpt. (2mks)

(i) Roan:……

(ii) Stable:……

Question 3: POETRY

Read the poem below then answer the questions that follow.

Riding Chinese Machines

There are beasts in this city
they creak and they crank
and groan from first dawn
when their African-tongued masters wake
to guide them lax and human-handed

through the late rush
when they're handled down and un-animated
still as we sleep, towering or bowing
always heavy

We pour cement through the cities
towns, through the wild
onwards, outwards
like fingers of eager hands
stretched across the earth
dug in

The lions investigate
and buried marvel rumbles
squeezed for progress
By Liyou Mesfin Libsekal

Questions

(a) Briefly describe what the poem is about. (3mks)
(b) Explain how the poet feels towards the beasts in the city. (2mks)
(c) Identify **two** poetic devices employed by the poet in the poem. (4mks)
(d) Explain the irony of the type of development described in the poem (3mks)
(e) Explain the meaning of the following lines in the poem. (4mks)
    i) When their African-tongued masters wake to guide them.
    ii) The lions investigate and buried marvel rumbles squeezed for progress.
(f) Identify and explain **one** theme tackled in the poem. (2mks)
(g) Explain the significance of the title to the poem. (2mks)

Question 4: Grammar (15 Marks)

(a) Rewrite each of the following sentences according to the instructions given after each. Do not change the meaning. (3mks)
    (i) Apart from those two, everyone else is disciplined. (Rewrite beginning: Save:……
    (ii) Wambui is a Kenyan student who is 16 years old. (Rewrite to end in …… Student.
    (iii) My certificate was released only after I had cleared the balance. Begin: Not until ……
(b) Replace the word or words in bold in each of the following sentences with the most appropriate phrasal verb. (3mks)
    (i) The board **refused to honour** my request. ……
    (ii) The employer was **disappointed** by the lazy workers. ……
    (iii) The school programme has been **altered**. ……
(c) Complete the following passage with the most appropriate forms of the words in brackets. (3mks)
    The Tsunami ……(cruel) destroyed lots of lives and property. For days, the survivors …… (agony) searched for their missing relatives. The whole experience was …… (horrible) traumatizing.
(d) Complete the following sentences using the most appropriate preposition. (3mks)
    (i) The student's idea was conceived …… haste.
    (ii) The thief was oblivious …… the trap.
    (iii) The doctor died …… Ebola.
(e) Correct the error(s) in each of the following sentences.
    (i) Everyone except the two boys and I was disqualified.

(ii) The teacher gave us a humble time.
(iii) Please don't dirtify the class.

KAPSABET BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

Answer THREE questions only

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

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. Novel (Compulsory)
The River and the Source is an exploration of African traditions as was bombarded by irresistible winds of change. Using the novel for your illustrations, write an essay to show the truth of this statement. (20mks)

3. Optional Set Texts

Either

(a) Short Stories, When the sun Goes Down and other stories.
The reason that makes people want to leave home and go abroad is that their mother country pushes them away. Using illustrations from leaving by Moyez G, Vassanji, show the validity of this statement. (20mks)

OR

(b) Drama, Francis Imbuga, Betrayal in the City.
"In a dictatorial regime; the prisoners are not only the incarcerated." Drawing illustrations from Imbuga's Betrayal in the City, write an essay to justify this statement. (20mks)

OR

(c) The Novel, Witi Ihimaera, The Whale Rider.
"Change can sometimes be detrimental to the set order of things in a society." Drawing your illustrations from Witi Ihimaera's, The Whale Rider, Write an essay in support of this statement (20mks)

BAHATI GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills

1. Imagine you had some guests from Sweden who visited you to celebrate your birthday. They enjoyed the special meal that you had prepared for them. One of them has requested for the recipe. Send it by e-mail. (20mks)

2. **CLOZE TEST**

The broadened freedom of speech bestowed upon people ---------- the rise of social media platforms does have its merits, as many now ----------a platform where they can ---------- their concerns about injustices within the society. ----------, everything has its good things and bad things as ----------. The freedom on social media has also rendered these avenues ----------grounds for hate ----------. Many use it to promote their bigoted ideology. They encourage hatred ---------- warring individuals or parties simply because they are ---------- to the views, beliefs, or behavior that differ from ----------.

3. **ORAL SKILLS**

Read the oral poem below and respond to the questions that follow.

A BAREFOOT BOY

A barefoot boy! I mark him at his play…
For May is here once more, and so is he,…
His dusty trousers, rolled half to the knee,
And his bare ankles grimy, too, as they:
Cross- hatchings of the nettle, in array
Of feverish stripes, hint vividly to me
Of woody pathways winding endlessly
Along the creek, where even yesterday
He plunged his shrinking body – gasped and shook
Yet called the water 'warm' with never lack
Of joy. And so, half enviously I look
Upon this graceless barefoot and his track,…
His toe stubbed…, his big toe-nail knocked back
Like unto the clasp of an old pocketbook.

i) Identify and illustrate two devices that make the poem musical. (2mks)
ii) How would you effectively recite line 13 of this poem? (2mks)
iii) Which word would you stress in line 12? Give a reason. (2mks)

b) One of the features in listening skills is maintaining a meaningful eye-contact with the speaker. Why do you think it is important to do so? (3mks)

c) Consider the following oral literature item.
Mi moet moet a moita (There is a wound in a calf's stomach)
i) Classify the above genre (1mk)
ii) Identify and illustrate two features of sound in the above genre. (2mks)
iii) Explain what is lost if the item above is translated from its original language. (2mks)

iv) Give one role of the above item (1mk)

d) Underline the silent <u>letter(s)</u> in the following words (3mks)
i) sword iv) bouquet
ii) debris v) victual
iv)grandmother vi)corps

e) Which is the odd one out in the following groups of words based on the underlined sounds? (3mks)

a) beer	bare	bear	pair
b) tough	giraffe	dough	photograph
c) honest	honour	heifer	heir

f) For each below, provide another that is identical in pronunciation. (4mks)
   i) clue
   ii) sole
   iii) board
   iv) tear

e) Imagine you are the leader of a discussion group in your class. How would you ensure that the discussion is fruitful. (5mks)

BAHATI GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2

COMPREHENSION

Read the following passage and then answer the questions that follow.

Unscrupulous as he was, Kwame Asante had a qualm as he looked at the woman sitting on the African stool near the bed. He had called her and yet when she came he did not quite know how to begin the conversation.

"Akosua, how would you like fifty pounds to start a small business of your own – selling cloths or perfume and powder?" The woman smiled nervously. Ten years of married life had made her wary of her husband's fits of generosity.

She was as black as ebony, with the fine features peculiar to the girls of the Akwapim hills; graceful in her brown and red design cloth and the lovely silk head-tie wrapped round her head. Her feet were shod in 'spitfire' sandals and on her tiny ears she had the popular golden ear-rings named 'Abongo'.

The slender woman on the stool was the mother of three children though she still looked a girl. Married under the native customary law, she had served her lord and master with zeal and zest. It is a law which as some other law in the Gold Coast, needs disinfecting for though it aids the man to gain his desire when it is at its fiercest, it in no way safeguards the position of the woman when the man's passion abates.

"Would you like fifty pounds?" asked Kwame again. "Could make it a hundred. You have been a very good wife to me, Akosua." Did the truth begin to dawn on the woman's consciousness? No. She thrust the thought away from her. 'He could not do it'.

Kwame cleared his throat – after all he might as well get it off his chest: hadn't she noticed that the whole relationship had become impossible? A cloth woman was all right when one was young and struggling. She could be so useful – a general servant, and yet a wife. Akosua was so gentle, and even quite refined, but a man needs a change. He had just completed his two-storied building and he had been made a committee member of an important club. The other day his academy had conferred on him an associateship and his university had given him a coveted degree. He had at last achieved his ambition and had become an important man in the community. He was thinking seriously of entering the town council.

Fancy being addressed councilor Kwame Asante, O.B.A…. A.S.S. He smiled inanely to himself. Akosua looked at him in wonder.

"Er….. er…. Akosua…., I want to tell you I am going to marry a lady; you will be paid off with a hundred pounds. A…. frock….. lady….um…..er …. of course you can read and write Ga and Twi but my friends will call you an illiterate woman."

"Did you consult your friends before you married me ten years ago?" The voice was cold and calm, yet the words cut like a whip.

"If you are going to be impertinent, I shall not discuss the matter further." He got up and walked up and down the room. "How many men in the Gold Coast will pay a woman off with one hundred pounds? You are only entitled to twenty-five pounds and here I am out of kindness offering you a hundred. Show some gratitude, Akosua." Akosua looked at him. Stark misery was in her eyes.

"I shall send the children to Achimota College." There was a whining note in his voice. "I am only doing this because of my position in society. You see I may be called to Government House and other important places……. say something Akosua.

"I say you can keep your twenty five pounds, fifty pounds or a hundred pounds. I will have nothing to do with it. I will not be paid off.

"What! What! Come! Come! Don't do anything rush!"

"If you dare touch me I shall strike your face."

"Strike your master, your husband! Are you mad?"

"I shall leave this house."

"If you dare to disgrace me by leaving the house before I am ready for you to go, there will be trouble. I do not intend to put up with a willful woman. What is my sin after all? I only want to become a decent and respectable member of society. If you leave this house without my knowledge and permission, I shall claim every penny I have spent on you since I married and lived with you these ten years; and not only that but I shall claim all the presents I have given to your parents and other relatives. You know our native customary law."

"Yes, I know your native customary law. It is a grave to bury women alive whilst you men dance to the tom-tom on top of the mound of earth."

Questions

i) Why does Akosua smile nervously when Kwame offers her fifty pounds to start a small business of her own? (2mks)

ii) Explain the effect of Akosua's silence on Kwame? (2mks)

iii) In not more than 60 words, summarize the reasons for Kwame's intention to marry another wife.

v) Identify a statement from the passage which proves that Kwame was ashamed of the action he was about to take. (1mk)

vi) What is Kwame Asante's burning ambition? (1mks)

vii) Rewrite the following sentence in reported speech

'Did you consult your friends before you married me ten years ago?' Akosua asked Kwame. (1 mks)

viii) Give an instance of irony in the passage. (2mks)

ix) 'It is a grave to bury women alive whilst you men dance to the tom-tom on top of the grave.' Explain the meaning of this statement. (2 marks)

x) What is Kwame's attitude towards women? (2mks)

xi) Explain the meaning of the following words and phrases as used in the passage. (3 mks)

a) Disinfecting
b) The words cut like a whip
c) Impertinent

LITERARY APPRECIATION:
<u>The Caucasian Chalk Circle</u>
Read the following excerpt and answer the questions that follow.

Grusha: Hide him. Quickly! The Ironshirts are coming! I laid him on your doorstep. But he isn't mine. He's from a good family.

Peasant Woman: Who's coming! What Ironshirts?

Grusha: Don't ask questions. The Ironshirts that are looking for it.

Peasant Woman: They've no business in my house. But I must have a little talk with your, it seems.

Grusha: Take off the fine linen. It'll give us away.

Peasant Woman: Linen, my foot! In this house I make the decisions! "You can't vomit in my room!" Why did you abandon it? It's a sin.

Grusha (*looking out of the window*): Look, they're coming out from behind those trees! I shouldn't have run away, it made them angry. Oh, what shall I do?

Peasant Woman: (*looking out of the window and suddenly starting with fear*): Gracious! Ironshirts!

Grusha: They're after the baby.

Peasant Woman: Suppose they come in!

Grusha: You mustn't give him to them. Say he's yours.

Peasant Woman: Yes.

Grusha: They'll run him through if you hand him over.

Peasant Woman: But suppose they ask for it? The silver for the harvest is in the house.

Grusha: If you let them have him, they'll run him through, right here in this room! You've got to say he's yours!

Peasant Woman: Yes. But what if they don't believe me?

Grusha: You must be firm.

Peasant Woman: They'll burn the roof over our heads.

Grusha: That's why you must say he's yours. His name's Michael. But I shouldn't have told you. (*The Peasant Woman nods*). Don't nod like that. And don't tremble – they'll notice.

Peasant Woman: Yes.

Grusha: And stop staying yes, I can't stand it. (*She shakes the Woman*). Don't you have any children?

Peasant Woman: (muttering): He's in the war.

Grusha: Then maybe he's an Ironshirt? Do you want him to run children through with a lance? You'd baw him out. "No fooling with lances in my house!" you'd shout, "is that what I've reared you for? Wash your neck before you speak to your mother!"

Peasant Woman: That's true, he couldn't get away with anything around here!

Grusha: So you'll say he's yours?

Peasant Woman: Yes.

Grusha: Look! They're coming!

There is a knocking at the door. The women don't answer. Enter Ironshirts. The Peasant Woman bows low.

Corporal: Well, here she is. What did I tell you? What a nose I have! I smelt her. Lady, I have a question for you. Why did you run away? What did you think I would do to you? I'll bet it was something unchaste. Confess!

Grusha: (*While the Peasant Woman bows again and again*): I'd left some milk on the stove, and I suddenly remembered it.

Corporal: Or maybe you imagined I looked at you unchastely? Like there could be

something between us? A carnal glace, know what I mean?

Grusha: I didn't see it.

Corporal: But it's possible, huh? You admit that much. After all, I might be a pig. I'll be frank with you: I could think of all sorts of things if we were alone. (To the Peasant Woman) Shouldn't you be busy in the yard? Feeding the hens?

(a) Give reasons that motivate Grusha to leave Michael at the peasant woman's doorstep. Answer in note form (4 mks)
(b) Identify two aspects of style used in the excerpt. (4 mks)
(c) Why does Grusha feel that she shouldn't have revealed the baby's name to the peasant woman? (2 mks)
(d) "They're after the baby". Explain who are after the baby, under whose orders and for what reasons? (3 mks)
(e) With illustrations give one character trait for each of the following characters.
    (i) Grusha
    (ii) Corporal
(f) In reference to the rest of the text where else (a part from this scene) does Grusha encounter the same corporal. (3 mks)
(g) You mustn't give him to them. Add a question tag.
(h) What happens after this excerpt? (2 mks)
(i) Explain the meaning of the following as used in the excerpt.
    (a) Bawl
    (b) Run him through
    (c) Carnal glance

ORAL LITERATURE

The Man, His Son and The Squirrel

There was a certain town whose only occupation was catching squirrels (ground squirrels). There was a man in this town who excelled at catching squirrels. One squirrel was so smart that it eluded everyone in town. It was said that only this man said to his son, "Come, let's go to catch the squirrel." They took an axe; they found the squirrel near its hole. Then the squirrel ran and entered its hole. They searched out all the holes, then they stopped them up. Then the man said to his son, "Don't let the quirrel get out of its hole." He answered, "Okay." But one hole wasn't stopped up, and the squirrel escaped. When it escaped, the father came to his son and said to him, "Why did you let it escape? If I go home now, I will be ashmed." He grabbed the axe and struck his son. Then he went on his way and left his son unconscious. Ants began to fill his eyeballs an his ears; vultures were circling above him.

In the afternnon, the headman of a rich caravan arrived at the spot. When he arrived, he setp up camp. Then he got up and went for a stroll and saw the boy. He called his slaves to take him and have him washed and shaved. The boy recovered. The headman had no offspring. When he took the boy, he decided that he would make him his son. He sent a message to the chief of the town, telling him that he had an offspring, that he was happy he had become a complete man, and that he would now receive the gifts due to him.

The chief said, "This is a lie. He is not his son. If he is his son, then let him come that I can see." Then the headman arrived in town. The chief gave his sons horses worth ten pounds. He said, "Go and join the son of the headman. Have a race. When you finish give these horses away" (forcing him to do the same). They did it and they returned. the next day, the chief again gave them horses worth ten pounds. They did as the day before. They did it five times. They ran out of horses. Then the chief said, "Indeed, it is his son I have run out of horses. If it weren't his son, he wouldn't

agree to let him give his own horses away to match the presents." Then the chief summoned his daughter. The Gralladima brought his to help. The Madaki also gave, and the Makama gave. Altogether, four wives. The chief gave a big house. The headman came and brought twenty concubines and gave to his son. There was continuous feasting.

Then one day the son saw his father, the one who had knocked him down with the axe because of the squirrels. The father came to the house of his son and said, "Throw away your gown and start catching squirrels." The slaves of the headman said, "This is a crazy man, let us all strike him." The boy said to him, "This is my father, the one who sired me." The headman said, "I have already lied to the chief. Let us keep that secret. I will give your father wealth. Let him go home. Should he want to see you, let him come to visit you. If you want to see him, then you can go and visit him." The real father said he did not agree. Then the headman said, "Well then, let us go out in the countryside." They went. The headman unsheathed his sword. He handed it to the son, and said, "Kill one of the two of us." Here ends the story.

Questions

(a) (i) Classify the above narrative. (1 mk)
(ii) What are the characteristics of the above classification? (2 mks)
(iii) What is the function of this narrative? (1 mk)
(b) Identify and illustrate any three features of oral narrative evident in the story. (6 mks)
(c) Give one economic activity that is undertaken by the community referred to in this narrative. (2 mks)
(d) Describe the character of the following:
(i) The young man (2 mks)
(ii) his father (2 mks)
(e) Whom do your think would be the most appropriate audience of this story. (2 mks)
(f) What is the moral lesson of this narrative? (2 mks)

GRAMMAR

A. Rewrite the following sentences as instructed.

(i) (a) The photographs will be taken at the venue of the wedding. The photographs will be taken in a reputable studio. (Combine into once sentence using 'either .....or,,,,')(1 mk)
(b) Neither the children nor the peasant ……allowed to go to the hall yesterday. (Rewrite filling the blank with an appropriate auxiliary verb). (1 mk)
(ii) (a) The principal noticed serious laxity among the students. He warned them against such behaviour. (Combine the sentence using present participle.) (1 mk)
(b) The farmer's cow gives twenty-five kilos of milk everyday. He feeds and waters it very well. (Combine using the present participle). (1 mk)
(iii) Underline the gerund in the following sentence.
Kibet is studying but swimming is his hobby. (1 mk)
(iv) Replace the underlined word with a phrasal verb.
(a) It is not good to despise other people. (1 mk)
(b) I am currently living with my brother in Karen. (1 mk)
(c) The principal was annoyed with the three boys. (1 mk)

B. Rewrite the following sentences correcting the errors.

(i) There are situations of which you need to act with speed or else the consequences will catch up with you. (1 mk)
(ii) She likes football as it is more superior than hockey. (1 mk)

C. Fill in the blanks with the appropriate prepositions.

(i) He was charged ……forging property inheritance document. (1 mk)
(ii) Kamau deals ……groceries. (1 mk)

D. Give two meanings from the sentence below.
"Did you see the girls with a telescope?" (1 mk)

E. Use the correct form of the words in the brackets to fill in the blanks.
(i) The couple has applied for a divorce over ……differences. (reconcile). (1 mk)
(ii) That matter is highly ……(contest) in a court of law. (1 mk)

BAHATI GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

---

1. Imaginative Composition
(a) Write an interesting composition ending with … I trudged wearily and regretted why I left home without permission. (20 mks)
Or
(b) Write a story to illustrate the saying "Opportunity seldom knocks twice." (20 mks)
Compulsory:
2. The River and The Source (20 mks)
"A woman is the driving force in the society." Prove the validity of this statement basing your argument on the text The River and the source by Margaret Ogola.
3. Betrayal in the city
"Corruption is the cancer that ails African countries." Justify this statement drawing illustrations from Francis Imbuga's 'Betrayal in the City'. (20 mks)

KABARAK HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

101/1
ENGLISH
PAPER 1
(Functional writing, cloze test and oral skills

---

1. Assume you are Grusha. Write a private journal you would prepare to keep the following experiences memorable.
(i) The day Governor Abashwili was beheaded.
(ii) The day you arrived at your brother's place, Lavrenti, in the Northern Mountain.
(iii) The day your fiancé, Simon Shashava, came in search of you once the war is over.

Email the journal to one of the late Governor's servants known as Maro; with whom you would like to share your experiences. Copy the email to the cook who later decides to attend your trial in Nuka. You have nicknamed her Maisha. (20 marks)

2. As Kenya celebrates two years f devolution, today is a moment of serious __1_____ and of sharing information on the achievement reached in the __2_____ of county policies, the challenges _3_____ National values and principles of

governance. Kenya is _4_____ with the implementation of constitution that has been __5_____ globally as one of the most __6_____ constitutions in Africa.
However, we have witnessed attempts to __7_____ back the cloth through enactment of National legislation __8_____ tends to recentralize and claw back some devolved functions going __9_____ the spin of constitution. The _10_____ for devolution was all about devolving exercise of state power and resources.

3. (a) Read the following oral poem and answer the questions that follow.

She was gone by and by
The lights sprang up again
The wind whirled in full sight
Of the fantastic fairy palace over the arches
near – little felt amid the jarring
of the machinery and scarcely heard
above its crash and rattle
silver and gold she searched.

(i) How is rhythm achieved in the oral poem? (3 marks)
(ii) How would you say the idiophone in the poem? (3 marks)

(b) Provide another word that is identical in pronunciation as the words in boldface in the sentences below. 6 marks)
(i) Why did the idle bridal party groan?
(ii) The beer caught the whale

(c) Underline the syllable you would stress in the words in bold face in the following sentences.
(i) Did the **suspect suspect** the policemen had been bribed?
(ii) Why did the workers **refuse** to collect the **refuse**?
(iii) The government has invented new means of **transport** to **transport** goods.
(iv) The government is not **content** with the **content** of the letter.
(v) Are you fit to **contest** for the marathon **contest**?

(d) You are invited by a neighbouring school to debate on the motion 'Gender balance in the parliament is paramount'. As the secretary of the Debating club in your school you are elected with a few other members to represent the club.
Explain what you would do to make your presentation successful. (6 marks)

(e) ***Read the following conversation and answer the questions that follow***.

A dormitory captain reports a theft case to the dormitory master. The captain is accompanied by the suspect to the office.

John:	(Knocks the door and opens) Good morning Mrs. Juma.
Mrs. Juma:	Good morning John. What can I do for you
John:	I have come to report a theft case. Morris is suspected to have stolen a pair of trousers from a form one who……
Morris:	(Interrupting rudely) The captain is a liar. He is always picking on me.
Mrs. Juma:	Could you be a bit courteous Morris. Give John a chance to explain himself (Morris looks outside through the window sneeringly).
John:	(Producing the pair of trousers from a paper bag) We got him wearing this pair of trousers. It bears the form one admission number. You see…….
Morris:	(Shouting and banging the teacher's table) Shut up! This is my pair of trousers.
Mrs. Juma:	(Looks at the trouser keenly and sees the admission number.) This is a form one's

admission number . I will suspend you with immediate effect.

Morris: (Glaring at the teacher) Okay!

Mrs. Juma: Thank you captain for being competent. Morris, Let us meet at the principal's office.

John: Thank you Mrs. Juma.

a) Cite incidents of lack of etiquette in the above conversation. (3 marks)

b) How should have Morris interrupted politely? (2 marks)

KABARAK HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

---

1. COMPREHENSION

Read the passage below and answer the question 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 and 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 heed 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 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 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 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 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 your 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 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.

1. What has created necessity for career counseling? (1 mark)
2. Why do you think the writer cites engineering in the passage? (2 marks)
3. What do you think should be the most important factor in choosing a career? Give reason for your answer. (2 marks)
4. In about fifty words, summarize the importance of knowing the availability of jobs in the career field one wants to join. (3 marks)
   Rough draft.
   Fair copy
5. What evidence is given in the passage to support the statement "money does not play as a role in job satisfaction"? (2 marks)
6. a) "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: If…….) (2 marks)
   b) The career market is full of many opportunities. (Begin: There……) (1 mark)
   c) Your career does not necessarily have to be your passion. (Re-write adding a question tag. (1 mark)
7. Why is one's ability an important factor in career choices? (2 marks)
8. Explain the meaning of the following words as used in passage. (3 marks)
   a) Dearth
   b) Liberalization
   c) Social mobility

2. **Read the Excerpt below and answer the questions that follow.**

FIRST LAYER (*bowing*): Thank you, your honour. High court of justice, of all ties the ties of blood is strongest. Mother and child – is there a more intimate relationship? Can one tear a child from its mother? High court of justice, she has conceived it in the holy esctaties of love. She has carried it in her womb. She has fed it with her blood. She has borne it with pain. High court of justice, it has been observed that the wild tigress, robbed of her young, roams restless through the mountains, shrunk to a shadow. Nature herself…..

AZDAK (*interrupting, to Grusha*): What's your answer to all this and anything else that

lawyer might have to say?

GRUSHA: He's mine.

AZDKA: Is that all? I hope you can prove it. Why should I assign the child to you in any case?

GRUSHA: I brought him up like the priest says "according to my best knowledge and conscience." I always found him something to eat. Most of the he had a roof over his head. And I went to such trouble for him. I had expenses too. I didn't look out for my own comfort. I brought the child up to be friendly with everyone, and from the beginning taught him to work. As well as he could, that is. He's still very little.

FIRST LAWYER Your honour, it is significant that the girl herself doesn't claim any tie of blood between her and the child.

AZDKA: The court takes note of that.

FIRST LAWYER Thank you, your honour. And now permit a woman bowed in sorrow
- who has already lost her husband and now has also to fear the loss of her child
- to address a few words to you. The gracious Natella Abashwili is.

GOVERNOR'S WIFE (*quietly*): A most cruel fate, sir, forces me to describe to you the tortures of a bereaved mother's soul, the anxiety, the sleepless nights, the……

SECOND LAWYER (bursting out): It's outrageous the way this woman is being treated! Her husband's palace is closed to her! The revenue of her states is blocked, and she is cold-bloodedly told that it's tied to the heir. She can't do a thing without that child. She can't even pay her lawyers! (To the FIRST LAWYER, *Who desperate about this outburst, makes frantic gestures to keep him from speaking)*
Dear Illo Shuboladze, surely it can be divulged now that the Abashwili estates are at stake?

FIRST LAWYER Please, Honoured Sandro Oboladze! We agreed……(To AZDAK:) Of course it is correct that the trial will also decide if our noble client can take over the Abashwili estates, which are rather extensive. I say "also" advisedly, for in the foreground stands the human tragedy of a mother, as Natella Abashwili very properly explained in the first words of her moving statement. Even if Michael Abashwili were not heir to the estates, he would still be the dearly beloved child of my client.

AZDAK: Stop! The court is touched by the mention of estates. It's a proof of human feeling.

SECOND LAWYER Thanks, Your Honour. Dear Illo Shuboladze, we can prove in any case that the woman who took the child is not the child's mother. Permit me to lay before the court the bare facts. High court of justice, by an unfortunate chain of circumstances, Michael Abashwili was left behind on the Easter Sunday while his mother was making her escape. Grusha, a palace kitchen maid, was seen with the baby……..

COOK All her mistress was thinking of was what dresses she'd take along!

<u>Questions</u>

a) Recount the circumstances that lead to the events in the passage above. (4 marks)
b) In note form, summarize the points in the argument that the first lawyer gives in favour of Natella Abashwili. (4 marks)
c) After Grusha gives her argument, the first lawyer thinks that she weakened her own case. Why? (1 mark)
d) Identify one character trait of the following as revealed in the passage
   i) Natella Abashwili (2 marks)
   ii) Grusha (2 marks)
e) Explain two main themes dealt with in the passage. (4 marks)

f) Give the meaning of "I don't look out for my own comfort.' (1 mark)
g) Identify two stylistic devices employed by the playwright. (4 marks)
h) Give two meaning of the word honor. (2 marks)

i) "She has carried it in her womb" Rewrite in inverted form. (1 mark)

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

"Sympathy"

I know what the caged bird feels, alas!
When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass
And the river flows like a stream of grass;
When the first bird sings and the first bud opes,
And the faint perfume from its petals steals –
I know what the caged bird feels!

I know why the caged bird beats its wing
Till its blood is red on the cruel bars;
For he must fly back to his perch and cling
When he rather would be on the branch a –swing;
And a pain still throbs in the old, old scars
And they pulse again with a keener sting –
I know why he beats his wing!

I know why the caged bird sings, ah me,
When his wing is bruised and his bosom sore,
When he beats his bars and would be free;
It is not a song of joy or glee,
But a prayer that he sends from his heart's deep core,
But a plea, that upward to heaven he fings –
I know why the caged bird sings!

(Adapted from the poem by Laurence Donbar in 'American Negro Poetry' edited by ArnaBomtemps. New York: Hill and Waug 1974)

Questions

a) Explain briefly what the poem is about. (3 marks)
b) What does the poet focus on in each of the three stanzas? (6 marks)
c) How would you describe the persona's feelings towards the caged bird? (4 marks)
d) What can we infer about the persona's own experiences? (3 marks)
e) Identify a simile in the first stanza and explain why it is used. (2 marks)
f) Explain the meaning of the following lines:
   (i) And the faint perfume from the petals steals (1 mark)
g) Supply another suitable title for this poem. (1 mark)

4. GRAMMAR

Answer the following questions according to the instructions given after each.

(i) Canadian goose are creating crisis south of their usual range (replace the underlined words with their plural forms.)

(ii) Kenyan oil was used by the colonialists in the manufacture of candles . (Write in the active voice.)
(iii) You should not walk out of the house at night under any circumstances. (Begin: Under no circumstances…….)
(iv) The television comes with a full two-year warranty. (replace the underlined word with a word that means the same)
(v) In the 16th century, Shakespeare wrote many plays. (Underlined the adverbial phrase)

KABARAK HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

ANSWER THREE QUESTIONS ONLY

1. Imaginative composition (Compulsory) (20 marks)

   Either

   a) Write a story ending with "As he was led to prison to start his term, Kamau let out a groan of pain wishing he had not involved himself in corrupt deals.

   Or

   b) Write a composition to illustrate the proverb/saying "The days of a thief are numbered."

2. The compulsory Set Text (The Novel)

   "The River and the Source" by Margaret Ogola. (20 marks)

   "Despite good parenting, children can sometimes be a disappointment". Using Elizabeth and Mark children, write an essay in support of this statement.

3. The Optional Set Texts

   Answer any one of the following questions.

   Either

   a) The Short Story.

   Iliera and Olembo (Ed) "When the Sun Goes Down and Other stories" (20 marks)

   People encounter many problems in search for greener pastures. With examples from Seti Atta Short

   Story "Twilight Trek".

   Write an essay in support of this statement.

   Or

   b) Drama

   Francis Imbuga "Betrayal in the City" (20 Marks)

   "Corruption is a vice that should be fought by all and sundry". Using illustrations from Imbuga's "Betrayal in the City", Write an essay to justify this statement.

   Or

   Witi Ihimaera 'The Whale Rider' (20 Marks)

   "Women have no place in the society portrayed in the novel". Drawing examples from the Whale Rider by Witi Ihimaera, Write a composition in support of this statement.

SACHO HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

101/1
ENGLISH
PAPER 1
(Functional writing, cloze test and oral skills

FUNCTIONAL WRITING:

(a) The performance of the Business Studies as a subject has been declining in the KCSE examination, in your district for last four years. Imagine you are the patron of the Commerce and Business Studies club in your school and is concerned about the decline in the performance. Design a questionnaire that you would use to gather the information you require to tackle the problem. (12 marks)

(b) Your club has come up with a school magazine that is designed to help boost students' performance in the above subject. Advertise the magazine. (8 marks)

2. **CLOZE TEST:**
Fill in each of the blank spaces in the passage below with the **most appropriate** word.(10 marks)
We all have certain goals in life. Goals vary among people. For someone, a goal would be to get ***(1)***_____ of debt, while for another person it would be to ***(2)*** _____ a house, while for someone else; it could be a ***(3)*** _____ in an exotic location.***(4)*** _____, a bad goal can sap your energy and distract you (***5)*** _____ making progress. A good goal, on the other hand, can provide the clarity and motivation you need to ***(6)*** _____ your dreams.***(7)*** _____, people confuse a goal ***(8)*** _____ a wish. A goal is ***(9)*** _____ from a wish. For example, you may want to be a rich person; this is a wish and not a goal. A goal has to be realistic, measurable and has to be ***(10)*** _____ within a specific time frame.

3. (a) ***Read the poem below and then answer the questions that follow.***

DOES IT MATTER?
Does it matter? Losing your legs? ……
For people will always be kind,
And you need not show that you mind
When the others come in after hunting
To gobble their muffins and eggs.

Does it matter? – losing your sight? ……
There is such splendid work for the blind;
And people will always be kind,
And sit on the terrace remembering
And turning your face to the light.

Does it matter? – those dreams from the pit? ……
You can drink and forget and be glad,
And people won't say that you are mad,

For they will know you've fought for your country.
And no one will worry a bit.

Questions

(i) Write the rhyme scheme of the poem. (2 marks)

(ii) How has rhythm been achieved in the poem? (3 marks)

(iii) Which lines would you stress most if you were to say this poem aloud and why? (3 marks)

(b) In the following sets of words identify the underlined speech sound that is odd. (4 marks)

(i) Gene, Judge, June, Gore _____

(ii) Exhort, Exist, Exile, Exhibit _____

(iii) Joy, Just, Gaoler, Gate _____

(iv) Ambush, Amass, Amoeba, Amaze _____

(c) You are chosen by your school to represent them in inter-schools public speaking. Explain how you will prepare to win their confidence in you and bring home a winning trophy for the school. (6 marks)

(d) If you went out to research without an audio-visual device, what aspects of performance might you miss when collecting an oral literature material? (4 marks)

(e) Read the following telephone conversation between Pato and the secretary, and then answer the questions that come after it.

PATO: I am and want to speak with the manager.
SECRETARY: Why? What do you want with him?
PATO: That is none of your business. I want to speak with the manager now.
SECRETARY: He is not in. Say what you wanted and I will tell him.
PATO: Why are you wasting my time? Tell him to call me.
SECRETARY: How will he reach you? What is your telephone……..
(phone is disconnected).

Questions:

(i) Identify any **four** instances of lack of telephone conversation etiquette. (4 marks)

(ii) Observing proper telephone etiquette. Rewrite the telephone conversation between Pato and the secretary. (4 marks)

SACHO HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

---

1. **COMPREHENSION:**

Read the following passage and answer the questions that follow:

We are often advised to be confident; confidence comes when we feel passionately about what we perform, what we have achieved, and what we can offer.

Lack of confidence can hinder a lot of things, ranging from how you get ahead in your career to the number of skills you are able to acquire. It is a determining factor in the way you direct your career. Confidence is conveyed from inner to the outer through the words you speak and the posture you assume. Building confidence is not a one day affair. Neither does it take other people to build your confidence.

I remember an interview I once conducted for secretaries, and the memory of one woman is intact. She stammered from the point she entered the office to the moment she left. Thinking that it was interview jitters, we called her again, based on her technical qualifications rather than her presentation. She presented the same problem. We settled on a different candidate because confidence was a key qualification for the job which involved dealing with clients and colleagues.

Not many entry-level and first-time job seekers are coached or tutored on how to gain more self-confidence. Instead, we tell them to "attend a few events, meet more people, and get the hang of it." That is not the right approach. Often, by the time you "get the hang of it," you will have probably ruined a few chances, stepped on a few toes, and generally spoilt a few opportunities. Confidence starts from within, which means working with yourself to find an effective method on your capabilities.

Having had quite some experience interviewing and being interviewed, I have developed three sure-fire ways that not only help me before an interview, but improve my general self-confidence. You must start with one as you progress and eventually build your own self-confidence.

I have learnt that confidence begins with pushing yourself towards positive attitude. Before an interview, I tell myself that I am capable of great things, great performance, and that the interview is only a little chat I must have to get the job. Not only do I talk myself into entering the interview room, but I also talk myself into achieving success, whether or not I need the job. About 90 percent of the time, I have been successful in interviews.

Doubting oneself only leads to criticizing oneself, which plants deep roots that can be almost impossible to weed out. My mentor always used to say, "You are what you think you are."

Secondly, beginning with one small step rather than giant leaps will ensure that you tackle interviews and first jobs with a lot of self-confidence. There are two ways to go through this.

The first one has to do with something that you like doing, such as writing a song. However, this should not be just any song but a new one created out of your love for music. My personal pre-interview confidence boost is to cook something that I have never tried before. This boosts my self-confidence to new levels. After achieving that particular goal, you must pat yourself on the back.

The third step to building confidence involves holding onto that little surge of confidence. Once you have tackled what you have previously found to be difficult, then the next step would be to focus on building your self confidence a lot further.

Ensure that this becomes not only a monthly confidence boost, but a daily one because, as we are all programmed, we must build our self-confidence habitually to maintain it. Routines have been known to help anybody to acquire and maintain confidence.

From Daily Nation 20th May 2013.

(a) What is confidence according to the passage? (2 marks)
(b) How is confidence conveyed? (2 marks)
(c) What suggestions are given to first-time job seekers to help them in gaining more self-confidence? (3 marks)
(d) What does the writer identify as the major hindrance to confidence? (1 mark)
(e) According to the writer what two key qualifications were they looking for in the interview for secretaries. (2 marks)

(f) Identify the **three** ways the writer mentions that help before an interview and improve in self confidence. (3 marks)

(g) In not more than **50** words write what the writer has been doing to achieve success in interviews. (4 marks)

Rough copy

Fair copy

(h) Explain the meaning of the following words as used in the passage. (3 marks)

(a) Surge:

(b) Interview jitter.

(c) Habitually

2. **Read the following excerpt and answer the questions that follow**.

Bertolt Brecht: The Caucasian Chalk Circle

AZDAK: Listen! Am accused instigating war? Ridiculous! Am saying ridiculous! That enough? If not, have brought lawyers. Believe five hundred. *(He points behind him, pretending to be surrounded by lawyers)* requisition all available seats for lawyers! *(The IRONSHIRTS laugh:the FAT PRINCE joins in)*.

NEPHEW *(to the IRONSHIRTS):* You really wish me to try this case? I find it rather unusual from the taste angle, I mean.

FIRST IRONSHIRT: Lets go!

FAT PRINCE: *(smiling)*: Let him have it, my little fox?

NEPHEW: All right. People of Grusinia versus Grand Duke. Defendant, what have you got to say for yourself?

AZDAK: Plenty. Naturally, have read war lost. Only started on the advice of patriots. Like Uncle Arsen Kazbeki. Call Uncle Arsen as witness.

FAT PRINCE *(to the IRONSHIRTS. Delightedly):* what a madcap!

NEPHEW: Motion rejected. One cannot be arraigned for declaring a war, which every ruler has to do once in a while, but only for running a war badly.

AZDAK: Rubbish! Did not run it at all! Had it run! Had it run by Princes! Naturally, they messed it up.

NEPHEW: Do you by any chance deny having been commander in chief?

AZDAK: Not at all! Always was commander-in-chief. At birth shouted at wet nurse. Was trained drop turds in toilet, grew accustomed to command. Always commanded officials rob my cash box. Officers flog soldiers only on command.

IRONSHIRTS *(clapping):* He's good! Long live the Grand Duke!

FAT PRINCE: Answer him according to the dignity of the law. Defendant, preserve the dignity of the law!

AZDAK: Agreed. Command you proceed with trial!

NEPHEW: It is not your place to command me. You claim that the Princes forced you to declare war. How can you claim then that they-er- "messed it up".

AZDAK: Did not send enough people. Embezzled funds. Sent sick horses. During attack, drinking in whorehouse. Call Uncle Arsen as witness.

NEPHEW: are you making the outrageous suggestions that the Princes of this country did not fight?

AZDAK: No. Prince fought. Fought for war contracts.

FAT PRINCE: *(jumping up):* That's too much! This man talks like a carpet weaver!

AZDAK: Really? Told nothing but truth.

FAT PRINCE: Hang him! Hang him!

FIRST IRONSHIRT *(pulling the PRINCE down)*: Keep quiet! Go on, excellency!

NEPHEW: Quiet! Now render a verdict; you must be hanged! By the neck! Having lost war!

AZDAK: Young man, seriously advise not fall publicly into jerky clipped speech. Cannot be watchdog if howl like wolf. Got it? If people realize Princes speak same language as Grand Duke, may hang Grand Duke and prince, huh? By the way, must overrule verdict. Reason? War lost, but not for Princes. Princes won their war. Got 3,863,000 piasters for horses not delivered, 8,240,000 piasters for food supplies not produced. Are therefore victors. War lost only for Grusinia, which is not present in this court.

(a) "am accused instigating war?" Explain the circumstances that led the speaker to say these words. (2 marks)
(b) Why do you think the nephew is reluctant to try the case? (2 marks)
(c) Explain who according to the extract is responsible for instigating the war.(2 marks)
(d) Discuss at least two dominant themes in this extract. (4 marks)
(e) Identify and illustrate two character traits of Arsen Kazbeki as brought out in this extract. (4 marks)
(f) Pick out two stylistic devices and comment on their effectivesness. (6 marks
(g) Explain the ironic twist that takes place in this extract. (2 marks)
(h) Rewrite the following sentences according to the instructions given after each. (3 marks)
  (i) I find it rather unusual. (Add a question tag)
  (ii) Defendant, preserve the dignity of the law. (Rewrite in the passive).
  (iii) "It is not your place to command me." (Rewrite in indirect speech.)

3. **Read the narrative below and answer the questions that follow.** (20 marks)

Long, long time ago animals and birds spoke just like men do. When God had to stop them speaking, he made birds sin, like this chrrip! Chrrip…….. Lions to roar like this graagh! Graagh! And hyenas to howl like this huuu! Huuu!

And do you blame God? Listen to what naughty hyena who had gone two days without any meat did. He had been wondering up and down the hills when he suddenly stopped, nose in the air, one foot raised.
Do I smell, eh……..smell food? He slowly raised his head to the skies as if to say, "Please God, let me find some food, even one rotting bone will do."

Slowly, he followed the smell, sniffing hard, stopping now and again, over grinning wider as the smell became stronger. "Here at last", He said as he came in sight of a calf that seemed dead, flies buzzing over its excrement.

"God, no time to waste. Who knows the owner may be around. Oh, no, 3 see it is secured to a tree with a "Mukwa" I'll take my time.

Ha, I am tired too, come to think of it. God gave us pretty strong senses of smell, generous old…… man.

Still I do think some people tend to exaggerate, now who was it saying the other day 'ati' God is the giver of everything and that we should be grateful. O.K.

Tell me, did God give this calf? Did you God? I found it myself, smelled my way there, all the way. Nice calf too, rather thin but it will do. I'll take the head home and make soup with herbs. I especially like 'muthathii',
and I see one over there.

OK. Here we go, where shall I start, this lovely neck? No, I know, I will start with the 'mukwa' then I'll get on to the soft stuff, the tail, the rump, 'Mahu'……."

After chewing up half of the 'mukwa' the hyena brushed his teeth with the twig of a 'muthiga' a tree of stimulate his appetite. He stepped on the calf's tail, stuffed it in his mouth and 'snap' it went. The calf which was only very sick and tired shot up and bolted away in the twinkling of an eye.
The hyena rubbed his eyes, ambled after the disappearing calf and soon fell
down in exhaustion. He looked up again to the heaven, tried to speak but no words came.
Hyenas have never been able to speak ever since……..

(a) Categorise this narrative and give a reason for your classification. (2 marks)
(b) Identify and explain two characteristics of oral narratives evident in this story. (4 marks)
(c) Describe **two** character traits of the hyena as depicted in the narrative. (4 marks)
(d) Identify **one** economic aspect of the community described in this narrative and give a reason for your answer. (2 marks)
(e) What moral lesson do we learn from this narrative? (2 marks)
(f) Give a proverb with the same moral lesson as this narrative. (1 mark)
(g) If you are asked to go and collect this story in the field, state:
  (i) Three things you would do before the actual field trip. (3 marks)
  (ii) Two problems you are likely to encounter. (2 marks)

4. **GRAMMAR:**
(a) **Rewrite the following sentences according to the instructions given**. (3 marks)
  (i) Is there life after death or not? This is a question which man has been asking himself for a very long time.
  (**Rewrite beginning:** The question of ……. Do not use the word question twice).
  (ii) I don't think you should go out this afternoon.
  (**Rewrite beginning:** I'd rather……)
  (iii) After a new principal was appointed, results began to improve.
  (**Rewrite beginning:** Subsequent……)
(b) **Put the verbs in brackets in the gerund or the to-infinitive**. (3 marks)
  (i) I can't imagine Peter _____ (go) by bike.
  (ii) He agreed _____ (buy) a new car.
  (iii) I look forward to _____ (see) you at the weekend.

(c) **Explain the difference in meaning between the following pairs of sentences**. (2 marks)
  (i) She went and bought herself a skirt.
  (ii) She went and bought a skirt herself.
(d) **Fill in the blank spaces in the following sentences with the right form of the word in brackets**. (3 marks)
  (i) We must provide _____ improvements in health services. (demonstrate)
  (ii) I had never _____ a marathon before. (run)
  (iii) The prices at the market were quite _____ (negotiate)

(e) **Supply a question tag to each of the following**. (2 marks)
(i) You will see the doctor,
(ii) They had bought the house,

(f) **Replace the underlined words with a single word**. (2 marks)
(i) My father is a very old man of between eighty and ninety years of age.
(ii) He bought books, pens, envelopes and a writing pad.

SACHO HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

Answer three questions only.

IMAGINATIVE COMPOSTION (COMPULSORY)

Either

1. (a) Write a composition that ends with ……. thank goodness, it was only a horrible dream!

OR

(b) Write a story to illustrate the saying: "One word is enough for the wise."

2. **COMPULSORY SET TEXT: (20 MARKS)**

THE RIVER AND THE SOURCE, BY MARGARET OGOLA

"Akoko is the embodiment of change." Discuss the validity of this statement, using illustrations from The River and The Source.

3. **OPTIONAL SET TEXTS:**

(a) WHEN THE SUN GOES DOWN AND OTHER STORIES FROM AFRICA AND BEYOND.

"Colonialism is a vice that the whole world should rise up against as it brings untold suffering to the colonized." Affirm this statement, making close reference to Jane Katijavivi's story, White Hands. (20 marks)

(b) DRAMA, FRANCIS IMBUGA, BETRAYAL IN THE CITY.

"Absolute power corrupts absolutely." Basing your answer from the play, Betrayal in The City, show the validity of this statement. (20 marks)

(c) THE NOVEL, THE WHALE RIDER, WITI IHIMAERA.

"Witi Ihimaera uses humour to tackle important and serious matters in the novel. Citing adequate illustrations from The Whale Rider, Justify this assertion." (20 marks)

STRATHMORE SCHOOL KCSE TRIAL

AND PRACTICE EXAM 2016

101/1
ENGLISH
PAPER 1
(Functional writing, cloze test and oral skills

---

1. **FUNCTIONAL WRITING** (20 marks)

You are the Dean of Studies in your school. The Principal reminds you about the bench-marking visit to Masomo Bora National School by some students and teachers. The Principal writes you a reminder. The bench-marking is expected to take three days.

(a) Write the reminder that the Principal might have written to you. (12 marks)
(b) Prepare a diary for the three days. (8 marks)

2. **CLOZE TEST** (10 marks)

Fill in the blank spaces, with the most appropriate word.

Poaching is increasingly (1) _____ a menace, not just in Kenya, (2) _____ also in other parts of the continent, (3) _____ a grave danger to the survival of various animals species, particularly the elephant. Whereas there have been (4) _____ to raise awareness about the danger posed by the menace, not enough has been done to (5) _____ it out and punish offenders.As it is, poaching is becoming a crisis, threatening species like elephants, which are hunted (6) _____ their ivory, rhinos which are targeted because of their horns and other game like lions.The Kenya Wildlife Service has been doing well to combat (7) _____ but it appears that more is needed if the criminals (8) _____ to be stopped. If the killers have more sophisticated weaponry, then KWS must (9) _____ its game or call (10) _____ the military to assist.

3. **ORAL SKILLS** (30 marks)

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

The Seed Shop

HERE in a quiet and dusty room they lie,
Faded a scrumbled stone or shifting sand,
Forlorn as ashes, shrivelled, scentless, dry--
Meadows and gardens running through my hand.

In this brown husk a dale of hawthorn dreams,
A cedar in this narrow cell is 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) Describe the rhyme scheme of this poem. (2 marks)
(ii) What is the effect of rhyme in the poem? (1 mark)
(iii) Giving **one** example, show how else the poet has achieved the effect in (ii) above? (2 marks)

(iv) Which word would you stress in the last line of stanza one and why? (2 marks)

(b) A flea and a fly flew up in a flue.
Said the flea, "Let us fly!"
Said the fly, "Let us flee."
So they flew through a flaw in the flue.
(i) Identify the genre above. (1 mark)
(ii) Identify and illustrate the dominant sound pattern in the genre above. (2 marks)

(c) 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)

(d) For each of these **two** words, make **two** sentences of each to bring out the **difference** in their **meaning**. (4 marks)
(i) Beat .
(ii) Produce.

(e) Provide a word that is pronounced the **same way** for each of the words below. (5 marks)
(i) Bean: _____
(ii) Lichen:_____
(iii) Kernel:_____
(iv) Mere:_____
(v) Cue:_____

(f) You are invited as a motivational speaker to give a talk to a group of people.
(i) 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)

STRATHMORE SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

Question 1: COMPREHENSION (20 marks)

***Read the passage below and answer the questions that follow*.**

Six years old Daisy is forever asking questions about who (or what) makes the trees outside her bedroom window, and who tells the night to come after the day, why her pet cat, Fluffy went to sleep and never woke up again and so on. Unfortunately, her atheist parents have not given her satisfactory answers, especially in view of what she heard in school about a being called God. The conflicting messages have left her very confused. This is an indication of the natural existence of a sense of spirituality in children.

Almost all children including those raised in non-religious homes shows an interest in spiritual matter. This is expressed through questions about the meaning of life and death.

It has been argued that spirituality is high in early childhood but declines remarkably as adolescence sets in. Children who are grounded in some form of spirituality from their formative years become **resilient** and are better equipped to deal with the inevitable crises of life than those who are not. During adolescence, these children are able to deal with physical whims and peer pressure.

Spirituality is more of a need than a right which is why spiritually deprived children develop a vacuum that renders them vulnerable to psychological **turmoil**: in contemporary society, parents are very committed to meet the material and intellectual needs of their children. Many parents

ensure their children attend the best schools, have access to fantastic of health and recreational services but fail to inculcate spirituality.

In traditional societies, there were rituals and rites of passage that made life purposeful. In addition, grandmothers played the role of instilling spirituality, ethics and morality in children through story telling. These practices gave children hope and prepared them to deal with life's challenges. Following extinction of most of these practices, today's children face many challenges.

Any spirituality that children are **naturally endowed** with cannot flourish unattended. In most cases It is **deflated** as they encounter material and unjust cultures that also devoid of proper role models. Spirituality must therefore be inculcated by parents from the early years. If not, the vacuum is filled by whatever the world has to offer, good or bad. In an attempt to impart spirituality, some parents introduce complicated theological facts leading to rather than reducing the child's anxiety about life. Ideally introduction of spiritual matters should be age appropriate.

Questions

(a) In what ways does Daisy's parents contribute to her dilemma? (2 marks)
(b) How does the author justify that all children demonstrate some degree of spirituality (2 marks)
(c) Describe the attitude of the author towards the contemporary society's spiritual upbringing of the children. (3 marks)
(d) How did the traditional society cater for spiritual needs? (2 marks)
(e) Give **two** ways that hinder children's proper acquisition of spirituality. (2 marks)
(f) Many parents ensure that their children attend the best school and have access to fantastic health services
(Re-write to begin with, Not only ……) (1 mark)
(g) Make notes on the author's argument about spirituality in children. (4 marks)
(h) Explain the meaning of the following words and phrases as used in the passage. (4 marks)
(i) Resilient:_____
(ii) Turmoil:_____
(iii) Deflated:_____
(iv) Naturally endowed _____

Question 2: THE CAUCASIAN CHALK CIRCLE

Read the excerpt and answer the questions that follow. (25 marks)

GRUSHA Noon time is meal time. Now we'll sit hopefully in the grass, while the good Grusha (to the CHILD): goes and buys a little pitcher of milk. *(She lays the CHILD down and knocks at the cottage door.*

OLD MAN: Milk? We have no milk. The soldiers from the city have our goats. Go to the soldiers if you want milk.

GRUSHA: But grandfather, you must have a little pitcher of milk for baby?

OLD MAN: And for a God-bless-you, eh?

GRUSHA: Who said anything about a God-bless-you? *(She shows her purse.)* We'll pay like princes. "Head in the clouds, back-side in the water." *(The peasant goes off, grumbling, for milk).* How much for the milk?

OLD MAN: Three piasters. Milk has gone up.

GRUSHA: Three piasters for this little drop? *(Without a word he old man shuts the door in face).* Michael, did you hear that? Three piasters! We can't afford it! *(She goes back, sits down again, and gives the CHILD her breast).* Suck. Think of the three piasters. There's nothing there, but you think you're drinking, and that's something. *(Shaking her head, she sees that the child isn't sucking any more. She gets up, walks back to the door, and knocks again).* Open grandfather, we'll pay. *(softly).* May lightning strike you! *(When the OLD MAN appears).* I thought it would be half a piaster.

But the baby must be fed. How about one piaser for that little drop?

OLD MAN: Two

GRUSHA: Don't shut the door again. *(She fishes a long time in her bag)*. Here are two piasters. The milk better be good. I still have two days' journey ahead of me. It's a murderous business you have here – and sinful, too!

OLD MAN: Kill the soldiers if you wan milk.

GRUSHA: *(giving the CHILD some milk)*: This is an expensive joke. Take a sip, Michael; it's a week's pay. Around here they think we earned our money just sitting on our behinds. Oh, Michael, Michael. You're a nice little load for a girl to take on! *(Uneasy, she gets up, puts the CHILD on her back, and walks on. The OLD MAN, grumbling, picks up the pitcher and looks after her unmoved).*

SINGER: As Grusha Vashnadze went northward
The Princes' Ironshirts went after her.

CHORUS: How will the barefoot girl escape the Ironshirts,
The bloodhounds, the trap-setters?
They hunt even by night.
Pursuers never tire.
Butchers sleep little.

(a) Explain what happens immediately before this excerpt? (3 marks)

(b) As Grusha's Vashnadze went Northwards, the princes Iron shirts went after her. Using the excerpt and elsewhere from the text, explain the importance of this mission to the soldiers. (3 marks)

(c) What is the attitude of the Old man towards the soldiers? (2 marks)

(d) Explain **two** character traits of Grusha as brought out in the excerpt. (4 marks)

(e) What is the significance of the song in the excerpt? (2 marks)

(f) Identify and explain **two** stylistic devices used in the excerpt. (4 marks)

(g) It is a murderous business you have here and sinful too. (Add a question tag). (1 mark)

(h) Identify and illustrate **two** themes evidently brought out in the excerpt. (3 marks)

(i) Give the meaning of the following statements as used in the passage. (3 marks)
   (i) This is an expensive joke
   (ii) And for a God-bless-you, eh!
   (iii) Blood hounds.

Question 3: ORAL POETRY (20 marks)

Read the narrative below and answer the questions that follow.

Long, long time ago, animals and birds spoke just like men do. When God had to stop them speaking, He made birds sing, like this Chrrip! Chrrip! … Lions to roar like this Graagh! Graagh! And hyenas to howl like this Huuuu! Huuu!

And do you blame God? Listen to what naughty hyena who had gone two days without any meal did. He had been wondering up and down the hills when he suddenly stopped, nose in the air, and foot raised.

Do I smell, eh …smell food? He slowly raised his head to the skies as if to say, "Please God, let me find some food, even one rotting bone will do."

Slowly, he followed the smell, sniffing hard, stopping now and again, over grinning wider as the smell became stronger. "Here at last", he said as he came in sight of a calf that seemed dead, flies buzzing over its excrement.

"God, no time to waste. Who knows the owner may be around. Oh, no, I see it is secured to a tree with a "mukwa." I'll take my time.

Ha, I am tired too, come to think of it. God gave us pretty strong senses of smell, generous old …man. Still I do think some people tend to exaggerate now who was it saying the other day 'ati' God is the giver of everything and we should be grateful? O.K. Tell me, did God give this calf? Did you God? I found it myself, smelled my way there, all the way. Nice calf too, rather think but it will

do. I'll take the head home and make soup with herbs. I especially like 'muthathii', and I see one over there.

Ok. Here we go, where shall I start, this lovely neck? No, I know, I will start with the 'mukwa' the I'll get on to the soft stuff, the tail, the rump, 'Mahu' ...."

After chewing up half of the 'mukwa' the hyena brushed his teeth with the twig of a 'muthiga' tree to stimulate his appetite. He stepped on the calf's tail, stuffed it in his mouth and 'snap' it went. The calf which was only very sick ad tired shot up and bolted away in the twinkling of an eye.

The hyena rubbed his eyes, ambled after the disappearing calf and soon fell down in exhaustion. He looked up again to the heaven, tried to speak but now words came.
Hyenas have never been able to speak ever since .....

Questions

(a) Classify this narrative and give a reason for your answer. (2 marks)
(b) What two features of oral narrative are evident in this story? (4 marks)
(c) Identify **one** economic aspect of the community described in this narrative and give evidence of your answer. (2 marks)
(d) Describe **two** character traits of the hyena as portrayed in the narrative. (4 marks)
(e) (i) What is the moral of this narrative? (2 marks)
(ii) Write a proverb with the same moral as this narrative. (1 mark)
(f) If you are asked to go and collect this story in the field, state:-
(i) **Three** things you would do before the actual field trip. (3 marks)
(ii) **Two** difficulties you are likely to encounter. (2 marks)

Question 4: GRAMMAR (15 marks)

(a) Rewrite each of the following sentences **according** to the **instructions** given after each.(3 marks)
i) The principal advised the students to consider the consequences of their behaviour.
(Rewrite in direct speech)
ii) We can save time by getting to class before the bell goes. (Begin: Time .....)
iii) It is bad manners to smoke in a crowded place. (Rewrite using a gerund).
(b) Using the words in **brackets**, complete the following sentences with the **most appropriate** phrasal verb. (3 marks)
(i) I was _____by his childish behaviour during the academic parade. (take).
(ii) The new students could not _____ their way to the dormitory. (make)
(c) Fill in the blanks spaces using the **correct form** of the word. (3 marks)
(i) She could not stand the _____ (vulgar) of his actions.
(ii) The criminals _____ (scandal) behaviour in court appalled to the judge.
(iii) He walked _____ (caution) since the flour was wet.

(d) Complete each of the following sentences **by filling** the blank spaces with the **correct preposition**. (2 marks)
(i) Power went off; we had to see _____ the light of a tin lamp.
(ii) On Saturday, our football team won because the spectators cheered _____.
(e) Choose the **best alternative** to complete the following sentences. (2 marks)
(i) Walter and _____ (me, I) wrote the article.
(ii) How can you be so sure it was_____? (they, them)
(f) **Replace** the **underlined** word with a **gender neutral** one.
The foreman arrived late and delayed the construction.
(g) Explain the a**mbiguity** in this sentence. (2 marks)
We saw her duck.

STRATHMORE SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

---

1. **IMAGINATIVE WRITING (COMPULSORY.**

   EITHER

(a) Write a story beginning with the words; The whole neighbourhood was full of shouts …(20 marks)

   OR

(b) "The banning of schools' ranking in the K.C.S.E. performance was long overdue." Write a composition to validate the statement. (20 marks)

2. **THE COMPULSORY SET TEXT**

   Margaret Ogola, The River and the Source. (20 marks)

   The Western culture has totally changed the African traditions.

   With reference to the "River and the Source," show the validity of this statement.

3. **THE OPTIONAL SET TEXT**

   Answer any one of the following three questions. (20 marks)

   EITHER

(a) **The Short Story**

   Ilieva Emilia and Waveney Olembo (ED.), When the Sun Goes Down and Other Stories. With relevant illustrations, discuss the effects of global warming, in the story Tuesday Siesta by **Gabriel Garcia Marquez**.

   OR

(b) **Drama**

   Francis Imbuga, Betrayal in the City.

   "The outside of one cell may as well be the inside of another."

   Discuss the relevance of the above statement basing your answer from **Franchis Imbuga's**, Betrayal in the City.

   OR

(c) **The Novel**

   Witi Ihimaera, The Whale Rider.

   "Women and girl characters are portrayed as having admirable qualities." How true is this assertion? Draw your illustrations from the novel. The Whale Rider.

ALLIANCE GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills

---

1. **FUNCTIONAL SKILLS.** (20mks)

Imagine that you have just celebrated your 17th birthday together with friends. You served them fried rice with chicken. One of them (your friends) called back to appreciate the meal and asked you to send the recipe for fried rice. Your secretary received the call on your behalf.

(a) Design the telephone message left to your secretary on your behalf. (8mks)

(b) Write the recipe for fried rice you sent to your friend. (12mks)

2. **CLOZE TEST** (10mks)

Fill in the blank spaces, with the most appropriate word.

Sister Stefani (1) _____ sent to serve with other nuns at Gikondi Parish as a nurse. She (2) _____herself to caring for the sick. It is said by (3) _____ of her contemporaries that many were the (4) _____ that she spent entire days (5) _____ eating so as to serve her many patients. Because of this loving service (6) _____ dedication, the people of that (7) _____ nicknamed her as "Nyaatha" which means "a merciful person."

According to the document that missionaries kept in Gikondi Parish, there was an (8) _____ of plague and Sister Stefani (9) _____the disease as she was treating one of her patients. Other nuns had requested her not to attend to the patient to avoid being (10) _____.

3. **ORAL SKILLS** (30mks)

(a) ***Read the poem below and then answer the questions that follow.***

Thou art indeed just, Lord, if I contend
With thee; but, sir, so what I plead is just.
Why do sinners way prosper? and why must
Disappointment all I endeavour end?
Wert thou my enemy O thou my friend
How wouldst thou worse, I wonder, than thou dost
Defeat, thwart me? Oh, the sots and thralls of lust
Do spare hours more thrive than, that spend,
Sir, life upon thy cause. See, banks and breaks
Now, leavèd how thick! lacèd they are again
With fretty cherril, look, and fresh wind shakes
Them; birds build – but not I build; no, but strain,
Time's enough, and not breed one work that wakes.
Mine, O thou lord of life, send my roots rain.

Questions

(i) Identify **four** examples of assonance in the poem. (2mks)

(ii) Write out and describe the rhyme scheme of the poem. (2mks)

(iii) How would you perform the last line of the poem? (2mks)

(iv) Indicate whether the following lines in the poem would be said with a falling or rising intonation. (2mks)

a) Why do sinners way prosper?

b) Disappointment all I endeavor end?

(b) Complete the following sentences by giving another word pronounced in the same way as the word underlined. (5mks)

Around this place you are not allowed to play the music (i) _____. The (ii) _____ caused havoc to the house of our aunts. We could not bar the children to touch the bear with (iii) ____ hands. By six o'clock, the men who (iv) _____ bread had not said bye to their colleagues. The (v) _____
is full of nonsensical statements. They dry (vi)_____ was pounded to fine floor.

(c) A leader of a theatre group is visiting your school to arrange for the staging of some set books. You have been appointed by your class to negotiate for favourable entry fees for your class and you are meeting the leader for the first time.

(i) State any **three** points of procedure you would follow before the actual negotiations. (3mks)

(ii) Explain any **three** negotiation skills that you would employ to ensure successful negotiations. (3mks)

(d) (i) Underline the stressed syllable in the words below. (3mks)

(a) Sin.cere
(b) Re.serve
(c) In.deed

(ii) List **three** non-verbal cues of communication. (3mks)

4. You attend a public lecture on how to prevent cheating in exams on a very hot afternoon. How would you ensure you pay attention despite the heat and congestion? (3mks)
5. Underline the odd one out in each set of words according to the pronunciation of the underlined letter. (2mks)

(i) Change, chic, chauvinist

(ii) Stir, word, star

ALLIANCE GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

Question 1: COMPREHENSION:

Read the passage below and then answer the questions that follow.

Playing with her grandpa during her recent birthday, little Chhay, Ishan's daughter, probably had no way of comprehending that the older Kapila had just received the greatest honour a lawyer might expect from his colleagues.

But not long before the unassuming Acchroo Ram Kapila had been awarded the Law Society of Kenya Honours Award in an inaugural ceremony that saw him heading the Roll of Honour that will , in years to come, bear the names of lawyers whose careers will have been adjudged exemplary in many ways.

"As I listened to the Chairman's speech, reciting the highlights of my life, they seemed to belong to another age, events so remote that, to the present generation, I must seem like a fossil or a dinosaur, of curious interest only to students of archeology or prehistory," Mr. Kapila had quipped in his acceptance speech.

"Now my life is complete," he said in his perennially hilarious manner.

"Now would be the perfect moment to announce my retirement. But I know that I would change my mind the moment the next challenging brief comes along. Besides, I am enjoying practicing with my two sons, Sheetal and Ishan, far too much to even think of retirement!"

Teasing his audience about the possibility of being able to read his ***memoirs*** soon, he said: "You can leave your deposits at the desk outside the door, as you leave, to secure your advance autographed copies. All I want to say (now) is that I have wonderful ***memories*** (of times) full of excitement, hope and exhilaration, although I am sure at the time these were brief interludes during long days, months and years of frustration, exhaustion, trepidation and frequently depression.

Neither given to bragging nor moaning, Mr. Kapila was making the understatement of the year, and the highs and lows of his lengthy and distinguished career will probably only become ***salient*** when he eventually writes his memoirs.

It was a carrier that saw him rise to prominence by sheer accident, driven on by unusual courage that found him rolling in a car in the course of duty, facing terrible racial discrimination and ***even doing time at the Kamiti Maximum Security Prison.*** It also saw those close to him suffering because of his works, especially in the so called political cases, which resulted in subtle police harassment.

But if Mr. Kapila in his ***50 years plus of legal*** work made enemies with the high and mighty and had to bear with the ensuing persecution, he certainly also had the joy and honour of rubbing shoulders and working with some of the most memorable figures in the struggle to end oppression everywhere.

Among people he remembers fondly are the late J.M. Kariuki and Tom Mboya, as well as early heroes of Kenya's freedom struggle like legendary Jesse Kariuki, and numerous others he represented before and after the Kapenguria trial.

In a career that saw him working closely with Apa Pant, Julius Nyerere, the late Joseph Murumbi and the legendary lawyer Dennis Prit; there were probably more highs than lows.

Today, as Mr. Kapila plays either golf or the sitar, some of his greater passions, he should reminisce about tales to tell his daughters-in-law Naseem and Karan who proudly refer to him as "papa" – about the long and eventful journey his whole life has been.

During the recent awards, Mr. Kapila was described thus by LSK Chairman Nzamba Kitonga: "He is an example, a visionary, a sage, possessed of dignity, clarity of thought, diligence and the gift of articulation, he has ***prime*** qualities of a lawyer, wit, honesty, integrity, ability and courage."

Unfortunately people with such qualities are extremely modest and self-effacing, and it was probably only politeness that stopped Mr. Kapila from using the words of his old friend Dennis Pritt to tell Kitonga: "I don't like too much praise – I find it really as bad as too much alcohol."

CIUGU MWAGIRU

From The Daily Nation, 22nd March, 1998

Questions

(a) Name the greatest award that a lawyer can get from his colleagues in this country. (1mk)

(b) Who was the first lawyer to get this award? (1mk)

(c) Describe Kapila's character as depicted in this passage. (4mks)

(d) Why does the author think that in Kapila's career there were probably more highs than lows? (4mks)

(e) Describe the author's attitude towards Kapila. (2mks)

(f) Identify **one** simile in this passage and explain its meaning. (2mks)

(g) Comment on Kapila's statement "Now my life is complete." (2mks)

(h) Give the meaning of the following words and phrases as used in the passage. (4mks)

(i) Memoirs:……

(ii) Salient:……

(iii) Even doing time at Kamiti prison:

(iv) Prime:……

Question 2: THE CAUCASIAN CHALK CIRCLE (25MKS)

Read the following excerpt and answer the questions that follow.

OLD MAN: Milk? We have no milk. The soldiers from the city have our goats. Go to the soldiers if you want milk.

GRUSHA: But grandfather, you must have a little pitcher of milk for baby?

OLD MAN: And for a God-bless-you, eh?

GRUSHA: Who said anything about a God-bless-you? *(She shows her purse.)* We'll pay like princes. "Head in the clouds, back-side in the water." *(The peasant goes off, grumbling, for milk)*. How much for the milk?

OLD MAN: Three piasters. Milk has gone up.

GRUSHA: Three piasters for this little drop? *(Without a word the old man shuts the door in her face)*. Michael, did you hear that? Three piasters! We can't afford it! *(She goes back, sits down again, and gives the CHILD her breast)*. Suck. Think of the three piasters. There's nothing there, but you think you're drinking, and that's something. *(Shaking her head, she sees that the child isn't sucking any more. She gets up, walks back to the door, and knocks again)*. Open grandfather, we'll pay. *(softly)*. May lightning strike you! *(When the OLD MAN appears)*.
I thought it would be half a piaster. But the baby must be fed. How about one piaster for that little drop?

OLD MAN: Two!

GRUSHA: Don't shut the door again. *(She fishes a long time in her bag)*. Here are two piasters. The milk better be good. I still have two days' journey ahead of me. It's a murderous business you have here – and sinful, too!

OLD MAN: Kill the soldiers if you want milk.

GRUSHA: (giving the CHILD some milk): This is an expensive joke. Take a sip, Michael, it's a week's pay. Around here they think we earned our money just sitting on our behinds. Oh, Michael, Michael. You're a nice little load for a girl to take on! *(Uneasy, she gets up, puts the CHILD on her back, and walks on.* The OLD MAN, *grumbling, picks up the pitcher and looks after her unmoved)*.

SINGER: As Grusha Vashnadze went northward
The Princes' Ironshirts went after her.

CHORUS: How will the barefoot girl escape the Ironshirts,
The bloodhounds, the trap-setters?
They hunt even by night.
Pursuers never tire.
Butchers sleep little.

(a) Explain what happens immediately before this excerpt? (3mks)

(b) From the above extract, what are the effects of war? (3mks)

(c) "Michael you are a nice little load for a girl to take on!" Give a brief explanation of an earlier incident in the play when Grusha took up the responsibility Michael. (4mks)

(d) "And for a God-bless you, eh?" What does the old man mean by this? (2mks)

(e) "How will the barefoot girl escape the ironshirts,. The bloodhounds and the trap setters?" From the background of this story, explain why it so crucial for the soldiers to capture Michael? (4mks)

(f) Identify and illustrate **one** character trait of Grusha and of the Old man as brought out in this extract. (4mks)

(g) Identify and explain any **two** figures of speech used in this extract. (4mks)

(h) The princes' Ironshirts went after her. (Change into an interrogative statement). (1mk)

(i) They hunt even by night. (Add a question tag). (1mk)

Question 3: ORAL POETRY (20MKS)

Read the following narrative and answer the questions which follow.

There was a great famine in the land where Obunde and his wife, Oswera, lived with their nine children. The only creatures who had some food were the ogres and before they would part with their food, they demanded a lot of things.

One day, Oswera went to one Ogre's home and asked him for some food, for by then her children were almost dying of hunger.

'I have no more food except sweet potatoes, the ogre told her.

'I shall be happy to have the potatoes. We have nothing, not a grain of food at my house and the children are starving. Please let me have some and I shall repay you after the harvest.

'No, if you want food you must exchange with something right now. Will you give me one of your children in exchange for my potatoes? Oswera hesitated, her children were dear to her, but then they would die without food.

'Yes, I shall let you have one of them for his meal, if only you could let us have some potatoes,' Oswera answered. Then she took a big basket full of potatoes and told the ogre the exact time he could go to her home to collect one of her children for a meal.

Oswera thought hard and she decided she would not give a single one of her children to the ogre for a meal. She therefore cut young banana stalks and cooked them nicely.

When the ogre came, she gave them to him and the beast greedily went away satisfied. Soon the potatoes were finished and she had to go to the ogre again.

Oswera and Obunde, her husband kept on cooking banana stalks for the ogre each time he came for one of their children, until one day, she had no more banana stalks to cook for the animal.

"You have now eaten all my children, yet we still need the potatoes. What shall we give your now?" Oswera asked in despair.

'Then I shall come for you and your husband,' the ogre replied angrily as he helped Oswera to load her basket of potatoes on her head.

'Yes come tomorrow at the usual time in the afternoon and get me. I shall have cooked myself for you," Oswera said calmly.

The following day the ogre went promptly as Oswera had told him and he found the home almost deserted. He looked everywhere but a part from Obunde there was no trace of anybody.

Then he looked at the usual place and found a huge bowl of a big meal Oswera had cooked for him. The ogre did not realize they had prepared a dog instead of Oswera. When he had eaten the ogre told Obunde he would come for him the following day. Obunde got very worried and that night he could not sleep. The following day he started crying:

"Ah Oswera my wife, how did you cook yourself and how shall I cook myself for the ogre?" He sat down in the dust of his compound and wept. Oswera became very annoyed with her husband.

You, you stupid, foolish man! Why sit and cry there all day long? How do you think I cooked myself? Take one of the dogs and quickly prepare it for the ogre!'

Very quickly Obunde got up, caught, killed and prepared a dog for the ogre. Then he joined his wife and children in a huge hollow part of a tree in his compound where they had hidden.

That day the ogre knew he was going to have his last meal of juicy human flesh. Being a generous and unselfish ogre, he brought many of his fellow ogres. They were going to have a feat.

Suddenly as they were eating, they heard a man singing very happily. No they could not believe it! It was Obunde singing! And he was boasting of how he had cheated the ogre.

The greedy ogre ate banana stalks
Not my family;
The greedy ogre ate a dog
Not Obunde Magoro!
The greedy ogre ate banana stalks
Not my family;
Now come and get Obunde,
His children and wife.

Obunde sang the words and the ogres got very angry. The first ogre rushed into the hollow of the tree, but Oswera had heated a long piece of iron until it was white. She pushed the iron into the ogre's mouth. The beast fell down dead. The next one rushed into the hollow and Oswera killed him in the same way. In this way she killed all the ogres and saved her husband and all their children.

My story ends there.

Questions

(a) Whom do you consider to be the hero in this story and why? (2mks)
(b) In your own words, describe the setting of this story. (2mks)
(c) Compare Obunde and the ogre as they are presented in this story. (2mks)
(d) What is the role of the song in this story? (2mks)
(e) Describe the character of Oswera, the wife as seen in this story. (2mks)
(f) Other than the song, identify and illustrate one other feature of style used in the story. (2mks)
(g) (a) Explain the moral teaching of this story. (2mks)
(b) Use an appropriate proverb to summarize this lesson. (1mk)
(h) List down **three** characteristics of the above genre. (3mks)
(i) If you were to collect the above, what methods of data collection would you use? (2mks)

Question 4: GRAMMAR (15MKS)

(a) Fill in the blanks with suitable preposition. (3mks)
i) His breath smelt …… alcohol.
ii) She was living …… her means.
iii) She sang her heart ……

(b) For each of the following sentences, replace the underlined phrasal verb with one word which has the same meaning.
i) His performance did not measure up to the expected standards.
ii) It's not good to walk out on one's family.

(c) Rewrite each of the following sentences according to the instruction given after each. Do not change the meaning.
i) "Are you taking part in the walk?" My father asked. (Rewrite in indirect speech).
ii) The fire destroyed the whole building. (Rewrite ending … the fire)
iii) It's rare for tourists to visit North Eastern province. (Begin seldom….)

(d) Fill in each blank space with the correct form of the word in brackets.
i) It is not possible to spell a word from her …… (pronounce)
ii) Do not wait for the bus, it comes to this town very …… (Regular)
iii) The hunt for the murderers has been …… (intense)

(e) The following sentences has two possible meanings. Explain them.
(i) Akinyi loves dancing more than Otieno.

(f) Explain the meanings of the idiomatic expressions this sentence.

(i) Out of the blue, Shikuku decided to dig his own grave.

ALLIANCE GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

---

*Answer **three** questions only*.

1. **Imaginative Composition (Compulsory)** (20 marks)
   Either
   (a) Write a story that begins:
   "…. It was an extra-ordinary sight that will remain imprinted in my memory….
   Or
   (b) Write a composition based on the proverb:
   He who laughs last laughs best.
2. **The Compulsory Set Text** (20 marks)
   The River and *The Source by M. Ogolla*.
   Akoko is at the center of the change process in the society of *The River and The Source, by* Margaret Ogolla. Write an essay illustrating the truth of this statement.

3. **Optional Set Text**s (20 marks)
   *Answer any **one** of the following **three** questions*.
   Either
   (a) "Racism is a monster in the society." Citing examples from *"The Guilt"* by Ryda Jacob, justify the above statement.
   Or
   (b) **Betrayal in the City.**
   "When the madness of an entire nation disturbs a solitary mind, it is not enough to say the man is mad." Demonstrate the truth of this statement basing your illustrations on the play; *Betrayal in the City*, by Francis Imbuga.
   Or

   (c) **The Novel**.
   Witi Ihimaera, *The Whale Rider*.
   Despite the fact that Koro Apirana is like an old whale stranded in an alien present, he is a great leader who achieves a lot for his people. Write an essay to show the validity of this statement basing your illustrations on,
   The Whale Rider, by Witi Ihimaera.

FRIENDS SCHOOL KAMUSINGA KCSE TRIAL AND PRACTICE EXAM 2016

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills

---

1. **FUNCTIONAL COMPOSITION**. (20 marks)
   You are chairperson of your school's Drama Club. Your group has participated in the just concluded National Drama Competition in Nakuru.
   Write a report to the patron about the trip. In your report indicate what you accomplished, the problem you experienced and what cautionary measures you would take during such trips.

2. **CLOZE TEST.**
   Read the following passage and fill in each blank space with the most appropriate word.
   (10 marks)

   Moi High School Kabarak produced a superhuman performance with close to half their students getting As in KCSE 2014. More (1) _____ 90 per cent of their 274 students got either an A or A-, a performance which ought to be (2) _____ by all.

   It is easy to hothouse a small group of students, but to (3) _____ top performance across board for such a large and diverse group is beyond excellence.

   I was shocked by Alliance's performance last year, even (4) _____ I still thought it could be equaled. Well Kabarak, bettered the result, and they (5) _____ so with a large group. Congratulations to the school, the students and the management.

   It also has not (6) _____ my eye that Kabarak is co-educational.

   How serendipitous (7) _____ so soon after my article on why we need co-educational schools one such institution tops the nation!

   The logic (8) _____ the decision to segregate schools has always been spurious. It always claims that single-sex schools perform better than co-educational facilities. This (9) _____ is not only wholly wrong, but also ends up hurting girls (10) _____ there are more national schools reserved for boys.

   Adapted by daily nation 9th March, 2015

3. (a) ***Read the poem below and answer the questions that follow;***-

   When my love swears that she is made of truth,
   I do believe her, though I know she lies.
   That she might think me some untutored youth,
   Unlearned in the world's false subleties.
   Thus vainly thinking that she thinks me young,
   Although she knows my days are past the best.
   Simply I credit her false speaking tongue
   On both sides thus is simple truth suppressed.
   But wherefore says shes not unjust?
   And wherefore says not I that I am old?
   O love's best habit is seeming trust,
   And age in love loves not to have years told.
   Therefore I lie with her, and she with me,
   And in our faults by lies we flattered be.

   Questions.

(i) Identify and illustrate the sound patterns in the poem. (6 marks)
(ii) Explain and illustrate the rhyme scheme in the poem. (2 marks)
(ii) "Therefore i lie with her, and she with me. And in our faults by lies we flattered be." Identify and explain the pun. (2 marks)
(b) In the following groups of words one of the bolded sounds is different from the rest, underline theword. (5 marks)

1.	**co**mfort	**co**mmunion	**co**mpare	**co**nfess
2.	s**a**w	s**or**t	h**o**t	c**au**ght
3.	f**ai**r	h**e**re	app**ea**r	b**ee**r
4.	p**oo**l	p**oo**r	ins**u**re	p**u**re

5. en**si**gn a**ssi**gn con**si**gn re**si**gn

(c) When you are having a conversation with a friend, how would you know that it is your turn to speak? (3 marks)

(d) You are attending an English symposium for all students in your sub-county. When a student from your school takes the pondium, you notice that she/he is afraid. Give **three** indicators of ear that would be exhibited by that student and suggest how those could be overcomed. (6 marks)

Oral skills

(e) The following conversation is between you and the manager of the company to which you have applied for employment. Fill the missing blanks with the appropriate responses. (6 marks)

MANAGER: Ah good morning, Mrs. Matiang'i.

YOU: _____ (1 mark)

MANAGER: Of course you've applied for a position in the company. Do sit down and please tell me about your education.

YOU: _____ (1 mark)

MANAGER: How did you perform in college in academic and extra curricular activities?

YOU: _____ (1 mark)

MANAGER: I see. Why did you not advance your academic further?

YOU: _____ (1 mark)

MANAGER: Did you have any particular reason for applying to us?

YOU: _____ (1 mark)

MANAGER: Okey, that will be enough for now. We will contact you. Thank you.

YOU: _____ (1 mark)

FRIENDS SCHOOL KAMUSINGA KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

---

1. **COMPREHENSION.**

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

Populism is a cancer that has eaten right into the very fabric or our education sector. Decision - making on education matter are no longer based on in-depth research but on political mileage to set strategies for educational developments. The political class, purporting to represent the interests of the ordinary, use the education of our children as their flags in their quest for power. The entry of these self-seekers into the education sector has disorganised structures and systems, tampered with educational contents, teaching methods, assessment and evaluation of institutions. The politically engineered 8-4-4 system thrust on the Kenyan education system, burden the children and teachers with book materials to be mastered through rote learning. Though the curriculum subjects and material are condensed, there is still so much irrelevance in

the contents. In a number of schools the curriculum is not fully covered. The situation has been made worse by teachers shortages.

As teachers grappled to put the 1984 KANU government-designed curriculum, NARC (National Rainbow Coalition) government that come into power after resoundingly defeating KANU threw in a new challenge to the education sector. In the fashion of its predecessor, NARC shoved free schooling on ad hoc into Kenyans education - devoid of the benefit of research.

The result was an instant shortage learning resources and teachers. Schools run in shortage of 60,000 teachers in the 18,000 primary schools and 5,000 secondary schools in this country. The scarcity of teachers adversely affects normal teaching / learning processes that are sometimes disrupted by students' riots.

In some schools inadequate teaching resources and facilities makes teachers skip some lessons and therefore a student become idle, bored and highly irritable. As IPAR Report (2008) puts it. "In such state, they can become violent at the slightest provocation." The reports adds, "From observation, violence in schools coincides with the times when teachers are agitating for action on issues affecting them such as higher salaries and hence they have no time for students. "The morale of the teaching fraternity has reached rock-bottom. Remuneration is believed to be the most demoralizing factor. Teachers' salaries compare unfavourably with their salaries of their peers in the public service. Although, the Teachers Service Commission (TSC) is the employer of teachers in public schools, the government controls the remuneration of teachers and 'may often see no urgency in encouraging seamless implementation of a progressive reward system' (IPAR 2008, Report).

Teachers express apathy because of lack of employer motivation and poor administration, among other negative factors. Their work environment has discouraged them from making efforts to improve performance, which affects students who may vent anger by destroying school property to attract attention.

Adaptation from "Education Insight"

Questions

1. How does populism affect education sector according to the passage? (2 marks)
2. What are the shortcomings of the politically engineered 8 - 4- 4 system? Give your answer in note form. (4 marks)
3. Identify and explain the figure of speech in the first paragraph. (2 marks)
4. Explain the added challenge that arose when the NARC government soon took over power. (2 marks)
5. According to the passage how can inadequate teaching resources translate to students' riots. (2 marks)
6. The situation has been made worse by teachers's shortage. Add a tag question. (1 mark)
7. "The morale of the teaching fraternity has reached rock-bottom," the report stated. Rewrite in the reported speech. (1 mark)
8. What has killed teachers' morale according to the passage? (2 marks)
9. Explain the meanings of the following words and phrases as used in the passage. (4 marks)
   (i) rock-bottom.
   (ii) apathy
   (iii) devoid
   (iv) populism

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

SINGER: So many words are said, so many left unsaid.
The soldier has come.
Where he comes from, he does not say.
Hear what he thought and did not say:

"The battle began, gray at dawn, grew bloody at noon.
The first man fell in front of me, the second behind me, the third at my side.
I trod on the first, left the second behind, the third was run through by the captain.
One of my brothers died by steel, the other by smoke.
My neck caught fire, my hands froze in my gloves, my toes in my socks.
I fed on aspen buds, I drank maple juice, I slept on stone, in water."

SIMON: I see a cap in the grass. Is there a little one already?

GRUSHA: There is, Simon. There's no keeping that from you. But please don't worry, it is not mine.

SIMON: When the wind once starts to blow, they say, it blows through every cranny.
The wife need to say no more. (GRUSHA *looks into her lap and is silent*)

SINGER: There was <u>yearning</u> but her was not waiting.
The oath is broken. Neither could you why.
Hear what she thought but did not say:
"While you fought in the battle, soldier,
The bloody battle, the bitter battle
I found a helpless infant
I had not the heart to <u>destroy</u> him
I had to care for a creature that was lost
I had to stoop for breadcrumbs on the floor
I had to break myself for that which was not mine
That which was other people's
Someone must help!
For the little tree needs water
The lamb loses its way when the shepherd is asleep
And its cry is unheard!"

SIMON: Give me back the cross I gave you. Better still, throw it in the stream. (*He turns to go*.)

GRUSHA: (*getting up*) Simon Shashava, don't go away! He isn't mine! He isn't mine! (*She hears the children calling*.) What's the matter, children?

<u>Questions.</u>

1. Place the extract in its immediate context. (4 marks)
2. With illustrations from the extract make notes on experiences during the war expounded in the extract.
3. "But please don't worry it is not mine," Who is <u>it</u> in the statement and explain why Grusha says it is not hers? (2 marks)
4. Explain the mood of the extract. (2 marks)
5. How are Grusha and Simon potrayed in the extract? (4 marks)
6. What is the role of the Singer in this extract? (3 marks)
7. Identify and illustrate one theme from extract. (2 marks)
8. Grusha tells Simon Shashava, "Don't go away! He isn't mine! He isn't mine!" From elsewhere in the play, quote the instances where she states the opposite. (4 marks)

3. **POEM**

Read the oral poem below and then answer the questions that follows;-

<u>"FAMINE"</u>

The owner of yam peels his yam in the house's:
A neighbour knocks at the door
The owner of yam throws his yam in the bedroom:
The neighbour says, "I just heard

A sound, 'kerekere', that is why I came,"
The owner of the yam replies,
"That was nothing, I was sharpening two knives."
The neighbour says again, "I still heard
Something like 'bi' sound behind the door."
The owner of the yam says,
"I merely tried my door with a mallet."
The neighbour says again,
"What about his huge fie burning on your hearth?"
The fellow replies,
"I am merely warming water for my bath."
The neighbour persist,
"Why is your skin all white, when this is not the Harmattan season?'
The fellow is ready with his reply,
I was rolling on the floor when I heard the death of Agadapidi."
Then the neighbour says, "Peace be with you."
The owner of the yam start shut,
"There cannot be peace
Unless the owner of food is allowed to eat his own food!"

Questions.

(a) Briefly explain what the poem is about. (2 marks)
(b) What does the neighbor hope to achieve by being so persistent? (3 marks)
(c) Using illustrations, describe any **two** character traits of the owner of the yam. (4 marks)
(d) Identify the ideophones words in the poem. (2 marks)
(e) How do we know that the neighbour is observant? (3 marks)
(f) Describe the tone of the owner of the yam. (1 mark)
(g) The neighbour says, "peace be with you." Why is this statement ironic? (3 marks)
(h) What lesson can we learn from this poem? (2 marks)

4. **GRAMMAR**. (15 marks)

(a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the original sentence. (3 marks)
(i) The snake did not bite the body.
(Begin: The boy …)
(ii) They were so happy that they forgot to lock the door.
(Begin: So happy …)
(iii) Peter was highly praised for keeping up his good performance.
(Replace the underlined phrase with one word)
(b) Complete the following sentences with correct form of the word in brackets. 3 marks)
(i) The film, though poor in artistic value, was a _____ success. (finance)
(ii) Will you _____ your theory. (clear)
(iii) They gave him morphine to _____ the pain. (dead)
(c) Fill in the gaps in the sentences below with the appropriate personal pronouns. (3 marks)
(i) Could it have been _____ at the door?
(ii) Jane and _____ are leaving now.
(iii) Koech runs as fast as _____
(d) Fill in the blanks with the correct preposition. (3 marks)
(i) Some people are keen _____ working in a team.
(ii) Many office workers are fond _____having frequent coffee breaks.

(iii) The plane wasn't allowed to take _____ because of the bad weather.

(e) Supply the appropriate question tags in the black spaces in the following sentences.(3 marks)

(i) We needn't worry about tomorrow, _____?

(ii) Let me have a taste, _____?

(iii) They'll come early in the morning, _____?

FRIENDS SCHOOL KAMUSINGA KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

Imaginative Composition. (20 marks)

Either

1. (a) Write a composition to explain the effects of terrorism in schools.

or

(b) Write a story to illustrate the saying; 'Pride comes before a fall'.

The compulsory Set Test.

2. ***The River and the Source by Margaret A. Ogola.***

"Women go through many challenges as they try to liberate themselves from the oppressive and demeaning social systems."

With illustrations from The River and the Source by Margaret Ogola, justify this statement.

(20 marks)

The Optional Set Texts.

3. (a) ***The short Story: When the Sun Goes Down and Other Stories by Emilia and Weveney Olembo (Ed)*** (20 marks)

"Many African States are facing many challenges that hinder development". With illustrations from the story Arrested Development by Sandisile Tsuma, show the truth in this statement.

(b) ***The Betrayal in the City by Francis Imbuga.***

"Many African leaders are dictatorial to cover up for their inadequacies."

Using The Betrayal in the City, justify the above statement using Boss as an example.

(c) ***The Whale Rider. by Witi Ihimaera***.

"Kahu has special abilities and powers beyond those of an ordinary human beings."

Explain this statement using illustrations form "**The Whale Rider**" by Witi Ihimaera.

(20 marks)

MOI GIRLS SCHOOL - NAIROBI KCSE TRIAL AND PRACTICE EXAM 2016

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills

1. FUNCTIONAL WRITING (20 mks)

1. Your elder sister who lives in Mombasa is organizing a get together and has invited you to stay in her house for four days. She is required to prepare a dish for six guests.

   (a) Email her a recipe of your favourite dish. (14 mks)
   (b) Prepare a packing list of the personal items you will need for the vist. (6 mks)

2. <u>CLOZE TEST</u> (10 mks)

<u>Fill in each of the blank spaces in the passage below with the most appropriate word</u>

Samuel Wanjiru, the **(1)** _____ olympic champion, could not have died from falling **(2)** _____ the balcony, a pathologist has **(3)** _____.
(4) _____ in a court inquest into the **(5)** _____ of the former athlete, former chief pathologist Dr. Moses Njue said he was told that the **(6)** _____ Wanjiru would occasionally jump off the same **(7)** _____, and that he could not have died from the same.
Dr. Njue told the court that Wanjiru died from an "Independent" hit at the back **(8)** _____ his head.
Njue referred to a postmortern he conducted on May 27, 2011 **(9)** _____ with Government Pathologist Dr. Johannesen Oduor, Dr. Emily Rogena for Wanjiru's mother and Dr. Peter Ndegwa who was representing Wanjiru's **(10)** _____ Trizah Njeri.
He told the court that Wanjiru, being an athlete, fell over the balcony "like a cat" facing foward.

3. ORAL SKILLS

(a) **Read the poem below and then answer the questions that follow**

THE EAGLE

He clasps the crag, with crooked hands,
Close to the sun in lonely hands
Rung'd with the azure world, he stands.

The wrinkled sea beneath him crawls,
He watches from his mountain walls
And like a thunderbolt he falls

(i) Identify and illustrate two mnemonic effects (sound devices) in the poem (4 mks)
(ii) What has the poet achieved by use of the patterns above (1 mk)
(iii) Which words would you stress in the last line and why? (2 mks)
(iv) What gesture would you use while reciting line 1 of the poem? (1 mk)
(v) Imagine you are perfoming this poem to learners who are visually impaired (blind). Explain two ways in which you would ensure that they get the message effectively. (2 mks)

(b) Classify the words below according to the sounds indicated below (4 mks)

<u>seal</u>, mirage, <u>key</u>s, portion, ratio, axe, pleasure, daze

/s/ /z/ / / / /

(c) For each of the following letters, provide a word in which the letter is silent (3 mks)

(i) r _____
(ii) h _____
(iii) t _____

(d) Study the genre below and answer the questions that follows:

A counsellor wanted to teach her students about self esteem, so she asked anyone who thought they were stupid to stand up. One student stood up and the counsellor was suprised. She didn't think anyone would stand up so she asked him, "why did you stand up?"
He answered, "I didn't want to leave you standing up alone"

(i) Classify the genre above (1mk)
(ii) State two functions of the genre above (2 mks)
(iii) State and illustrate two characteristics of the genre (2 mks)

(e) You are giving a talk on the dangers of HIV/AIDs pandemic to a group of young people. Your talk centres around loss of relatives and friends, orphaned children and the general impoverishment of your village. Describe any two possible ways of ending the talk and explain the advantages of each one of them (2 mks)

(f) Read the conversation below between two students from Masomo Mazuri High School and then answer the question that follows:

WAKONYO: (Shortly after attending an English symposium)
Good morning, Kebu. How are you fairing on with your academic work?

KEBU : Good morning. I don't even wish to talk about my performance. I didn't get the score I had promised.

WAKONYO: Come on, Kebu, you are taking your failure too much to heat. I know it is a great disappointment to score a grade below what you expected in the pre-mocks and I sympathize with you but you must not allow it to make you so unhappy.

KEBU: (Looks sullen) It is all very well for a lucky lass like you, Wakonyo. You have passed and you would not feel cheerful if you were in my place.

WAKONYO: (Leaning forward) I know, but you must pull yourself together, and wake your mind up. You will pass next time. Remember the old saying, "If you dont succeed, try, try, try again!

KEBU: I think the other version of the saying has more sense to it. " If at first you don't succeed, quit, quit, quit at once!

WAKONYO: (Nodding her head encouragingly) Mm.....

KEBU: I should just give up

WAKONYO: Oh nonsense! You'll never do anything if you don't persevere. Now why do you think you failed?

KEBU: Last term had been very challenging for me. I was down with malaria for three weeks and I could not prepare properly.

WAKONYO: Well, you did have bad luck, I am sorry. But I am sure you will do well in the mocks and National Exams, so you must make your mind to win through

KEBU: I wish I had your will power. Still, I will take your advice and put more effort.

WAKONYO: That's the way forward! And Iam sure you will register a better grade next time.

(i) Identify and explain three strengths in Wakonyo's speaking and listening skills (6mks)

MOI GIRLS SCHOOL - NAIROBI KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

Read the following passage and then answer the questions that follow (20 mks)

Good soil is of no use to man unles he cultivates it. Iron, gold, oil, and copper beneath the soil are not wealth unless man digs them up and uses them. To cultivate and to dig means work. The continent of North America has always had good soils and rich minerals underneath but the Red Indians' lived there in poverty for hundreds of years because they did not know how to use this wealth. There has always been copper in Zambia, Uganda and Congo, and diamonds in Tanzania,

but they were not wealth to the inhabitants of these countries until recently when people who knew how to use them came.

In order to produce wealth men have to work and the harder they work and the better they work the more wealth they will produce. It is mainly a matter of better work. By working harder the farmer may be able to grow more food, but unless he uses better methods he may in the long run, do more harm than good. To have more wealth then, the farmer needs not so much more land (although that is needed in some places), but mainly more knowldge of how to usehis land, the energy and the will to use it. Here we see the need for knowledge and health.

The same applies to those who work in factories offices and schools. The better they work the more they earn. That is why the most highly paid jobs go to those whose knowledge is greatest and who are reliable workers.

Before we leave this question of work (or labour as it is sometimes called) there is an interesting point we should notice. Men have found by experience, from the time of the acient Egyptians that more wealth can be produced if different kinds of work are divided up amongst the workers, instead of everyman doing all his own work. The advantage of this system, which is called the 'Division of Labour' is that each worker can become an expert of his own job or trade, and so the total wealth produced is greater. In earlier days in Africa there was very little division of labour today there is much more. Most people are still farmers, but there are also, carpenters, builders, tailors, mechanics, miners, clerks, teachers and many others.

Land on which to grow his crops and the work of cutting and hoeing and planting were all the peasant of earlier days needed to produce his very small amount of wealth to keep him and his family alive, sometimes it was not enough. Today the people want more, not only necessities but also other things like sugar, slat, tea, clothes, books, radio, bicycles and so on. These things often come from other lands and have to be paid for. They can only be paid for if more wealth is produced so that there is something left over.

1. **Comprehension questions**
   (a) According to the passage, can iron, gold, oil and copper be worthless? (2 mks)
   (b) What is ironical about the Red Indians who lived in the continent of North America? (3 mks)
   (c) Explain when copper became useful to the people of Zambia, Uganda and the Congo?(2 mks)
   (d) Highlight four (4) things that a farmer must do in order to produce more food (4 mks)
   (e) State one advantage of division of labour (2 mks)
   (f) Identify and illustrate the use of parenthesis from the passage, give two examples (2 mks)
   (g) The Red Indians lived there in poverty four hundreds of years. Add a question tag(1mk)
   (h) Give one word that best explain the meaning of the following statements as used in the passage (2 mks)
      i) ' something left over'
      ii) 'Things from other lands'
      (iii) Good soil is of no use to man unless he cultivates it. Use 'only' (1 mk)

2. **POETRY**

<u>BUILDING THE NATION</u>

Today I did my share
In building the nation
I drove a permanent Secretary
To an important urgent function
In fact a luncheon at the Vic.

The menu reflected its importance

Cold Bell beer with small talk,
Then friend chicken with niceties
Wine to fill the hollowness of the laughs
Ice-cream to cover the stereotype jokes
Coffee to keep the PS awake on return journey.

I drove the Permanent Sectretary back.
He yawned many times in the back of the car
Did you have any lunch friend?
I replied looking straight ahead
And secretly smiling at his belated concern
That I had not, but was smiling!

Upon which he said with a seriousness
That amused more than annoyed me,
Mwananchi, I too had none!
I attended to matters of state
Highly delicate diplomatic duties you know,
And friend, it goes against my grain,
Causes me stomach ulcers and wind.
Ah, he continued, yawning again,
The pains we suffer in buiding the nation!

So the PS had ulcers too!
My ulcers I think are equally painful
Only they are caused by hunger,
Not sumptuous lunches!

So two nation builders
Arrived home this evening
With terrible stomach pains
The result of building the nation -
- Different ways.

Henry Barlow

1. Identify two voices in the poem (2 mks)
2. Explain what the poem addresses (4 mks)
3. Identify and illustrate the use of any two poetic devices uses in the poem and explain their effectiveness (6 mks)
4. Describe the tone in the poem (2 mks)
5. How would you describe the attitude of the permanent secretary towards the persona?(2 mks)
6. Describe the rhyme scheme in stanza one (2 mks)
7. i) "He yawned many times in the back of the car." Add a question tag (1 mk)
   ii) " I drove the permanent secretary back." Write in passive voice

<u>Read the extract below then answer the questions that below</u>

FIRST LAWYER *(bowing)*:Thank you, your honour. High court of Justice, of all ties of blood are strongest.
Mother and child - is there any intimate relationship? Can one conceived it in the holy ecstasies of love. She has carried it in her womb. She has fed it with her blood. She has borne it with pain. High court of Justice, it has been observed that the wild tigress, robbed of her young, roams

restless through the mountains, shrunk to a shadow. Nature herself.....

AZDAK (*interrupting, to* GRUSHA) : What's your answer to all this and anything else the lawyer might have to say?

GRUSHA: He's mine.

AZDAK : Is that all? I hope you can prove it. Why should I sign the child to you in any case?

GRUSHA: I brought him up like the priest says "according to my best knowledge and conscience." I always found him something to eat. Most of the time he had a roof over his head. And I went to such trouble for him. I had expenses too. I didn't look out for my own comfort. I brought the child up to be friendly with everyone, and from the beginning taught him to work. As well as he could, that is. He's still very little.

FIRST LAWYER: Your Honor, it is significant that the girl herself doesn't claim any tie of blood between her and the child.

AZDAK: The court takes note of that.

FIRST LAWYER: Thank you, your HONOUR. And now permit a woman bowed in sorrow __ who has already lost her husband and now has also to fear the loss of her child ___ to adress a few words to you. The gracious Natella Abashwili is .....

GOVERNOR'S WIFE *(quietly)* : A most cruel fate, sir, forces me to describe to you the tortures of bereaved mother's soul, the anxiety, the sleepless nights the .....

SECOND LAWYER (bursting out): It's outrageous the way this woman is being treated! Her husband's palace is cold -bloodely told that it's tied to the heir. She can't do a thing without a child. She can't even pay her lawyers!! **(To the FIRST LAWYER, who, desperate about this outburst, makes frantic gestures to keep him from speaking)** Dear Illo Shuboladze, surely it can be divulged now that Abashwili estates are at stake?

FIRST LAWYER: Please, Honored Sandro Oboladze! We agreed..... (TO AZDAK) Of course it is correct that the trial will also decide if our noble client can take over the Abashwilli estates, which are rather extensive. I say "also" advisely, for in the foreground stands as human tragedy of a mother, as Natella Abashwili very properly explained in the first words of her moving statement. Even if Michael Abashwili were not heir to their estates, he would still be the dearly beloved child of my client.

AZDAK: Stop! The court is touched by the mention of estates. It's a proof of human feeling.

SECOND LAWYER: Thanks, Your Honor. Dear Illo Shuboladze, we can prove in any case that the woman took the child is not the child's mother. Permit me to lay before the Court the bare facts. High Court of Justice, by an unfortunate chain of circumstances, Michael Abashwili was left behind on that Easter Sunday while his mother was making her escape. Grusha, a place kitchen maid, was seen with the baby.....

COOK: All her mistress was thinking of was what dresses she'd take along!

(a) Explain what happens shortly before and after the extract (4 mks)

(b) In not more than thirty (30) words, summarize the points in the argument that the first lawyer gives in favour of Natella Abshwili (4 mks)

(c) Explain any two character traits of each of the following characters (4 mks)

(i) Natela Abashwili

(ii) Grusha

(d) Identify and illustrate one theme in the extract and show how it is brought out elsewhere in the play (4 mks)

(e) Explain the relevance of the following stylistics devices as used in the extract
(i) Ellipsis (2 mks)
(ii) Rhetorical questions (2 mks)

(f) (i) 'I always found him something to eat." Rewrite, adding a question tag (1 mk)
(ii) Azdak: Is that all? I hope you can prove it. Rewrite in indirecct speech. (1 mk)

(g) Explain the meaning of
'..... it has been observed that the wild tigress, robbed of her young.....
(1 mk)

(h) Give two possible meanings of the word 'Permit' (2mks)

4. **GRAMMER**

(a) **Rewrite the following sentences according to the instructions given after each** (2 mks)
(i) This kind of movie fascinates the youth more than it does adults
Begin: The youth.....
(ii) He shut the door, immediately, he heard a knock from behind.
Begin: No sooner

(b) **Fill in each blank space using the correct form of the word in brackets** (3 mks)
(i) Such _____ (repeat) is boring
(ii) The _____ (clear) of the speech was appreciated by all

(iii) We _____ (regular) eat roast potatoes

(c) Change the following sentences into passive voice (3 mks)
(i) Wyclif wrote the best essay
(ii) The Maasai warriors built their huts in the valley
(iii) Joy baked the most delicious cake

(d) Re-write the following sentences correctly (3 mks)
(i) If I was a surgeon, I would have treated the patient
(ii) The hungry children entered into the dining room
(iii) I cannot be able to operate this machine

(e) Write down the plural form of the following nouns
Phenomenon
Syllabus

(f) Complete the following sentence using the correct prepositions (2 mks)
Scientific investigations show that HIV/AIDs is mainly transmitted _____ unprotected sex _____ infected people

MOI GIRLS SCHOOL - NAIROBI KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

1. **Creative Composition**

Either

(a) Write a story ending with the words:

……
…… that is when I came to realise that I had been deceived.

or

(b) Write a composition to illustrate the saying:
"Bad company ruins good morals." (20 mks

2. **<u>The compulsory set text</u>**:
***The River and the source*; By Margaret Ogolla**
Despite the numerous challenges faced by the woman, she can still overcome and succeed in life. Write a composition showing the truth of this statement in the light of Magaret Ogolla's "The River and the source." (20 mks)

3. **<u>Optional texts</u>**
<u>Either</u>

(a) **<u>The Short story</u>**
Longhorn (Ed): When The Sun Goes Down and other stories from Africa and Beyond
Sandisile Tshuma highlights very serious issues that not only affect Zimbambwe but also Africa as a continent. Drawing illustrations from Tshuma's story, **"Arrested Development,"** Write a composition supporting this statement. (20 mks)

<u>Or</u>
(b) **<u>Drama</u>**
Francis Imbuga, Betrayal in the City
"Dictatorship by any government leads to social and political oppresion." Write an essay to show the truth of the above statement with close reference to Imbuga's "Betrayal in the City."
<u>Or</u>
(c) **<u>The Novel</u>**
Witi ihimaera, The Whale Rider
"Women are as important as men when it comes to decision-making and leadership." Drawing illustrations from Witi Ihimaera's novel, **'**The Whale Rider**'**, write an essay in support of this statement."

KENYA HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

101/1
ENGLISH
PAPER 1
(Functional writing, cloze test and oral skills

<u>QUESTION 1</u>
Imagine that you are the chairperson of the student's council in your school. Your school is holding a fund raising dinner in aid of a school hall. The class is given the invitation cards to give to their parents during the midterm break. You inform your parents/ guardian but forgot to give them the card. (20 mks)

i) Write a reminder to your parents on the upcoming fund raise. (10 mks)
ii) Attach the invitation card that you forgot to give them (10 mks)

2. CLOZE TEST

Read the passage below and complete each blank space with an appropriate word (10 mks)

Citizen used to 1 _____ that political leaders would observe the principles of good governance simply 2_____ they were expected to. 3_____

it appears most leaders on the continent have replaced integrity with reckless impunity that has 4_____ Africa in chaos. 5_____ Office are also supposed to be 6_____ to the people that entrusted them with them the

7_____ of leading them. 8_____, the political elite in the continent see people as a means to an end. In many countries these days, Kenya included, politics has become the easiest way to make money. Electioneering is seen as an 9_____ with extremely lucrative returns when campaign loyalties are 10_____ with appointments in the government of the day.

3. Oral Skills (30 mks)

Read the following poem then answer the question that follow.

A song in springs
O little buds all burgeoning with spring
You hold my winter in forgetfulness
Without my window lilac 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 swallow's 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 an oral poem (4 mks)
b) How has rhythm been achieved in this poem. (3 mks)
c) How would you perform the last two lines in this poem (4 mks)
d) Give another word pronounced as the following (3 mks)
   i) Gate
   ii) You
   iii) Here
e) Imagine you are performing this poem to learners who are visually impaired. Explain four ways in which you would ensure that they get the message effectively (3 mks)
f) Indicate where you would place the stress mark in the following words by **(/)** to make them either Nouns or Verbs as shown in the brackets. (5 mks)
   i) Import (Nouns)
   ii) Export (Verb)
   iii) Transport (Noun)
   iv) Object (Verb)
   v) Produce (Noun)

g) In the following sentences, the speaker made errors, rewrite the sentences correctly replacing the under- lined words and expressions with appropriate ones to communicate the intended meaning. (5 mks)

a) I am sorry to say, Sir Anthony, that my **affluence** over my niece is very small
b) An usher will **sew** you to your **sheet**.
c) He is very **pineapple** of eloquence.
d) It will take a lot of public fund to bring back the **abnormal**.
e) Kabito is **a green grass** in **a green snake.**

h) You speak to a group of form ones about an issue of concern and you notice during the talk that many of them are dozing, yawning, fidgeting and silting carelessly. What would this mean to you? (3 mks)

KENYA HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

COMPREHENSION ON UNSEEN TEXT:

Read the passage below and answer the questions that follow:

A short guy is a disadvantaged individual. And no, the disadvantage is not about reaching high surfaces. He can always stand on his toes or even get a stool. But what would he do when he is discriminated against or taunted on account of his being short; and when tall guys consider it something of a moral responsibility to remind the short fellow over and over that he is inferior?

Apparently, a short man, besides being irritable, is a psychological wreck, thanks to some syndrome of sorts.

Then there is a legion of misinformed women out there who declare to anyone who cares to listen that death would be a welcome alternative to dating a short man. Never mind that most are themselves as short as one can get. In their opinion, which they are entitled to anyway, tall is handsome, strong and literally oozes masculinity while short is the opposite. With limited choice of possible mates, restrictions on probable mates and slew of wrongful generalizations, affirmative action would be in order here.

But as they taunt, vilify, and harass short guys on the basis of height, the tall ones conveniently forget that no one chose how tall they would be. Elementary biology has it that we are all victims of genetic accidents; how tall one becomes is wholly subject to chance. Appearance and other human characteristics are an aggregation of parental traits at best, or a mutation at worst like when only one member is short in a family of tall fellows. It therefore speak volumes about the gray matter upstairs in anyone chest thumping about being tall. Once, when the disciplined forces were hiring, I offered myself for consideration. I was subjected to all sorts of strenuous exercise,

running round and round the field in the midday sun like I had gone berserk, shutting my eyes alternately, and a host of other impossible strange routines, only to be turned away at the end of the day for the simple reason that my height did not add up.

Merchants of rumours and falsehood have been at it again. After unleashing the "shorter the monkey the longer the tail" rumour, they are back with another mind-boggling one: that these long-tailed short monkeys are poor lovers. While endowment does not necessarily equal performance, such are generalization of the absurd; something akin to the misplaced belief that all Africans lives on trees. If anything, as one Literary Great apply put it, a tiger does not declare its turpitude, it pounces.

And the politics of generalizations do not end there. The short guy is also said to be irritable and hence the worst possible choice for a boss or even a mate. Who wants to spend time with someone who will be over the roof at the slightest provocation? Not that the myth is gospel truth, but it has resulted in a further restriction of the short guy's already limited choice of a mate.

As if this is not enough, stiff competition for short ladies silently rages, pitting tall guys against short ones. Despite their wide appeal, the tall fellows have an inexplicable penchant for short ladies. Factor in the belief that it is something of a misnomer to date a taller lady, the decision by some short ladies to give a not interested verdict for short men, and you have remote, dwindling chances of short men getting a mate.

Maybe it is time the short in stature considered coming together to fight this wholesale discrimination on account of their height, over which they have no control. An association would be the perfect gateway to affirmative action. Surely, what has height got to do with love, temperament and everything else for that matter?

Questions

(a) Why does the writer think the short guy is disadvantaged? (2 Marks)
(b) Explain the irony of some women discriminating the short man. (2 Marks)
(c) According to the writer, what determines a person's height. (2 Marks)
(d) Why does the writer give his experience when the disciplined forces were hiring? (2 Marks)
(e) "There is a legion of misinformed women out there who declare to anyone who cares listen to dating a short man"
(Rewrite the sentence using 'prefer
(f) What two reasons are given why it might be difficult for short men to get mates? (2 Marks)
(g) What solution is given by the writer to end discrimination of the short man? (2 Marks)
(h) What is attitude of the writer towards people discriminate against the short man? (3 Marks)
(i) Explain the meaning of the following words and phrases as used in the passage (4 Marks)
(i) legion
(ii) Aggregation
(iii) Chest thumping
(iv) Inexplicable penchant

Question 2

Read the excerpt below and then answer the questions that follow.

GOVERNOR'S WIFE: Only essentials! Quick, open the trunks! I'll tell you what I need. *(The trunks are lowered and opened. She points at some brocade dresses.)* The green one! And, course the one with the fur trimming. Where are Niko Mikadze and Milka Loladze? I've suddenly got the most terrible migraine again. It always starts with the temples. *(Enter GRUSHA)* Taking you time, eh! Go and get the hot water bottles this minute! (*Grusha runs off, returns later with hot water bottles; the GOVERNOR'S WIFE orders her about by signs.) Don't tear the sleeves.*

A YOUNG WOMAN: Pardon, madam, no harm has come to the dress.

GOVERNOR'S WIFE: Because I stopped you. I've been watching you for a long time. Nothing in your head but making eyes at Shalva Tzereteli. I'll kill you bitch! (*She beats the* YOUNG WOMAN.)

ADJUTANT: (*Appearing in the gateway):* Please make haste, Natella Abashvili. Firing has broken out in the city. (*Exit)*

GOVERNOR'S WIFE: (Letting go of the YOUNG WOMAN): Oh dear, do you think they'll lay hands on us? Why should they? Why? (*She herself begins to rummage in the trunk)* How's Michael? Asleep?

WOMAN WITH THE CHILD: Yes, Madam.

GOVERNOR'S WIFE: Then put him down a moment and get my little saffron-coloured boots from the bedroom. I need them for the green dress. (*The* WOMAN *puts down the* CHILD *and goes off.)* Just look how these things have been packed! No love! No understanding! If you don't give them every order yourself… At such moments you realize what kind of servants you have! They will gorge themselves. I'll remember this.

ADJUTANT: (*Entering, very excited)*: Natella, you must leave at once!

GOVERNOR'S WIFE: Why? I've got to take this silver dress – it cost a thousand piasters. And that one there, and where's the wine-coloured one?

ADJUTANT: *(Trying to pull her away)*: Riots have broken out! We must leave at once. Where's the baby?

GOVERNOR'S WIFE: (*calling to the* YOUNG WOMAN *who was holding the baby):* Maro, get the baby ready! Where on earth are you?

ADJUTANT: (*Leaving):* We'll probably have to leave the carriage behind and go ahead on horseback.

The GOVERNOR'S WIFE *rummages again among her dresses, throws some on top of chosen clothes, then takes them off again. Noises, drums are heard. The* YOUNG WOMAN *who was beaten creeps away. The sky begins to grow red.*

Questions

(a) Place this extract in its immediate context. (4 Marks)

(b) Identify and illustrate two character traits of Governor's wife brought out in this extract (4 Marks)

(c) Why does Natella appear to be in such a hurry? (2 Marks)

(d) "I've got to take this silver dress – it cost a thousand piasters." Rewrite this sentence beginning. This …. (1 Mark)

(e) Identify and illustrate two themes highlighted in the excerpt? (4 Marks)

(f) Identify and illustrate any two features of style used in the extract. (4 Marks)

(g) Who is Michael and what happened to him later in the play. (3 Marks)

(h) Give the meaning of the following words and phrases as used in the extract. (3 Marks)

(i) Essentials

(ii) Migraine

(iii) Gorge themselves at your expense

Question 3

ORAL LITERATURE

Read the oral piece below and answer the questions that follow

Blood iron and trumpets

Blood iron and trumpets

Forward we march

(others fall on the way)
Blood iron and trumpets
We shall hack kill and cure
Blood iron and trumpets
Singers of the datsun blue
Forward we drive breaking the records
Blood iron and trumpets
Let bullets find their targets and the earth be softened
Blood iron and trumpets
Let the dogs of war rejoice
And the carrion birds feed
We are reducing population sexplosion
Blood iron and trumpets
The uniformed machines are around
Put on your helmet iron and rest
Blood iron and trumpets
Only through fire can be baptized to mean business
So once again
Blood iron and trumpets

We shall always march along
Blood iron and trumpets
Blood iron and trumpets
Blood alone

(a) Classify the oral piece above (2 Marks)
(b) What are the functions of the oral piece above? (3 Marks)
(c) Identify two features of oral poetry evident in the oral item. (3 Marks)
(d) What two issues is this oral poem talking about? (4 Marks)
(e) Cite one social and one economic activity of the community from which this oral poem is taken
(f) Who would be the most suitable audience for the oral poem? Give reasons for your answer (2 Marks)
(g) "The uniformed machines are around" Explain the meaning of this statement. (1 Mark)
(h) Describe the mood of the poem. (2 Marks)

GRAMMAR

(a) Change the following sentences into indirect speech. (2 Marks)
(i) "You have cheated for too long," blurted the woman.
(ii) "How much money do you owe me?" demanded the creditor from the debtor.
(b) Add question tags to the following statements.
(i) She warned you right from the beginning. (2 Marks)
(ii) You will call in tomorrow.
(c) Change the following sentences into the active voice. (2 Marks)
(i) The experiment was successfully carried out by the student.
(ii) Our school was greatly honoured by the minister.
(d) Rewrite the following sentences according to instructions given after each. (Do not change the meaning.)
(i) Many students benefit if they read in the morning. (Rewrite using a gerund)
(ii) If he calls me, I will attend the wedding ceremony. Begin: Unless
(iii) In spite of the bad weather they decided to go for a walk as planned.
(Rewrite using although)

(e) Fill in the blanks with suitable prepositions. (3 Marks)

(i) I am fond _____ music.

(ii) He died _____ his country.

(iii) The river flows _____ the bridge.

(f) Use the appropriate form of the word in brackets. (3 Marks)

(i) Her _____ cost her life. (deceive)

(ii) Such an _____ had never been seen. (Occur)

(iii) When we saw the suspect fidgeting, we knew _____ that he was guilty. (doubt)

KENYA HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

QUESTION 1: IMAGINATIVE COMPOSITION (Compulsory)

Either

a) Write a composition beginning with the following statement:

"I heard someone whisper my name and i turned ....."

Or

b) Discuss ways through which the problems of insecurity in Kenya could be addressed.

QUESTIONS 2: THE COMPULSORY SET TEXT

Widowhood pushes women to a disadvantaged position in society. Write an essay in support of this statement basing your answer on The River and The Source by Margret Ogola.

QUESTION 3: OPTIONAL SET TEXTS

Answer only one question from the following

Either

a) The short stories, when the sun goes down and other short stories:

"Families experience many challenges after parents seperates." write a composition in support of the statement basing your answer on Tillie Olsen story - I stand here Ironing.

or

b) The Novel: The Whale Rider - Witi Ihimaera.

" Kahu stands out to be a useful member of the society...." validate the above statement basing your urgument on the novel The Whale Rider.

or

c) Drama: Francis Imbuga's;

Betrayal in the city

"A society's image is dependent on its governance."

Using illustrations from Francis Imbuga's, Berayal in the city," write an essay in support of this statement

MARANDA SCHOOL KCSE TRIAL
AND PRACTICE EXAM 2016

101/1
ENGLISH
PAPER 1
(Functional writing, cloze test and oral skills

1. Imagine you are the Principal of Bahati Secondary School. Mr David Kamau, an alumini of the school has recently been recruited as a clerk in Coca- Cola Kenya Ltd and the management has requested you to give them a statement.

2. **CLOZE TEST (10 marks)**
Read the passage below and fill each blank spaces with the most appropriate word.
When you hear a gunshot you (1) _____ actually thank God; a bullet (2) _____ faster than the speed of sound (3) _____ chances are you would not hear a kill shot. In the middle (4) _____ untold danger the gravest enemy is not the (5) _____, but the panic that naturally grips us. Overcoming this hysteria is (6) _____ first battle. At the ring of a gunshot, lie flat on the ground and then (7) _____ listen to ascertain the (8) _____ of the shots. Looking around or even (9) _____ running and screaming makes you an easy (10) _____. Lie low as you quickly find a cover position behind a bullet – resistant surface.

3. **ORAL SKILLS (30 MARKS)**

a) **Read the poem below and answer the questions that follow.**
Horizons by Kalungi Kabuye
As I meditate
And levitate
In human state
No one can see
How the internal sea
Wells up with hope
But lets hope
Life so dear

With love so near
And closeness so close
Will bring home
The thing that we hope
Means to transform
Even the simplest digit
Into a magnified seed
Of a mustard tree

i) Which words would you stress in line (i) of the poem and why? (2 marks)
ii) How has rhythm been achieved in this poem? (4 marks)
iii) What tone of voice would be appropriate in recitation of this poem? (2 marks)
iv) How would you say the last line of this poem? (1 mark)

b) Provide a word which sounds the same as each of the following: (4 marks)
   i) Face
   ii) Though
   iii) Dam
   iv) Prophet

c) Indicate whether the following have a rising or falling intonation. (3 marks)
   i) What a wonderful watch you have!
   ii) Hand in your answer sheets now.
   iii) Can I assist you?

d) You are expected to address an assembly of noisy students. How would you ensure that they listen to you? (4 marks)

e) **Read the following telephone conservation and answer the questions that follow:**

RECEPTIONIST: Good morning, this is Chase Construction Company. What can I do for you?

CALLER: What is your name and who are you in that company?

RECEPTIONIST: I am Agnes and I am the receptionist. May I ……..

CALLER: If so, you may not be of any help. I want to speak to the boss.

RECEPTIONIST: Excuse me, who specifically do you want to speak to yet you have not told me your name?

CALLER: They call me DJ Karos or Man P, the king of……

RECEPTIONIST: Sorry for interruption DJ, you have not given the name of the officer you want to speak to.

CALLER: Oh! It is the man who issues works.

RECEPTIONIST: I do not understand you.

CALLER: Come on! Do not tell me you do not know the human officer.

RECEPTIONIST: Do you mind holding on as I put you through to the Human Resource Officer?

CALLER: You guys advertised works in the papers which I realized I can manage but…….

OFFICER: Sorry sir, have you applied for the job?

CALLER: How did you expect me to know that? Am I an angel?

OFFICER: Sorry for inconvenience.

CALLER: You are not sorry; give me this work right away.

i) Identify ways in which telephone etiquette has been flouted in this conservation. (6 marks)

ii) How has the receptionist demonstrated effective conversational skills? (4 marks)

MARANDA SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

(Comprehension, literary appreciation and grammar)

1. **Read the following passage and answer the questions that follow. (20 marks)**

They are best seen not on foot or from outer space but through the window of an aero plane; the newly cleared lands, the expanding wave of roads and settlements, the spirals of smoke and the shrinking enclaves of natural habitat. In a glance, we are reminded that the once mighty wilderness has shriveled. We measure it in hectares and count the species it contains; knowing that everyday something vital is slipping from us, a million year old history fading from sight.

I invite you now to try to **visualize** the loss in biological diversity due to the reduction of natural habitat. Consider the loss, most invincible to us today but destined to be painfully obvious to our descendants that occurs when entire wilderness is degraded or destroyed. On a worldwide basis, extinction is accelerating and could reach **ruinous** proportions before too long. Not just birds and mammals are vanishing but such smaller forms such as mosses and insects. A **conservative estimate** of the current rate of extinction is 1000 species a year, mostly because of the destruction of forests and other key habitats in the tropics.

To arrest this devastation, we must protect biological diversity. One compelling reason for doing so is that we are part of life on earth and share its history. The acceptance of this fact does not diminish humanity but raises the status of non human creatures. We should pause and think before treating them as disposable matter.

Another reason why we should fiercely want to conserve land and species is that there is material gain involved for ourselves, our kin and our community. Looked at it from that perspective, the diversity of species is one of the most important resources. It is also the least utilized. We must come to depend entirely on less than one percent of living species for our existence, with the reminder waiting untested and fallow.

It is therefore not surprising that recent estimates show that we have only utilized about 7000 kinds of plants for food, with emphasis on wheat, maize, rye, and a dozen other highly domesticated species. Yet, at least 75800 species exist that are edible and superior to the ones we use. Among the potential star species is the winged bean found in New Guinea. It contains more potential than cassava and has a nutritional value equivalent to that of soya bean. It matures within few weeks and wonderfully, the entire plant can be eaten; tuber, seeds, leaves, flowers,

stems, and all. It can be eaten raw or ground into flour. What's more? A coffee like beverage can be extracted from it. Any wonder that it has been called a one- species supermarket?

Also unexploited are natural resources that have medical value. These have been called the sleeping giants of the pharmaceutical industry. Actually, one is every ten plants species contains compounds which can combat cancer. One such species is the rosy periwinkle found on the West Indies. You have no doubt heard of the neem plant (baptized "maurubaini" in Kenya) which is reputed to cure or manage a host of ailements.

If we, the inhabitants of the old good earth, know what is good for use, we will arise, one on all, and conserve our biodiversity with all that we have got.

Questions

1. What evidence of the destruction of the wilderness can be seen from the air? (2 marks)
2. Why will the destruction of the habitat become very obvious to future generations? (2 marks)
3. Rewrite the following sentence to begin: it …….
   Not just birds and mammals are vanishing but such smaller forms as mosses and insects. (1 mark)
4. Add a question tag.

   To arrest this devastation, we must protect biological diversity…….
5. Why does the author think there is no conflict between humans and non- humans? (2 marks)
6. In note form summarize the evidence the author gives to show that we have utilized the diversity of species. (2 marks)
7. In what way is the winged bean similar to supermarket? (3 marks)
8. Why are some natural products referred to as sleeping giants? (2 marks)
9. Explain the meaning of the following words and phrases are used in the passage.(3 marks)
   i) Visualize
   ii) Ruinous
   iii) Conservative estimate

2. **Question 2**

<u>The Caucasian Chalk Circle by Bertolt Brecht (25 marks)</u>

The prosecutors, among whom a worried council has been held, smile with relief They whisper.

COOK: Oh dear!

SIMON: A well cant be filled with dew, they say.

LAWYERS (*approaching AZDAK, who stands up, expectantly):*A quite ridiculous case, Your Honor. The accused has abducted a child and refuses to hand it over.

AZDAK (*stretching out his hand, glancing at GRUSHA):* A most attractive person.(*he fingers the money, then sits down, satisfied.)* I declared the proceedings open and demand the whole truth. (*To GRUSHA)* Especially from you.

FIRST LAWYER: High court of justice! Blood, as the popular saying goes, is thicker than water. This old adage….

AZDAK (*interrupting):* The court wants to know the lawyers' fee.

FIRST LAWYER (*surprised):*I beg your pardon? (*AZDAK, smiling, rubs his thumb and index finger.)*Oh, I see. Five hundred piasters, Your honor, to answer the Court's somewhat unusual question.

AZDAK: Did you hear? The question is unusual. I ask it because I listen in quite a different way when I know you're good.

FIRST LAWYER (*bowing):* Thank you, your honor. High court of justice, of all ties of blood are strongest. Mother , and child- is there a more intimate relationship? Can one tear a child from its mother? High court of justice, wshe has conceved it in the

holy ecstasies of love. She has borne it with pain. High court of justice, it has been observed that the wild tigress, robbed of her young, roams restless through the mountains, shrunk to a shadow. Nature itself….

AZDAK (interrupting, to GRUSHA): What's your answer to all this and anything else that lawyer might have to say?

GRUSHA: He's mine.

AZDAK: Is that all. I hope you can prove it. Why should I assign the child to you in any case?

GRUSHA: I brought him up like the priest says "according to my best knowledge and conscience." I always found him something to eat. Most of the time he had a roof over his head. And I went to such trouble for him. I had expenses too. I didn't look out for my own comfort. I brought the child up to be friendly with everyone, and from the beginning taught him to work. As well as he could , that is. He's still very little.

FIRST LAWYER: Your honor, it is significant that the girl herself doesn't claim any tie of blood between her and the

AZDAK: The court take note of that.

FIRST LAWYER: Thank you, your honor. And now permit a woman bowed in sorrow- who has already lost her husband and now has also to fear the loss of her child- to address a few words to you. The gracious Natella Abashwali is……

GOVERNOR'S WIFE (quietly) : a most cruel fate, sir, forces me to describe to you the tortures of a bereaved mother's soul, her anxiety, the sleepless nights, the …….

SECOND LAWYER (bursting out): its outrageous the way this woman is being traeted! Her husband's palace is closed to her! The revenue of her estates is blocked, and she is cold- bloodedly told that it's tied to the heir. She cant do a thing without that child. She cant even pay her lawyers!! (*TO the FIRST LAWYER, who desperate about this outburst, makes ftantic gestures to keep him from speaking:)*dear III Shuboladze estates are at stake?

FIRST LAWYER: Please, honored Sandro Oboladze! We agreed ….'(To AZDAK) Of course it is correct that the trial will also decide if our noble client can take over the Absshwili estates, which are rather extensive. I say " advisedly, for in the foreground stands the human tragedy of a mother as Natella Abashwili very properly explained un the first words of her moving statement. Even if Michael Abashwili were not heir to the estates, he would still be the dearly beloved child of my client.

AZDAK: Stop!the court is touched by the mention of estates. It's proof of human feeling.

SECOND LAWYER: Thanks, your hionor. Dear III Shuboladze, we can prove in any case that the woman who took the child is not the child's mother. Permit me to lay before the court the bare facts. High court of justice, by an unfortunate chain of circumstances. Michael Abashwili was left behind on that Easter Sunday while his mother was making her escape. Grusha , a palace kitchen maid, was seen with the baby….

COOK: All her mistress was thinking of was what dresses she'd take along!

SECOND LAWYER (*unmoved)* :Nearly a year later Grusha turned up in a mountauin village with a baby there entered into the state of matrimony *with*…..

AZDAK: How'd you get to that mountain village?

GRUSHA: On foot!your honor. And he was mine.

SIMON: I'm the father. Your honor.

COOK: I used to look after it for them. Your honor. For five piasters.

SECOND LAWYER: This man is engaged to Grusha . high court of justice: his testimony suspect.
AZDAK: Are you the man she married in the mountain village?
SIMON: No, your honor, she married a peasant.
AZDAK: (to Grusha): Why? (Pointing at SIMON) He was in the war, your honor
AZDAK: And now he wants you back agauin, huh?
SIMON: I wish to state the evedince…
GRUSHA (angrily): he's an ordinary child.
AZDAK: I mean- did he have refined features from the beginning?
GRUSHA: He had a nose on his face.

AZDAK: A very significant comment! It has been said of me that I went out one time and sniffed at a rosebush before rendering verdict- tricks like that are needed nowadays. Well, I'll make it short, and not listen to any more lies. (To GRUSHA) Especially not yours. (to all the accused) I can imagine what you've cooked up to cheat me! I know you people. You're swindlers.

QUESTIONS

a) Give three reasons that Grusha gives for her to be given the child. (3 marks)

b) "I went to such trouble for him, "give four challenges that Grusha went through in order to save Michael from pursuing ironshits. (**answer in note form) (5 marks)**

c) i) Simon: "No, your honor, she married a peasant." What is the name of the peasant mentioned by Simon and what was wrong with him? (2 marks)
ii) Why was it necessary for Grusha to get married to the peasant? (3 marks)

d) One of the lawyers says something that ruins chances of Mrs. Abashwili this case. What is it that the lawyer says and how does it spoil the case? (4 marks)

e) AZDAK: Did you hear? The question is unusual; I ask it because I listen in quite a different way." In what way would you say that AZDAK's judgments are unusual? (2 marks)

f) Give one example of another case that AZDAK presided over and the judgement passed.(2 marks)

g) i) Before judge Azdak passes judgement on this case he begins to listen to yet another case. What is this other case about? (2 marks)
ii) What is the significance of this case to the case involving Grusha and Governor's wife? (2 marks)

3. POETRY

Read the following poem and answer the questions that follow

SECOND OLYMPUS

From the rostrum they declaimed
On martyrs and men of high ideals
Whom they sent out
Benevorent despots to an unwilling race
Straining at the yoke
Bull dozers trampling on virgin ground
In blatant violation
They trampled down all that was strange
And filled the void
With half digested alien thoughts
They left a trail of red
Whatever their feet had passed
Oh, they did themselves fine
And struttled about the place
Self proclaimed demi- gods

From a counterfeit Olympus
One day they hurled down thunder bolts
On toiling race of earthworms
They might have rained own pebbles
To pelt the brats to death
But that was beneath them
They kept up the illusion
That they were fighting foes

Killing in the name of high ideals
At the inquest they told the world
The worms were becoming pests
Moreover, they said
They did not like wriggly things
Strange prejudice for gods.

Questions

1) Who is being talked about in this poem? Give evidence. (2 marks)
2) With two evidences, discuss the poet's general attitude towards the subject of the poem.(3 marks)
3) What do you understand by the following three lines?
"they trample down all that was strange
And filled the void with half digested alien thoughts?"
4) Who are reffered to as "toiling race of earthworms" and why? (3 marks)
5) Discuss two stylistic devices used in the poem. Give their effectiveness
6) Explain the significance of the title. (2 marks)
7) What is the tone of the poem? (1 mark)

4. GRAMMAR (15 MARKS)

a) Fill the blank with the right form of the word in brackets. (3 marks)

i) You will have to pay for the ……. of the house. (maintain)
ii) Fortunately, they are able to look at the matter with …….(objective)
iii) The workers decided to wait for the outcome of the ……. (deliberate)

b) Fill the blank spaces with the correct article

i) The students said they wanted…….union.
ii) What is ……. Ewe?

c) Fill the blank with the correct preposition

i) The hotel is now open…….. its customers from six to six.
ii) They congratulated him …….. his good performance.
iii) The guest arrived and sat ……. the host.

d) Replace the underlined phrases with one word.

i) I <u>took for granted</u> that you would come.
ii) His research <u>brought to light</u> some interesting facts.
iii) He <u>looks down his nose</u> at anyone who is not rich.

e) Rewrite the following sentences according to the instructions given. (4 marks)

i) It is not surprising that Africa's representative in the world cup performed dismally. (Begin: it is little…….)
ii) We all agree that Mwalimu Nyerere was humble. (rewrite in the past tense)
iii) Early elections results indicate that Sisi will not be defeated. (rewrite using "unassailable")
iv) She loves him. (add a question tag)

MARANDA SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

Answer three questions only

1. **Imaginative composition (compulsory)** **(20 marks)**

Either

a) Write a story to illustrate the saying: "Out of sight, out of mind"

OR

b) Write a story beginning with: The crumpled dress and the tears in her eyes made me …….

2. **The compulsory set text : T*he river and the source***

"With determination and commitment, women can attain greatness." With close reference to the novel justify this statement.

3. **The optional set text (DRAMA)**

a) The short story

Illieva and Olembo (Ed), When The Sun Goes Down and Other stories

With illustration from Michael Anthony's "Sandra Street" contrast Sandra with the side of the town.

OR

b) Drama

Francis Imbuga; Betrayal in the city

"In a dictatorial regime, both the ruler and the ruled suffer." With close reference to the events in the play, justify this statement.

OR

c) T he novel

Witi Ihimaera, The Whale Rider

"Koro Apirana is the bridge between the past and the future life of the Maori people." Using Ihimaera's the Whale Rider, discuss.

NAIROBI SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills

1. You are the Public Health Officer of Londiani Sub-county Hospital. There is an outbreak of cholera in the sub-county. The county cabinet secretary of health has requested you together with the

members of the Hospital's public Health Committee, to carry out an investigation and present a report to her. Write a report you would present. (20mks)

2. **Read the passage below and fill in each blank space with an appropriate word. (10 mks)**

To rank or not 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)_____have been conspicuous in their silence on this burning issue.

(Saturday Nation Newspaper 4/4/2015)

3. **(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)

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) You are a radio presenter with Classic FM and you are scheduled to interview the Deputy President about terrorism and piracy in Kenya.
i) What preparations would you carry out before the interview. (3 marks)
ii) What strategies would you employ during the interview? (3 marks)

(c) Study the proverb below.
"Haraka haraka haina Baraka."
i) Translate the proverb into English. (1 mark)
ii) Comment on the various sound dynamics in the proverb. (2 marks)
iii) Explain the meaning of the proverb. (2 marks)
iv) Give an example of a proverb that is similar in meaning to the one above (1 mark)
v) Give two characteristic of proverbs. (2 marks)

d) The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence means. (3 marks)
i) <u>Tony</u> hit Sue today
ii) Tony <u>hit</u> sue today.
iii) Tony hit sue <u>today</u>

e) In each of the following groups of words, one of the underlined is different from the rest. Identify the word with the different sound. (3 marks)
i) <u>C</u>hasm <u>C</u>hic <u>C</u>hoir

ii) Exercise Equity Example.
iii) Gigolo Genre Gene.

NAIROBI SCHOOL KCSE TRIAL
AND PRACTICE EXAM 2016
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2

1. **Read the passage below and answer the questions that follow. (20mks)**

Later this year, the UN is expected to adopt the World Bank's ambitious target of ending extreme poverty by 2030.It would mean that for the first time everyone in the world would be able to afford a refrigerator and other goods that would make life a bit easier. But what would it take? Could we really see and poverty within a generation?

First, there's been a great deal of progress already. The poverty rate in the developing world has more than halved since 1981,back then 52 per cent of people in developing countries lived on less than $1.25(sh 115) per day. that's now dropped to 15 per cent.in terms of the UN Millennium Development Goals it meant that the target of halving poverty by 2015 from 1990 levels was achieved five years early.in 1990 more than one third(36 per cent) of the world's population lived in abject poverty. That was halved to 18 per cent in 2010.

For China which has accounted for the bulk of the poverty reduction in the past few decades the answer is economic growth. Sub-Saharan Africa is the only region where the number of poor people has increased during the past three decades. Even though the percentage of the African population living in extreme poverty is slightly lower than in 1981, population growth means that the number of people has actually doubled. They account for more than one-third of the poor in the world, despite Africa making up just 11 percent of the global population.

By contrast in East Asia progress has been remarkable. Four out of five people or 80 percent. On current trends, the fastest growing regions in the world could see the end of poverty within a generation.

But what about the billion people who still live in poverty? The World Bank projects that it is possible to end extreme poverty by 2030. But it would take a heroic effort. The number of people in poverty will have to decrease by 50 million each year. That is the equivalent of about a million people each week fpr the next 15years. World Bank's president Jim Young Kim is confident it is possible, but emphasize it would require funding and a graft of targeted policies to raise incomes and productivity.

In these debates, definition matters. So what precisely does the end of poverty look like ? It doesn't mean that no one lives on less than $1.25 per day. That World Bank assumes that a 3 percent poverty rate is equivalent to the end of poverty since there will always be some "frictional " poverty.

Even so the task of reducing poverty at that pace is so <u>daunting</u> that economists forecast that the global poverty rate is more likely to be 8 percent in 2030. That works out to be about 644 million people still living in poverty out of an estimated 8.3 billion people on the planet. Which policies could work to get us to that outcome?

The standard Tuesday March 31, 2015.

a) From the information given in the first paragraph, what would be the evidence of the end of extreme poverty? 1mark
b) Why does the author mention China? 1mark
c) Identify an instance of irony in the passage. 2marks
d) Give any three measures that can lead to the ending of extreme poverty.3maks
e) What is the attitude of the author towards World Bank's target of ending extreme poverty by 2030? 3marks
f) What can we infer from the passage about "frictional" poverty ? 2marks
g) Add a question tag to the following statement: in these debate, definitions matters. 1mark
h) In point form, summarize the achievements so far realized in the fight against poverty 4marks
i) Explain the meaning following expressions as used in the passage. 3marks
Ambitious
Raft
Daunting

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

MOTHER IN LAW: (While the guests silently watch GRUSHA): What's the matter with you? Aren't you going to look after our guests? What's all this city nonsense got to do with us?
GUESTS: (resuming conversation while GRUSHA remains in prayer):

- You can buy Persian saddles from the soldiers too. Though many want crutches in exchange for them.
- The leaders on one side can win the war, But the soldiers on both sides lose it.
- Anyway, The war's over. Its something they can't draft you anymore.
- The dying man sits bolt upright in bed. He listens.
- What we need is two weeks of good weather.
- Our pear trees are hardly bearing a thing this year.

MOTHER-IN-LAW (Offering cakes): Have some more cakes and welcome! There are more!

The MOTHER-IN-LAW goes to the bedroom with the empty cake pans. Unaware of the dying man, she is bending down to pick up another tray when he begins to talk in a hoarse voice.
PEASANT: How many more cakes are you going to stuff down their throats? D' you think I can shit money?
The MOTHER-IN-LAW start, stares at him aghast, while he climbs out from behind the mosquito net.
FIRST WOMAN (talking to HRUSHA in the next room): Has the young wife got someone at the front?
A MAN : It's good news that they're on their way home, huh?
PEASANT: Don't stare at me like that ! Where's this wife you've saddled me with?

Receiving no answer, he climbs out of the bed and in his nightshirt staggers into the other room. Trembling she follows him with the cake pan.
GUEST (Seeing him and shrieking): Good God ! Jussup!
Every one leaps up in alarm. The woman rush to the door GRUSHA, still on her knees, turns round and stares at the man.
PEASANT: a funeral supper! You'd enjoy that, wouldn't you? Get out before I throw you out!
(As the guests stampede from the house, gloomily to grusha) I've upset the apple cart, huh?
Receiving no answer, he turns round and takes a cake from the pan which his mother is holding.)

SINGER:

O confusion ! The wife discovers she has a husband.
By day there's the child, by night there's the husband.
The love r is on his way both day and night.
Husband and wife look at each other.
The bedroom is small.

a) Explain the city nonsense that mother- in -law is referring to. 4marks
b) What preparations does mother in law make for the success of the day?2marks
c) Give two reasons why the guests are in the house. 2marks
d) Identify and illustrate three character traits of jussup evident in this excerpt. 6marks
e) Jussup tells Grusha "I" upset the apple cart huh explain what he means in the contest of the play. 3marks
f) Identify and illustrate the major theme in the excerpt. 3marks
g) "Has the young wife got someone at the front?" (Rewrite in reported speech) 1mark
h) Explain the relevance of the song in this excerpt. 3marks
i) Explain the meaning of the following word as used in the excerpt.
Saddled 1mark

3. Read the poem below and answer the questions below.

<u>Advise to my son</u>
The trick is, to live your days
as if each one may be your last
(for they go fast, and young men lose their lives
in strange and unimaginable ways)
but at the same time, plan long range
(for they go slow : if you survive
the shattered windshield and burning shell
you will arrive
at our approximation here below
or heaven or hell)

To be specific, between the poeny and the rose
plant squash and spinach, turnips and tomatoes;
beauty in nectar
and nectar, in desert saves
but the stomach craves stronger sustenance
than the homed vine.
therefore, marry a pretty girl
after seeing her mother;
speak truth to one man,
work with another;
and always, serve bread with your wine.

But son,
Always serve wine
(Peter Meinke)

a) Who is the speaker in the poem. Illustrate your answer. 2marks
b) In what circumstances do many young people die? Illustrate your answer from the poem. 4marks
c) What do heaven and hell symbolize? 2marks
d) Identify items in the poem that represent life's necessities on one hand and life's luxuries on the other. 2marks

e) Identify and illustrate the use of the paradox in the poem. 3marks
f) What does the persona mean by 'marry a pretty girl after seeing the mother"?2marks
g) The stomach craves stronger sustenance.(Rewrite using (What") 1mark
h) Give two meanings of each of the following words. 2marks
-Last
-Fast
i) Give the meaning of the last two lines 2marks

4. **Rewrite the following sentences according to the instructions given 4marks**
i) How high do you think the tallest building in New York is?
(Begin : what……..)
ii) The co- worker is not here today. She always listens to him.
(Rewrite as one sentence using 'to whom")
iii) If you had worked hard. You…….. What brought you here (complete using the correct form of "achieve")
iv) The small boy asked for a straw to drink his juice. (Rewrite using "drinking")

b) Use the correct form of word given in brackets. 3marks

i) KCSE ……. has been completed.(analysis)
ii) Those……..are magnificent.(stadium)

NAIROBI SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

1. **Imaginative composition (compulsory)** 20marks
Either
a) Write a story ending with the following sentences:
With an immense feeling of shame, I staggered home.
Or
b) **Write a composition illustrating the saying**
"Slow and steady wins the race".
2. **The compulsory Set text (Novel)** 20marks
Margaret Ogola : The River and the source
Akoko is the center of change process in the society of the River and the source.
Justify this statement using illustration from the Novel The River and The Source.
3. **Optional Set Texts:** 20marks
Either :
a) The short story: Longhorn (.D.) When the Sun Goes Down and other Stories.
"The past comes back to hound the present" write an essay supporting this statement drawing illustration from the story 'The Guilt ' by Rayda Jacobs.
b) Drama
Francis Imbuga: Betrayal in the City. 20marks
"Many countries in Africa are burdened with bad governance ". Justify this statement using illustrations from Francis Imbuga's Betrayal in the City.
c) The Novel
Witi Ihimaera's The Whale Rider 20marks
Given opportunities, women can make positive contributions in the society. Justify this statement using the novel The Whale Rider By Witi Ihimaera.

ALLIANCE BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

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)
   - <u>Good listening skills</u>

- 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)

ALLIANCE BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

Marking Scheme

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 qboth 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)

ALLIANCE BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

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. **<u>THE RIVER AND THE SOURCE: MARGARET A. OGOLA.</u>**

- 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

(2mks)

MANG'U HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

1. Functional Writing

a) Must be an email.

Format should include the following:

- From: sender's email address ($^1/_2$)
- To: recipients email address (^{1}/2 *2)
- C.c: (1/2)
- Date: relevant dates($^1/_2$)
- Subject: (relevant subject related to invitation) (1)
- Closing tag: name – not full names ($^1/_2$)

Total 4 marks

Content

- Polite invitation (1 mark)
- Occasion (1 mark)
- Date, time, venue (2 marks)

Total 4 marks

Language

- Appropriate /correct language use.
- Appropriate tone Total 2 marks

b) Award a mark for each of the following:
- The heading-Directions to the venue
- Mention airport of origin
- Mention the destination airport
- Mention mode of transport (accept any mode of transport). E.g. by Kenya Airways bound for JKIA and Matatu Number 6 plying the Jogoo road route.
- Approx. distance/duration
- Permanent landmarks. Eg Bus stops or buildings. Don't award temporal landmarks.
- Turnings-turn right or left

Language (3 marks)
- Award for clear and precise instructions
- Award for appropriate register eg. Board a plane etc.
- Award for logical flow of directions

2. CLOZE TEST
1. obtaining
2. realise
3. often
4. send
5. rate
6. serious
7. imposed
8. Traffic
9. pedestrian
10. convicted

3. Narative

i. What would you do in order to capture the attention of the audience before you begin to tell this story? (2 marks)

Ask a relevant question to audience- who is faster between a donkey and a chameleon.
Sing an appropriate/ related song.
Give an appropriate proverb, riddle or puzzle.
Clap to attract attention
Clear your voice
Call the name of one of the people in the audience etc.

ii. Explain the verbal and non-verbal cues you would use to make a narration of the line indicated in bold effective. (4 marks)
1. Tonal variation – use an authoritative arrogant tone to show the donkey's confidence.
2. Voice projection- raise your voice towards the end of the sentence.

3. Gestures – Donkey can point at the chameleon threateningly
4. Facial expressions – Show a bright face of confidence arrogance etc.(Accept 2 verbal and 2 non-verbal appropriately illustrated)

iii. If you were part of the audience for this story, **explain two** things you would do to show that you are participating in the performance. (4 marks)

- Maintain eye contact
- Nod In agreement
- Answer any question regarding the story by the narrator during narration
- Laugh at funny instances
- Respond to narrator's use of tonal variation, gestures, facial expressions etc.
- Ask questions at the end

a) For each of the following words write another that is pronounced the same. (3 marks)

quay key
seed cede
not knot

b) There is need to light a night light on a light night like tonight.

i) Identify the above genre. (1 Mark)
Tongue twister

ii) Give two functions of the genre. (2 Marks)

i) Entertainment – cause humour and amusement because they are spoken rapidly
ii) Used to teach good pronunciation
iii) Trains in memory skills/develops one ability to recite
iv) Trains language skills i.e fluency as it requires a speaker to utter without hesitation or faltering the sentences provided
v) Educates on the society in question as images and items used reflect a particular community
(any 2 points 1 mark each)

c) For each of the following words, write two sentences to bring out two different meanings (4 Marks)

<u>polish</u>
i) The soldier was ordered to polish his boots.
ii) He used the wrong colour of polish because he had no otherwise. /She is <u>Polish</u>.(Adjective)

<u>intimate</u>
i) Jara has become an intimate friend
ii) Intimate to him that the guests will arrive early (1 mark each)

d) 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 your success in the interview. (4 Marks)
Consider 2 points before and during the interview

- 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)

f) Complete the following conversation

Trevor: Could I speak to Mr. Oketch, please?
Trevor: Tell him Delphine called in regard to …… (leave a number)
Trevor: The number is ……(give number again)
Delphine: You mean ……(repeat number)

Delphine: Anything else?
Trevor: Goodbye

MANG'U HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

(Creative composition and essays based on set texts)

---

1. COMPREHENSION

a) They have failed as role models for their children.
parents have not played their role fully in raising their children. (Any 2 pts =2 marks)

b)
- Poor role modeling from parents as many parents are engaging carelessly in extra-marital relationships
- Parents have not played their role of guiding them about interactions
- Children don't understand what it means being in a relationship with the opposite sex. (1 mark each =3 marks)

c)
- They abandon their babies in toilets or litter bins.
- It kills from within (psychological trauma). (1 mark each= 2 marks)

d)
- 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.

**must be in continuous prose*
**if in point form, deduct 50% at each point.*
**penalize for grammatical mistakes by deducting a glimmer (¼mark) once per sentence.*
**count maximum 50 words, ignore anything else after that* (1 mark each = 6 marks)

e) What is the writer's attitude towards parenting? (2 marks)
critical attitude – he says that Society has failed and parents have not played their role fully in raising their children.
- children lack the guidance they require when it comes to having independent social interactions.
(1mrk for identification, 1 mrk for illustration = 2mrks)

f) scot-free -unharmed/ unpunished
stigma -discrimination/ disgrace
consensual -without agreement/ without consent
avenues – ways/sources (any spelling mistakes =0) (4 marks)

g) … ,doesn't it? (if any punctuation mark missing and d is capital, =0).

2. **EXCERPT -*The Caucasian Chalk Circle***

(1) Describe the events leading to this extract. (4 marks)
- Grusha arrives at her brother, lavrentis house, seeking shelter but is received coldly by her sister-in-law, who mistreats her.
- The brother suggests an arranged marriage to Jussup, a "dying" man.
- Grusha accepts the deal inorder to get her son an identity and a roof over his head. (shelter)

- They arrive at the mother-in-law home where a ceremony is conducted by a cheap monk, invited by the mother-in-law. Grusha takes the vow as the mother-in-law responds on behalf of the "dying" man.(1mrk each = 4mrks)

(2) Explain what the guests mean by the statement "The grand Duke is back" (2 marks)

- The Grand Duke, the ruler of Grusinia , had earlier been overthrown by the princes who had led a revolt against him.√ The Grand Duke went into hiding for two years, and was able to fight back to power with the help of the king of Persia.√

(3) Why does the mother-in-law welcome the guests to eat cakes? (1 mark)

- To celebrate the wedding of Grusha and her son Jussup.

(4) Identify and explain three ironic situations in this extract. (6 marks)

- The shah of Persia is supposed to be the enemy of Grusiniayet he lends an army to the Grand Duke that restored him to power.
- The old woman thinksGrusha's reaction is about Jussup yet she is excited by the possibility of meeting her "dear" Simon.
- It is ironic that the guests are concerned that taxes will go up instead of appreciating the prospects of peace after the war.
- Many of the soldiers are coming back from Persia with saddles yet they need crutches since they have lost their legs.

(5) Identify and explain two themes in this extract (4 marks)

(i) The effects of war

- Taxation would go up
- Disability through loss of limbs
- Loss through negligence of farming activities.
- Break up of families/ relationships.

(ii) Love and affection

- Grusha is excited at the prospects of Simon's return.
- She is overwhelmed at the sight of a Persian product-evidence that war is over. She even kneels down in prayer.
- *takes the silver cross and chain out her blouse, and kisses it*.

(iii) Religion

- Grusha kneels down in prayer.

(Any other relevant theme. 1 mrk – id; 1 mrk ill)

6. What happens immediately after this extract? (3 marks)

- Jussup reprimands his mother for wasting his money on cakes.
- Jussup demands to see the wife he has been saddled with.
- The mother-in-law is shocked as Jussup climbs out of bed and staggers into the other room. The guests are also amazed to see him walk.

- He sends them out of the house and for the first time, he sarcastically speaks to Grusha

(any three pts, 1 mrk each=3)

7. What makes the dying man sit bolt upright? (2 mark)

- He learns about the end of war hence, the "dying man" Jussup becomes excited because he had evaded serving in the military

8. "Did someone say the soldiers are back? GRUSHA asked.

(Rewrite the sentence in reported speech. (1 mark)

Grusha asked whether someone had said (that) the soldiers were back

9. "The mother-in-law's action was an effort in futility." Do you agree with this assertion? Justify your response. (2 marks)

Yes (1 mark)

Grusha is already engaged to simon and they get re-united after the war.(1 mark)

3. ORAL LITERATURE (20 marks)

(a) Why do you think this community makes the choice of a beautiful girl such as Wanjiru to sacrifice to god so as to receive rain? (1 mark)
They give the most beautiful girl so as to appease god.

(b) Which functions does this song serve in this narrative? (2mark)

- The song isa supplication/ prayer. In her prayers she says: “Rain fall and make this ridge green. Make this ridge green.”
- It serves to show the mental anguish she goes through knowing that she has been picked to be the sacrificial sheep to save the whole community from the debilitating famine. She anguishes: “My father said I should be lost, I should be lost.”
- The song helps enhance the somber mood that engulfs the village.

(c) Describe one character trait of the villagers in this narrative. (2 marks)

- The villagers are pious/ religious. They consult from god what they needed to do so as to have rains. They also readily accept to offer the sacrifice prescribed by god.
- They are decisive. They decided to offer Wanjiru as sacrifice to their god..

(d) In point form, list how events follow each other in this story. (3 marks)
Award 1/2 mark for each stage correctly identified

- A severe famine hits the land and a decision to sacrifice Wanjiru is reached
- She is taken to a big river where she sings repeatedly as the water as the water level rises.
- There is a heavy down pour
- She goes to the spirit world where she is rewarded with many cows and goats and asked to lie down.
- She wakes up to find herself at the big river.
- The villagers rejoice greatly.

(e) Identify and explain two features of oral narration employed in this narrative. (4 marks)

- rhetoric questions - “What shall we do?” this question helps the readers to understand the magnitude of the dilemma the villagers face.
- Opening formula - The story starts with, “Long ago…” signals the start of the story
- closing formula - The story ends there”. This formula signals its end.
- elements of fantasy - the river responding to the girl’s song,
  - the girl going to the world of the spirit,
  - the rain falling immediately after that girl is swallowed by the water,
  - the girl returning back to life.
- Repetition My father said I should be lost. I should be lost
  My mother said I should be lost. I should be lost

(f) Identify two elements of fantasy in this story. (2 marks)

- The river responding to Wanjiru’s song and rising until they submerge her completely.
- Wanjiru going to the land of spirits and even talking with them.
- Returning back to the land of the living. (1 mrk each = 2mrks)

(g) Describe Wanjiru’s tone as she sings. (2 marks)
The tone is resigned√She is resigned to fate. She feels that there is nothing she can do to overturn her parents’ decision to sacrifice her to god√

(h) Which social/cultural practices of the Agikuyu are brought out in this narrative. (2 marks)

- Sacrificing to god so as to appease to give rain.
- Singing of songs at different times in life.
- The community offers prayers/supplications more so when faced with eminent danger.
- They commune/communicate/value the spirits/dead relatives.

(i) What does this phrase mean? “My father said I should be lost.” (1 mark)

- It means that her father wanted her dead.

(j) Answer the following question according to the instructions given in brackets. (1 mark)

- Very heavy rains fell on this land. (Write in the passive form).
  On this land, fell very heavy rains.

4. GRAMMAR (15 marks)

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

- They were too exhausted to stay awake.
- Had Mutua done enough practice, he would have won the match.
- She asked us/him/her/them if we/he/she/they would go with her to the market.

(b) Fill the blank spaces with the correct form of the word provided in brackets. (3 marks)

- The punishment is supposed to act as a deterrence to others. (deter)
- They all agree that the murder is a strange occurrence. (occur)
- It is illogical to accept such a strange explanation on the loss of the goods. (logical)

(c) Replace the underlined words with a suitable phrasal verb. (3 marks)

(i) You do not have to tell me exactly what to do (spell)
Spell out

(ii) The teacher reprimanded the errant student. (tell)
Told off

(iii) I cannot tolerateBecky's ill manners. (put)
Put up with

(d) Pronouns(3 marks)

(i) He
(ii) Me
(iii) I

(e) Combine the following pairs of sentences using a participle.(3 marks)

(i) The street Urchin was clobbered. He cried out for mercy
Clobbered, the street urchin cried out for mercy

(ii) The police surrounded the gangsters' house. He shot in the air to scare them away
Surrounding the gangsters' house, the police shot in the air to scare them away.

(iii) Jeff was bored of my nagging. He moved out of the house
Bored of my nagging, Jeff moved out of the house.

MANG'U HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

(Creative composition and essays based on set texts)

1. Imaginative composition.
Either

a) Write a composition beginning with the following:
It all started as a rumour but no one in the family took it seriously until……. (20 marks)
Or

b) Write a composition on the following topic:
Ways of eliminating drug abuse among the youth.

Points of interpretation
Composition (a)

- Must be a story, if not deduct 2 marks AD for irrelevance.
- Must start with the given sentence, in the first paragraph, if not deduct 2 marks AD on Rubric.
- It should present a scenario about an experience involving a family member, good or bad, that people took for granted but later took it up seriously.
- Deduct 2 marks if length is more than 2 A4 pages-450 words.
  N.B. Penalized only up to 4 marks.

Composition (b)

- Must be a story. If not, deduct. 2 marks.
- Must be an essay that illustrates ways of eliminating drug abuse. If not, treat as irrelevant, and deduct 2 marks AD for irrelevance.
- Deduct 2 marks if length is more than 2 A4 pages.
  N.B. Penalized only up to 4 marks.

Deciding the Class and allocation of marks

Read each composition and decide which class it falls in before assigning it a mark based on the following criteria. Then subject each of them to the above mentioned deductions, if any.

General classifications

A Class essays (16-20 marks)

The candidate communicates not only fluently but also attractively with originality and efficiency. He has the ability to make us share his/her deep feelings, emotions, enthusiasms. He or she expresses himself/ herself freely and with no visible constraint. The script gives evidence of Maturity, good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is no stain, just pleasantness, clever arrangement, felicity of expression.

B Class essays (11-15 marks)

This class is characterized by great fluency and easy of expression without strain. The candidate demonstrates that he/she can use English as a normal way of expressing himself/herself. Sentences are varied and usually well-constructed. Some candidates become ambitious or even over- ambitious. There are many items of merit of one word or expression type. Many essays in this category may be just clean and unassuming, but they still show that the candidate is at ease with the language.

C Class essays (06-10 marks)

Candidate communicates understandably but only more or less clearly. He or she is not confident with his/her language. Subject is often underdeveloped. There may be some digressions. Unnecessary repetitions frequent. The arrangement is weak and flow jerky. There is no economy of language. Mother tongue influence is felt.

D Class essays (01-05 marks)

The candidate does not communicate at all. 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. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors (“Broken English”) are evident.

Specific classifications

A Class essays. (16-20 marks)

The candidate communicates not only fluently but also attractively with originality and efficiency. He has the ability to make us share his/her deep feelings, emotions, enthusiasms. He or she expresses himself/ herself freely and with no visible constraint. The script gives evidence of Maturity, good planning and often humour. Many items of merit which indicate that the candidate

has complete command of the language. There is no stain, just pleasantness, clever arrangement, felicity of expression.

A- 16-17

The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provides the “spark” in such essays. Vocabulary, idiom sentence structure, links, variety are impressive. Gross errors are very few.

A 18

Positive ability.A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problems. Variety of structures.A definite spark. Many margin ticks.

A+ 19-20

The candidate communicates not only information but meaning, but also and especially the candidate’s whole self: his /her feelings, testes, point of view, youth, and culture. This ability to communicate deeply may express himself in a wide range of effective vocabulary, original approach, vivid and sustained account in the case of a narrative, well developed ad ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he deserves. A very definite spark (very memorable)

B Class essays. (11-15 marks)

This class is characterized by great fluency and easy of expression without strain. The candidate demonstrates that he/she can use English as a normal way of expressing himself/herself. Sentences are varied and usually well-constructed. Some candidates become ambitious or even over- ambitious. There are many items of merit of one word or expression type. Many essays in this category may be just clean and unassuming, but they still show that the candidate is at ease with the language.

B- 11-12

The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally, but this must not be over punished by the examiner.

B 13

The sentences are varied but rather simple and straight forward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless.Some items of merit, economy of language.

B+ 14-15

The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are good. A number of items of merit of the “whole sentence” or “whole expression” (margin ticks).

C Class essays. (06-10 marks)

Candidate communicates understandably but only more or less clearly. He or she is not confident with his/her language. Subject is often underdeveloped. There may be some digressions. Unnecessary repetitions frequent. The arrangement is weak and flow jerky. There is no economy of language. Mother tongue influence is felt.

C- 06-07

The candidate finds it obviously hard to communicate his/her ideas. He/she is seriously hampered by his 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 with not 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 in a flat and uncertain manner. Simple concept sentence forms are often strained. There may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is jerky. There are some errors of agreement, tenses and spellings

D Class essays (01-05 marks)

The candidate does not communicate at all. 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. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors ("Broken English") are evident.

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 broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.

2. Compulsory-*The River and the Source* (Margaret Ogola).

A strong household is founded on strong family values. Making reference to Mark Sigu's family in Margaret Ogola's, *The River and the Source*, write an essay to justify this statement.

Introduction

In the *River and The Source*, Mark Sigu meets, woos and marries Elizabeth Awiti in the rightand traditionally expected way. They start and develop a strong family that is founded on strong values such as love, respect and discipline among others.

Accept any other relevant introduction. *(Up to 2 marks)*

The body

F (i)I. Mark Sigu had the devoted love for his wife and the affection for all his children. (pg 192). He did things for Elizabeth that would never have even crossed the mind of a full blooded African man. He knew she was overworked both at home and in school and in spite of the House-help they had, he threw a helping hand round the house – especially in taking the kids off the hands of his wife. (pg. 173).This bond of love helps the family to remain united in the face of many challenges.

F (ii).In MarkSigus house, Members are loyal to each other. For instance when Mark Sigu realizes that promiscuity would ruin his marriage he so forcefully dumps the girl and asks for leave to go and bring back his family from Aluor. (pg 170) He tells his mother off when the latter feels he is over protective to the wife. (pg 167).This clear demonstration of loyalty helps the two to remain together right into their sunset days.

F(iii). The Sigus have instilled a sense of <u>hard work</u> in the family. Mark keeps on studying to get promotions so that he can have his children live a decent life. (pg 166, 172). Mark felt very lucky about his hard working children. Vera had seven unbeatable records in school, Becky was not doing so badly, Aoro had maintained a continuous lead in school and Tony followed suit. (Pg 185, 186). Hard work defines the Sigus.

F(iv) Children in their growing up must be brought up with high level of <u>discipline</u>. Mark and Elizabeth were firm on their children's discipline and they never spared them any time they misbehaved.When Tony and Aoro almost made their twin drown they are heavily punished. (pgs 176-179). When Aoro is suspended from school, he is denied food and asked to start fending for himself. (pgs 187-191).This firm discipline instills hard work in the children.

F(v) A strong family is also built up on mutual respect. The parents extend a measure of respect to the children and vice versa. This is seen on various instances: on serious matters concerning the family, Mark and his wife consult before a favorable decision is made.
When Vera wants to go out with Tommy Muhambe she requests for permission the father.(pg 206 – 208). This too builds a strong family.
Mark any 4 well developed points 3: 3: 3: 3 (12 marks)

Conclusion
In conclusion, looking at the Sigu family, one would say that the foundation of a strong family guided by good ethics depends on the husband and the wife, how close they are to their
Children and how they develop acceptable values systems.
Accept any other valid conclusion.(2 mks)

Grammar and Presentation
1-3 on the body award 1 mark
4-5 on the body award 2 mark
6-8 on the body award 3 mark
9-12 on the body award 4 mark

(a) The Short Story
Emilia Ilieva and WaveneyOlembo, *When the Sun Goes Down*
With illustrations from MoyezVassanji's 'Leaving', write an essay to show what leads individuals to seek education opportunities in foreign countries.

Introduction
People from all walks of life leave their home countries even towns to other places for a myriad or 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. *(Up to 2 marks)*

The body
E (i) Universities abroad offer greater or wider opportunities for learners. For instance the catalogues that Aloo gets offer courses which: he has never heard about in the local universities – "genetics, cosmology, artificial intelligence"/ He reads of 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.

E (ii) faulty selection and placement of candidates
- Aloo is picked and placed in a faculty he has no interest in. He had applied for medicine,but is offered a chance to study agriculture.
- Though he had scored all A's the admission official deals' him a blow which makes him more determined to go abroad.
- He has never wanted to be an agricultural officer and has never left the city…. (pg 35)
- Even his mother is softened by the disappointment of Aloo after he resigns himself to studying Agriculture and hence allows him to go.

E (iii) bureaucracy/Corruption
- Aloo qualifies for medicine, but a university admission official place him in agriculture
- The narrator attributes this to bureaucracy and corruption……pg. 35
- This placement is quite arbitrary, as Aloo has no interest whatsoever in agriculture.
- As a result, Aloo's hope to study medicine dims, and his only options is to pursue a scholarship and a more exciting course abroad.

E (iv) Scholarships to good courses/variety in universities is another reason

- The universities abroad offer scholarships to exceptional students.
- Aloo asks for and receives information on different universities and the scholarship opportunities available.
- His efforts bear fruit when he lands a scholarship for a course he has chosen.
- The scholarship makes it possible for him to pursue studies abroad. He feels he canwork and repay the loan the mother would incur of his ticket.

E(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 also feels that if he gets a jog as a waiter, he may be able to repay the loan his mother Will obtain for his ticket and pocket money.

Mark 3:3:3:3 to any 4 well illustrated points

Conclusion

It is clear that education opportunities abroad are more attractive than those available locally.

Accept any other valid conclusion. (2 mks)

Grammar and Presentation

1-3 on the body award 1 mark

4-5 on the body award 2 mark

6-8 on the body award 3 mark

9-12 on the body award 4 mark

Or

b) The Play

Francis Imbuga, *Betrayal in the City*.

Betrayal in the city – Francis Imbuga – A nation led by a bad leader is destined to fall.

Drawing illustrations from Francis Imbuga's Betrayal in the City', justify this statement.

Introduction

Bad leaders are most of the timeegocentric, corrupt and greedy. These leaders always lead to the downfall of their countries. It is not different in Francis Imbuga's Betrayal in the City where the leaders have greatly contributed to Kafira's downfall.

Accept any relevant introduction, general, specific or general –specific (2 marks)

L(i). Mulili is one such leader. His corrupt trait makes him have the milk tender which was initially Kabito's. He manipulates Boss into giving him the tender by lying to Boss about Kabito and later, he has him killed. He is also greedy for wealth to an extent that he is ready to do anything to get the vast land (4000 acres) promised to him by Boss. This indeed is a quick way to a nation's downfall.

L II. Boss who is Kafira's top most leaders hires expatriates to take up lecturing jobs which causes university students to go on strike since there are qualified citizens who are jobless in Kafira. To hit back, he gets more expatriates. His greed is portrayed by the fact that he has stashed money in foreign accounts. These traits contribute to a fall of Kafira.

LIII. Tumbo, a top government official is also corrupt, which leads him to let Jusper write the play without having a competition to get a winner as was required to. He later says that the rest of the money would be used to 'set the records' straight. This is greed at its best besides orruption which a recipe for country's fall.

LIV) Nicodemo's act of planting drugs in Mosese's car is corrupt indeed, especially when it is meant to implicate an innocent person leading into being jailed just to silence and punish him for

no good reason. After the announcement of Kabito's death, he asks if that day sitting allowances could be paidif they called off the meeting

LV). Askari portrays corrupt traits when he says that he gave tea to the prisoner Jere who did not belong to his tribe. He goes further to say that one needs a 'tall relative' to getanything, an indication of high level of corruption which has brought this country to its knees.

Award 3:3:3:3 to any four well illustrated points.
Conclusion

Indeed leaders who are egocentric, corrupt and greedy lead to the downfall of a nation as has been seen in Kafira.Boss and his government officials have contributed a great deal to the state of Kafira.

Accept any other valid conclusion. (2 marks)
Grammar and Presentation
1-3 on the body award 1 mark
4-5 on the body award 2 marks
6-8 on the body award 3 marks
9-12 on the body award 4 marks
Or

c) The Novel
Witilhimaera, *The Whale Rider*.
Each and every activity carried out among the Whangara community is carried out in utter sacredness. Discuss the validity of this statement drawing your illustrations from *The Whale Rider*.
Introduction
The Whangara people carry all of their activities in complete sacredness. They consider most of their activities sacred. This range from their myths to simple day to day activities such as Fishing
Accept any other relevant introduction. (Up to 2 marks)
The body
S (i) The origin of the Whangara community is surrounded in sacredness. The community believes that it came from the sacred ancestor KahutiaTeRangi who came to their current residence-New Zealand riding the sacred bull whale. This activity has dictated the behavior of this community over the years. For instance the community panics when the desperate bull whale arrives one day wishing to die at the sea shore. There is also a carved image of him on top of the community's meeting place.
S (ii) The birth of a child, more so the first born is sacred. The birth must be followed by a sacred ceremony. The birth cord of such a child should be brought back to Whangara and be buried in the village. Nani Flowers insists and buries Kahu's birth code in Whangara in front of KahutiaTeRangi's image.
S (iii) The passing of the communities teachings are considered sacred. Only boys are allowed to attend such meetings. For instance,whenKoroApirana organizes meetings to teach young boys to take on leadership. He does not allow Kahu to even come near.
S (iv)Fishing is also a sacred activity which only men engage in. Women are not allowed to go out fishing or even visit the sacred fishing grounds. Before starting to fish they offer sacrifices to appease Tangaroa- the sea goddess.
S (v) The chieftainship is also held sacred. The current community leader passes on the leadership to the eldest son who is expected to exactly do the same when his time is up. The community's leadership is believed to have originated with the sacred ancestor, KahutiaTeRangi.
Mark any 4 well developed points 3: 3: 3: 3 (12 marks)

Conclusion

This community indeed carries out all its activities in utter sacredness.

Accept any other valid conclusion. (2 marks)

Grammar and Presentation
1-3 on the body award 1 mark
4-5 on the body award 2 marks
6-8 on the body award 3 marks
9-12 on the body award 4 marks

PRECIOUS BLOOD KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

1. Functional Writing

(a) Invitation Card

(i) Format 2mks
- Inset 1mk
- Letterhead 1mk
- Title ($^1/_2$ mk) and space for recipient's name ($^1/_2$ mk) 1mk
- Sader's address (R.S.V.P) 1mk

(ii) Tone – must be formal 1mk

(iii) Content 3mks
- Time ½ mk
- Venue 1mk
- Date ½ mk
- Chief guest 1mk

(iv) Language
A – Script 4mks
B – Script 3mks
C – Script 2mks
D – Script 1mk

(b) Congratulatory note
- Inset 1mk
- Date 1mk
- Salutation 1mk
- Writer 1mk

Tone
- Must be informal

Content
- Congratulation / or related word mentioned
- Reasons for congratulation
- Compliment remarks

2. CLOZE TEST

1. Ways
2. Volume
3. Consumed

4. To
5. More
6. During
7. As
8. Referring
9. Nervous
10. Alcohol

3. ORAL SKILLS

(a) (i) Rhyme scheme – ababcdcdefef – The rhyme scheme is regular

(ii) Line 1 crown thorns twined thorn Line 2 cross tree – They are content words

(iii) Alliteration: Stanza 2 Line 1 face flower
Stanza 3 Line 2 strong stirs sea
Assurance: Stanza 1 Line 8 his written (i)
Consonance: Stanza 1 Line 8 Rocks…his…words
Stanza 2 Line 3 Crown… thorn
Identification - 1 mk
Illustration – 1mk

(iv)
- Creation of rhythm / musicality
- Memorability
- Makes the poem enjoyable
- Creates mood (2 points = 2 mks)

(v) With a falling intonation use a gesture 1 point every tree

(b) (i) i
(ii) n
(iii) s

(c) (i) Falling
(ii) Rising
(iii) Falling
(iv) Rising

(d) (i) Not anyone else, but the subject mentioned (James)
(ii) Not made arrogant but humbled
(iii) It was the experience not any other thing

(e)

/ai/	/u:/	/Ɜ:/
Night	School	Floor
Write	You	Oar

- Involve the audience fully by asking them questions
- Vary the tone of voice
- Be properly groomed
- Use language that is of the level of the listeners
- Use gestures to emphasize on some points
- Be audible (Any 3 points x 1 = 3mks)

(f) The successful candidate must have done the following:
- Prepared adequately before coming for the interview
- Read something about the place or institution that he/she was being interviewed
- Was properly dressed/groomed

- Arrived in time for the interview
- Carried all the required documents
- Had documents that were genuine
- Demonstrated etiquette to the interviewers (Any 4 points x 1 = 4mks)

PRECIOUS BLOOD KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

Question 1

(i) Major causes of death among alcoholics include violent circumstances, serious accidents, homicide and suicide.

(ii) It would hurt the family of the deceased to learn that the death of the loved one was caused by excessive drinking/ He is concerned about the feeling of the family of the deceased.

(iii) A few of the people admitted to mental hospitals are diagnosed as alcoholics

(iv) Don't they?

(v) Critical – He says that to advance that alcohol kills and maims people is not an exaggeration
When abused alcohol is highly dangerous drug

(vi) Alcoholics do not eat well, they would rather drink than eat

(vii) a) Their infants are likely to be less healthy and less development than other babies
b) The infants may die shortly a few birth
c) The children suffer from mental deficiency
d) The mothers are likely to be malnourished

(viii) Personal health / alcohol abuse / alcoholism / effects of alcohol

(ix) Attributed – linked / connected
Scarred – hasting adverse effect / worsening
Statistics – those thought to have died/figures/numbers

2. LITERARY APPRECIATION; THE CAUCASIAN CHALK CIRCLE

(a) **Before**: Grusha washes linen by the stream accompanied by Michael. She advises him to go and play with the other children. As the children play, they re-enact the beheading of the Governor, Michael's father. However, instead of playing the Governor, Michael insists that he be allowed to behead the fat boy. Unexpectedly, Simon appears and he seems prepared to marry Grusha.

After: Grusha looks up at Simon in despair in tears. Simon stares before him, picks up a piece of wood and enquires if there is a little one already, to which Grusha admits but says the child is not hers (4mks)

(b) By a stream, Grusha is washing linen (1mk)

(c) **Strained Relationship** - Simon learns that all is not well and the relationship may be headed to the rocks. Grusha is reluctant to reveal fully what has happened, but Simon can tell there is a problem. He says: "Nothing stands between us and yet there is something?"(4mks)

(d) At the gateway of the church square. Simon (a palace guard) is flirting with Grusha (a kitchen maid). Simon reveals that he often hides behind a bush and watches over Grusha as she washes linen in the river so that he can see her dip her legs. After learning this, Grusha feels embarrassed and runs off enraged (3mks)

(e) Because she is already married to Jussup (the dying man). She had to get married to protect Michael. In addition, she needed to leave her brother's house because of the inquisitive sister in-law. The laws do not allow one to have a child out of wedlock and similarly it does not allow one to leave the husband, thus Grusha is stuck up in the Northern Mountains (3mks)

(f) **Faithful**: - He comes back for Grusha just like he had promised. He is now prepared to marry her. This shows his commitment. Humorous - he is lively and jocular. He tells Grusha, he wasn't eaten because they found better fish. He also asks if a certain lady still dips her feet in water. This eases the tension between him and Grusha in this excerpt (4mks)

(g) (i) Other soldiers died in the war but Simon survived. He returned to the Mountains safely. (2mks)

(ii) Happily (1mk)

h) Love - Simon comes back to look for Grusha
- Grusha assures Simon that everything is just as it was

Betrayal - Simon feels betrayed when Grusha indicates that she is no longer called what she used to be called

Question 3

a) Because business was very low, the villagers were very few and poor (2mks)

b) Timelessness - Once upon a time
Fantasy - magic pot cooking food (2mks)

c) He was scared - he didn't expect to hear the voice/he was extremely hungry

d) Magic pot cooking food after uttering the words "Pot cook food".
Magic pot turning into a snake

e) It wasn't the original pot. The potter had made a new one (replica) of the magic pot and lied to the old man that it was the original pot (2mks)

f) **Mean/unkind/liar** - lied to the old man about his magic pot and exchanged his pot for another
Curious - out of curiosity, he utters the words: "Pot cook food." The pot cooks food but later turns into a snake threatening the potter's life (4mks)

g) He ate until he could eat no more (1mk)

i) - Very poor
- Said
- Disappointment
- Decided to utter the words (4mks)

4. GRAMMAR

A. (i) The louder the teacher talked the lesser the attention the class paid him
(ii) Ann asked me whether she could help me with the washing since I seemed to be having difficulties
(iii) I was never good at mathematics in school

B. (i) Taken in
(ii) Stand up for
(iii) Held back

C. (i) By
(ii) To
(iii) At

D. (i) Chair/chairperson

(ii) Guarded
(iii) House help

E. (i) Revelation
(ii) Mis-management
(iii) Maintenance

PRECIOUS BLOOD KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

(Imaginative Composition and Essay Based on Set Texts)

Points of Interpretation

1. (a)

- Must be a story, if not ***deduct 4 mks*** and for irrelevancy
- Must start with the given sentence, in the first paragraph, if not ***deduct 4 mks***
- It should present a scenario about an experience involving a family member, good or bad, that people look for granted but later took it up seriously.
- It must be in past tense, if not ***deduct 4mks*** ***Deduct 2mks*** if length is more than 1½ pages

(b)

- The story must illustrate the saying as it means but not a philosophical discussion of its meaning. If philosophical, deduct 4 mks and for irrelevancy.
- The experience should be about trying to do something using the fastest criteria/shortcut but ended up spending a lot of time or resources i.e. the person suffers as a result of making shortcuts.
- Should not be more than 1 ½ pages

2. INTRODUCTION:

Change is inevitable and cannot be preserved. In the River and the Source, Akoko becomes instrumental in spearheading the change.

In the contemporary society, a lot of change has been initiated in a manner that transforms the peoples ways of living.

(a) Polygamy: - Otieno has several wives
- Odero has several wives

Monogamy: - Owuor Kembo does not marry a second wife for the first time in their history. He resists the pressure of taking on a second wife from his mother and council of elders because he finds fulfillment in his wife Akoko.

(ii) Solving disputes – Disputes were solved by the Council of Jodongo, Akoko goes home after the accusations by her mother-in-law that she had bewitched Owuor Kembo. Elders from both sides settle the dispute however, when Otieno plunders her property, Akoko makes history by taking a pioneering journey to Kisumu to seek justice from the Jorochere (the white man) through her, the whole of Sakwa experiences the impact of the white man's rule.

(iii) Traditional worship, the community believed in were God of the eye of the rising sun. However, Akoko advises Nyabera to venture into the hitherto the unknown world of Christianity. This ushers enormous changes in Akoko's lineage.

(iv) Marriage was mandatory in the traditional setting. However, with Akoko's blessing, Owour Sino adapts celibacy which is unheard off traditionally. He becomes a catholic priest.

(v) Informal education was the order of the day but with Akoko's encouragement, Awiti pursues education which she rightly believes is the direction that life is taking. She reprimands Nyabera who tries to resist Nyabera's departure to a teachers training college.

(vi) Bride price was mandatory for any marriage to take place in the traditional setting. However, to the dismay of Oyange Silwal and Mark Sigu's party Akoko asks for only a token bride-piece setting a precedent which is a clear break with tradition.

Conclusion

Clearly, Akoko is among the few African women who embraced change without demur. She seems to understand that change is mandatory and people must keep pace with it.

Mark content: 3:3:3:3: for any four well developed points
Conclusion 2 mks
Grammar 4 mks
Introduction 2mks

3 (a) Introduction

Fight for justice is ideal in a open society where injustices abound. But this is not always cherished by all making the fighters for justice suffer.

1. Adika a university student and a student leader. They organize demonstrations protesting the state of affairs in Kafira. During one such demonstration, Adika is killed.

2. Mosese is a university lecturer. During Adika's burial the political class oppresses Adika's family. They want to control the length of the service and forbid the family from weeping. Mosese complains about this and he is imprisoned, after drugs are planted in his car.
3. Jere is sent to the village to prevent Adika's parents from conducting the saving ceremony in his honour. The government refer to it as "restoring peace". Jere feels this is wrong and refuses to comply. He is arrested.
4. Kabito openly complains about nepotism and when Boss hears of it, he orders his killing.
5. Doga and Nina are jailed for insisting that they want to perform a ceremony for their late son. This is against the government orders.

Conclusion

Fighting for justice is healthy in any society however this courage enough to do that might end up suffering as shown above.

Any 4 well illustrated points x 3 = 12 (3:3:3:3)
Introduction - 2mks
Content - 2 mks
Conclusion - 2mks
Language - 4 mks
Total – 20mks

3 (b)

INTRODUCTION

Most communities have their practices which define their societal standards. In the Whale Rider, the traditions define the peoples 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 "a girl" said 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 in leadership. In the text, Koro Apirana could not reconcile his traditional beliefs about Maori leadership and rights with Kahu's birth. By Maori customs, leadership was hereditary and normally the mentle of prestige fell from the elders son. Except that in this case there was an eldest daughter. Koro Apirana could be heard saying "she won't be any good to me"... "No good I won't having anything to do with her pg. 12.

(iii) Naming: - It is tradition that a girl should not be named after a man. After a great grand child is born, she was named Kahutia Te-Rangi – a man's name. This was the name of their ancestor in the village. The old man was against the ideas he felt that naming a girl after a founder of a village was belittling Kahutia i.e. Rangis Prestige. He would always say to the Nani flowers "you stopped out of line dear, you should have done it (pg. 14-15)

(iv) When a child is born the after birth including the birth cord is buried at the child's ancestral village. Kahu's after birth 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 Kahutia Te Rangi after whom Kahu has been named. This was meant that the great ancestor, "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 was in the room where he was giving men instructions, he looks at her with disbelief (pg 27).

Conclusion: In conclusion, traditions are what people for as evidenced in the Whale Rider.

Introduction – 2mks
Content: 3:3:3:3: Four well illustrated points
Conclusion – 2mks
Grammar – 4mks

(b). Introduction

Any relevant introduction e.g.

Arrested development is a situation where the infrastructure is underdeveloped, the economy is stagnated / stalled.

Can be contextualized / general

Body

(i) There is flexible transport. Passengers have to ride in private cars which charge exorbitant prices. Have to wait for many hours to get a vehicle.

(ii) Dysfunctional/barely functioning filling stations. Vehicle owners have to get petrol off the black market. The narrator stands at Mat's garage, a barely functioning filling station.

(iii) Trading in contraband and illegal trade. This denies the country the much needed revenue from customs and import duty.

- Gloria deals in cigarettes and is very rich despite having dropped out of high school
- The driver is a malayitshah i.e. carries people and things across the border.
- The black market is thriving business. The money that the young man at Gwanda lost is said to have been able to earn him over twenty million dollars on the black market.

(iv) Rampant 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 off border officials, highway police, farmers, magistrates, anyone and everyone.

(v) Endless power cuts: This greatly affects the economy.
- While a friend of the narrator talks of her expensive imported hair piece always smelling like wood smoke
- There is a power blackout at Beit bridge when the narrator arrives; so she walks into the starry night

(vi) Extprtionism / Exploitation: Due to a collapsed economy, passengers have to pay crazy fares since they are desperate to reach their destinations.
- The young man who boards the car at Givanda is conned off his hard earned dollars by unscrupulous money changers

(vii) Illegal Immigrations/brain drain
- People move from Zimbabwe to South Africa in search of better employment opportunities

- Those with passports have to pay a couple of hundred rands while those without have to part with a couple of thousands.
- The country loses personnel and revenue as a result

Any other well illustrated point
Conclusion – Any relevant conclusion 2mks
Any 4 well illustrated points x 3 = 12: (3:3:3:3:
Introduction – 2 mks
Content – 12 mks
Conclusion 2 mks
Language 4mks
Total = 20mks
Grammar – 4mks

MOI GIRLS ELDORET KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

FUNCTIONAL WRITING

FORMART 8marks_____

Heading: Minutes of Debating Club… must have purpose, venue, date and time @ ½ mk (2mks)

List of attendance; Present ½ mk
Apologies ½ mk
Absent ½ mk
In attendance ½ mk

Preliminaries 1mk
Matters arising 1mk
A.O.B ½ mk
Adjournment ½ mk
Signing off (the secretary and chairperson- must be left blank) 1mk
CONTENT 8marks
Matters arising- should mention 2 @1mk –(2mks)
Election –must have a list of officials 2mks
Income generating activities- at least 2 @1mk (2mks)
The great debate 2mks
LANGUAGE 4mks
A- 4
B- 3
C- 2
D- 1

CLOZE TEST

1. social
2. that
3. for
4. when/while
5. land
6. take
7. others
8. contributed
9. and
10. well

ORAL SKILLS

a). (i) the rhyme scheme is aa ab cc cb
It is regular and the next pattern is predictable.

(ii) Through use of
- Repetition of words/lines eg " why do you"
- rhyme eg white light bright
- alliteration eg why wear white
- assonance eg shine bright

NB. Any three: Identification ½ mk; illustration ½ mk

(iii) Falling intonation. It is a why- question

(iv) With a falling intonation to show finality (repeat a no verbal cue which should also be centralized or linked to the line) 1mk eg appropriate facial expression, body movement, use of gestures, tone variation etc

b). **Identify the silent letters in the following words**

i) Practically
ii) Ballet
iii) Bristle
iv) Guilt
v) Baguette
vi) Psychotic

c). Underline the stressed syllables in the following words. (3marks)

i) Palatial
ii) Rejuvenation
iii) Police

d). Underline the stressed syllable of the following words when used as verbs. (2marks)

i) Ridicule
ii) Suspect

e). You are going to attend an interview for your first job in a bank. You want to look presentable to create a good impression. What would you do before and during the occasion to achieve this? 4mks

- Ensure all documents are in order
- Proper grooming
- Keep time- arrive in time
- Do a research on the institution
- Appropriate dressing
- Be audible
- Maintain meaningful eye contact
- Be calm
- Maintain an upright sitting posture

Use polite formal language
(Mark 2 points before and 2 points during)

f). Complete the telephone conversation below between a parent and a student acting as a receptionist at her school.
Mrs. Wanjau: Hallo. Is that Makutano High School?

Mrs. Wanjau: I am Mrs. Wanjau. Can I speak with the Principal?
Mrs. Wanjau: Who am I speaking with?
Mrs. Wanjau: You mean students are allowed to step in for the receptionist?
Mrs. Wanjau: That is good for you. When the Principal comes tell him I will call tomorrow.

MOI GIRLS ELDORET KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

Questions: 1

1. In what ways were the policies pursued by the Bush administration counterproductive and self-defeating? (3mks)
   They have undermined the values and principles that made the United States a model for the world, dismayed cooperative nations around the world and jeopardized their cooperation with us, and provided ammunition for terrorist recruitment in the Middle East and beyond.
2. What according to the author is the essence of American counterterrorism leadership? (3mks)
   This leadership must be based on a strong commitment to values and to building the structures of international cooperation that are needed to fight terrorists and to meet other key challenges such as proliferation; climate change and energy security; the danger of pandemic disease; and the need to sustain a vibrant global economy that lifts the lives of people everywhere.
3. Make notes on what ought to be done to uphold American leadership? (4mks)

- Demonstrate that the model of liberty and tolerance embodied by the United States offer the best hope of a better life for people everywhere and that the terrorists, not the United States, are enemy of these universal ambitions.
- Pursue an integrated set of policies-on non-proliferation, energy and climate, global public health and economic development-which reflect a recognition that in an interdependent world,
- Policies must demonstrate a respect for differences of history, culture and tradition, while remaining true to the principles of liberty embodied in the Universal Declaration of Human Rights.

4. In the following sentence, replace the underlined expression with one word (1mk)

It requires a policy that must go beyond uncompromising efforts to do away with those who seek to harm us today.

Eliminate

5. Why is Al-Qaida a unique group?

   The group merits this special status because it is the only terrorist organization with the ambition and the capability to inflict genuinely catastrophic damage. It may eventually be able to carry out a campaign of repeated attacks that would have a paralyzing effect on American life and institutions. Its ability to foil fundamental U.S. strategic goals-as it did in Iraq and as it threatens to do together with the Taliban in Afghanistan-has been amply demonstrated.
6. What is needed in the fight against terrorism? (1mk)

   Counter terrorism requires a shift away from a foreign and security policy that makes counterterrorism the prism through which everything is evaluated and decided. It requires a policy that must go beyond uncompromising efforts to thwart who seek to harm us today.
7. Acquisition of nuclear or biological weapons (1mk)
8. Explain the meaning of each of the following words as used in the passage (4mks)
   a) Embed-entrenched
   b) Designated-selected
   c) Foil-prevent/stop
   d) Prism-focal point

2. Drama: *The Caucasian Chalk Circle*

a) He has just seen Grusha who has promised to wait for him√ and marry him.√ (2 marks)

b) A coup has just been staged against the Governor who has been assassinated.√The Adjutant wants to take Natella out of the city to a safe place. √ (2 marks)

c) Natella rummages through the trunks for some time looking for her wine-coloured dress√ , and when they finally leave they forget Michael behind. √The baby is handed to Grusha by Maro. √(3marks)

d) (i) Natella

   Materialistic√– she is preoccupied with her dresses that she would take with her instead of worrying about her child. √ (2marks) *(accept any relevant trait from the ones given below*)

   Indecisive – she does not exactly know what she wants or what is good for her. She says she is not sure if her head is still on.

   Foolish/unwise – she tells the servant to put Michael down so she can help her select the dresses she will take along.

   Abusive – she abuses her servants both physically and verbally. For example, she calls one of them a bitch, and then hits her.

   (ii) Shalva Tzereteli

   Loyal.√– he remains loyal to the late Governor. √ (2 marks)

   Concerned/responsible – he wants to escort Natella out of danger. He keeps reminding Natella that they have to leave urgently because it is dangerous to stay at the palace any longer. He even advises Natella that it would not be possible to carry the heavy trunks on the carriage.

e) Materialism√ –Natella is concerned with her clothes and personal comfort instead of worrying about her son. √ …"the one with fur trimmings….." √ (3 marks) The keen/obsessive attention Natella gives her clothes is contrasted with the almost zero concern she shows her son, which helps to bring out the themes of materialism and negligence.

   Loyalty – this theme is highlighted by the Adjutant who remains loyal to the late Governor and even risks his own life by escorting Natella out of the city."… Natella you must leave at once"

f) Natella said that she hardly knew if her head was still on and wondered where Michael was. √ √(2marks)

g) Tense mood/anxious mood.√ War has broken out, there is panic and fear.√ "…..Oh dear, do you think they'll lay hands on us?".√

h) Natella's attitude towards the servants is spiteful/contemptuous. √ She calls one of them a bitch. .√ She even comments that "At such moments you realise what kind of servants you

have! They gorge themselves at your expense, and never a word of gratitude!"She has low regard for them/ and does not appreciate their efforts/she harasses them and mistreats them. √ (3marks).

i) Metaphor "I hardly know if my head is still on" captures the confusion
" there is nothing in your head " to show the contempt/ the girl is not keen she concentrates on her attraction on Shalva.

QUESTION THREE: POETRY

a) The persona is a grandchild**√** "My grandmother" **√**

b) -Stanza 1: describers her grandmother**√**
-Stanza 2: describes the incidence which course guilt**√**
-Stanza 3: shows her grandmother in retirement**√**
-Stanza 3: after her grandmother has died, the poet reflect on her grandmother's life and her own memories**√**

c) Images used include:
-Simile- like antique objects**√**, to show persona's objection to the way he was treated by the grandmother**√**
-Metaphor-The smells of absences **√**; the place smelt old**√**

d) The persona feels indifferent**√** towards his grandmother. "and when she died I felt no grief at all" **√**

e) Too old to look after the shop
- Symbolic of her death and absence**√**

f) The persona uses a regretful tone. **√** He said "I still could feel the guilt
Of that refusal, guessing how she felt''**√**

g) It means that the grandmother was attached to the things she had but she didn't really use them. **√** They did not have any value to her apart from being attached to them. **√**

h) The persona feels guilt for having failed to accompany his/her grandmother out **√**because he/she didn't want to be used as one of the antique item. **√**

QUESTION FOUR-GRAMMAR

A.)

a) No one likes being sick
b) Reading late into the night, does not benefit many students.
c) Annoyed by the students, the teacher punished them severely.
d) Not until i had cleared the fee balance were my examination results released.

B.)

I. Sought
II. Swam
III. Span
IV. Conscientious

C).

1) Sort out
2) Come through

D).

1) , shall we?
2) , aren't I?

E). "Cherotich, why do you always quarrel Paul,?" he asked.

F) i) The room was already empty.
ii) The room which had items was found empty. (Things had been removed)

MOI GIRLS ELDORET KCSE TRIAL

AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

1. Imaginative composition (20 MARKS)

a) The candidates should be awarded marks for:

- Ability to write an interesting composition with a good plot and credible characters.
- Being relevant to the question.
- Ability to use language creatively, including effective use of figurative language and adhering to the rules of grammar.
- Ability to use a rich vocabulary.
- Ability to use a variety of sentence structures, including simple, compound and complex sentences.
- Ability to punctuate their work correctly.

- Ability to spell the words correctly.
- Ability to develop paragraphs.
- Ability to write composition that sustains the interest of the reader.
- Ability to write legibly and neatly.

The composition should also end with the sentence in question. If not, deduct 2 marks.

b) This should be an essay. Whichever the side the student take, they should:

- Have an introduction in the essay.
- Demonstrate ability to argue their points clearly.
- Demonstrate ability to use language pleasantly and effectively.
- Have a conclusion in the essay.

2. <u>The River and the Source</u>

<u>INTRODUCTION</u>

In *The River and the Source*, Mark Sigu meets, woos and marries Elizabeth Awiti in the right and traditionally expected way. They start and develop a strong household that is ruled with strong values like love, respect and discipline among others/ accept any other relevant introduction. **(2mks)**

I. Mark Sigu had the **<u>devoted love</u>** of his wife and the affection of all his children. (**pg192**). He did things for Elizabeth that would never have even crossed the mind of a full blooded African ma. He knew she was over-worked both at home and in school and in spite the house-help they had, he throw a helping hand round the house – especially in taking the kids off the hands of his wife. (**pg 173**)

II. (ii There is **<u>protection</u>** offered to family by the Sigus. When he realizes that promiscuity would ruin his marriage he so forcefully dumps the girl and asks for leave to go and bring back his family from Aluor. (**pg 169-170**) He tells his mother off when the latter feels he is over protective to the wife. (**pg 167**)

III. The Sigus have instilled a sense of **<u>hard work</u>** in the family. Mark keeps on studying to get promotions so that he can have his children live a decent life. (**pg 166, 172**). Mark felt very lucky in his hard working children. Vera had seven unbeatable records in school, Becky was not doing so badly, Aoro had maintained a continuous lead in school and Tony followed suit. (**Pg 185, 186**)

IV. The Sigus provide **<u>education</u>** to their children. (**pgs 173-175, 185-186, 198-199**)

V. Mark and Elizabeth were always concerned about the **<u>welfare</u>** of their children. Tony falls sick at night on the groin. The whole family is concerned. (**pg 179-182**). Elizabeth also falls sick in pregnancy. (**pgs 192-194**)

VI. Children in their growing up must be brought up with high level of **discipline**. Mark was firm on his children's discipline and they never spared them any time they misbehaved. When Tony and Aoro almost made their twin drown they are heavily punished. (**pgs 176-179**). Aoro is suspended from school. He is denied food and asked to start fending for himself. (**pgs 187-191**)

VII. on heavy matters concerning the family Mark and his wife consult before a favourable **decision** is made. Vera decides to forgo her chance at a national school and join Becky's. (**pg 175**). When Elizabeth falls sick (**192-194**). Vera wants to go out with Tommy Muhambe (**pg 206-208**)

VIII. The Sigus let their children **follow their own paths in life**, marriage and career. Vera joins Opus Dei Aoro becomes a doctor and marries from another tribe. And Tony joins the priesthood.

Mark any 4 well developed points 3: 3: 3: 3 (**12mks**)

CONCLUSION

In conclusion, looking at the Sigu family, one would say that the foundation of a strong family guided by good ethics depends on the husband and the wife, how close they are to their children and how they develop acceptable values systems./ Accept any other valid conclusion.

(**2mks**)

GRAMMAR AND PRESENTATION **4MKS**

3. a) INTRODUCTION 2mks.

Corruption and greed in leaders always leads to a downfall of a nation. It is not different in Francis Imbuga's Betrayal in the City where the leaders have greatly contributed to Kafira's downfall.

Accept any relevant introduction, general or specific.

I. Mulili's corrupt trait makes him have the milk tender which was initially Kabito's. He manipulates Boss into giving him the tender by lying to Boss about Kabito and later, he has him killed. He is also greedy for wealth that he is ready to do anything to get the vast land (4000acres) promised to him by Boss. This indeed is a quick way to a nation's downfall.

II. Boss who is Kafira's top most leader hires expatriates to take up lecturing jobs which causes university students to go on strike since there are qualified citizens who are jobless in Kafira. To hit back, he gets more expatriates. His greed is portrayed by the fact that he has stashed money in foreign accounts. These traits contribute to a fall in a nation.

III. Tumbo, a top government official is corrupt, which leads him to let Jusper write the play without having a competition to get a winner as was required to. He later says that the rest of the money would be used to 'set the records' straight. This is greed at its best besides corruption.

IV. Nicodemus' act of planting drugs in Mosese's car is corrupt indeed, especially when it is meant to implicate an innocent person leading into being jailed just to silence and punish him for no good reason. After the announcement of Kabito's death, he asks if that day would be counted since the meeting was being called off

V. Askari portrays a corrupt trait when he says that he gave tea to the prisoner Jere who does not belong to his tribe. He goes further to say that one needs a 'tall relative' to get anything, an indication of high level of corruption.

Award 3:3:3:3 to any four well illustrated points.

CONCLUSION 2Mks

Indeed corruption and greed leads to the downfall of a nation as has been seen in Kafira. Boss and his government officials have contributed a great deal to the state of Kafira.

Grammar= 4Mks

KAPSABET BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1
Marking Scheme

FUNCTIONAL SKILLS

1. (a) Internal Memo √1

Format

- Letterhead√1
- To: √1
- From: √1
- RE: √1
- Signature, name√1
- Designation. √1

Content

- Information about meeting√½ and reasons. √½
- Time√½
- Venue√½

Summary

F = 06 marks
C = 02 marks
08 marks

(b) Synopsis

The first conflict.

- Akoko's low rate of reproduction attracts attention of her√1 mother-in-law and Otieno Kembo who demand to know why and accuse her of bewitching her son. √½

Attempts to resolve this conflict.

- Akoko goes to her maternal home. √1
- Chief Owuor Kembo assembles the council of Jodongo who resolve the issue. √1

The second conflict

- Chief Owuor Kembo dies and as tradition demands, Otieno Kembo takes over leadership since heir to the seat is still young. √1
- Otieno Kembo uses his position as a chief to oppress Akoko and even attempts to grab her wealth.√1

Attempts to resolve the conflict.

- Akoko sets for an epic journey to Kisuma to seek justice from the Provincial administration. √½
- The provincial administration in liaison with the council of Jodongo confiscates stool of leadership√1 from Otieno Kembo.

Language accuracy (4 marks)

A – 04 marks
B – 03 marks
C – 02 marks
D – 01 marks

Summary

- Conflicts (c) - 04 marks
- Attempts to resolve conflicts - 04 marks
- Language and Tone - 04 marks

Total - 12 marks

Use the acronym C - 04 marks

A - 04 marks
L - 04 marks
T - 12 marks

2. CLOZE TEST
   1) of
   2) the
   3) criteria
   4) then
   5) way
   6) generally
   7) form
   8) and
   9) in
   10) word *Penalize for – punctuation / spelling by awarding zero (0) mark.*

3. (a) (i) clear his / her throat.
   (ii) clap his / her hands.
   (iii) sing a relevant song.
   (iv) Use an appropriate proverb. (consider any three relevant illustrations) (1 x 3 each)

   (ii) Yawning
   - Looking out through the window.
   - Looking at their watches.
   - Dozing.
   - Exchanging notes.
   - Day-dreaming.
   - Lack of eye contact. (consider any three illustrations) (1 x 3 each)

   (iii) You say them with appropriate facial expression, hand gesture accompanies by a falling intonation to indicate surety.

   (iv) Ulimi hauna mfupa (Kiswahili)
   A tongue has no bone (English)
   Consider any relevant proverb. (1 x 2 = 2mks)

   (b) (i) Assonance
   There is in this word nothing.
   It is ....
   Alliteration
   - It is sweeter than salt.
   - It is sweeter than sugar.
   - There is in this world

   Rhythm
   - suggested by repetition of; "it is sweeter than."

   Consider any two illustrations. (2 x 2 = 4mks)

   (ii) / *i*: / sweeter, sleep
   / *s* /- Sugar
   / *D* / Conquered

   (iii) Surpassed
   Conquered
   Numerous penalize for wrong syllable boundaries.

   (iv) Badge-d
   Sleigh-gh

(c) Shortcomings of Orgon's listening skills.

Expect the following:-

- Orgon is a poor listener; √2 he wants to know only of Tartuffe. √2
- He has misplaced√1 sympathy – he does not feel sympathy for √2 his daughters.

Expect full illustrations.

KAPSABET BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

1. COMPREHENSION

(a) To show that even though the individuals were left-handed, they were able to achieve much in their lives. A disproportionate number of the left-handed persons are male.

- In the list, only one is female. (any of the two points – 1mk)

(b)

- Teachers tie the hands of left handed pupils forcing them to use their right hands.
- Language disparages the left-handed persons e.g. left means evil, weak.
- Religions also disparage the left-handed persons e.g. the Book of Judges.
- Desks, pens and writing materials are not designed for left-handed persons.
- Teachers are not trained to handle left handed persons.(any 3 points – 3mks)

(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 – thus are more talented, eloquent and intelligent – unlikely to suffer immune disorders. (1 x 2 = 2mks)

(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

(e) The right handed persons make use of the left hemispheres which controls speaking and handy work while the left-handed persons make use of the right hemisphere thus they are more eloquent, intelligent and talented. (NB: Distinction should be very clear)
(1 x 3 = 3mks)

(f)

- Retraining of teachers to handle left handed persons.
- Designing desks to cater for them.
- Special pens and writing materials to cater for the left handed.
- Having a left-handed sensitive language.

(any 4 points – 1 mark each) (½ mk AD if in summary form)

(g) Their unique needs should be catered for by designing desks. (1mk)
(1mk deduction for wrong punctuation)

(h) Agility – Ability to manipulate the use of a limb.
Hemisphere – one half of the brain.
Postulates – suggests. (1mk each)

2. CAUCASIAN CHALK CIRCLE

(a) A case is presented to court whereby an innkeeper is accusing his stableman of raping his daughter-in-law.
(3mks)

(b) The words are used by Azdak as a way of soliciting for a bribe. It implies that he is ready and willing to be bribed.
(2mks)

(c) The theme of moral decadence. The stableman was caught having sex with Ludovica in the stable despite the fact that Ludovica is another man's wife.
(2mks)

(d) 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 he has already received a bribe from the Innkeeper. One would have expected him to rule in favour of Ludovica. (3mks)

(e) Shauwa. (1mk)

(f) Azdak wants to assess how beautiful Ludovica is possibly to justify her having tempted the stableman.
(2mks)

(g) Irakli, the bandit versus the old lady.
- The blackmailer and the doctor / invalid.
- Natella Abashwili versus Grusha vashnadze.
(3mks)

(h) <u>Immoral / unfaithful</u>
She sleeps with the stable man despite having a husband.
<u>Hypocritical</u>
She offered just token resistance against the stableman. She should have avoided being alone in the stable with the stable man.
<u>Opportunist</u>
She takes advantage of the absence of her husband to have an affair with the stable man.

(i) Humour – you like to eat sweet things – yes sunflower seeds.

(j) Roan – a horse with a mixture of two colours.
Stables – Buildings in which horses are kept.

3. POETRY

(a) The poem is about how the natural habitat has been invaded by development by the Chinese. Buildings and roads have made the natural habitat to give way.
(3mks)

(b) He / she hates the beasts – he / she says that they crank and creak and groan.

(c) Alliteration – crank and creak.
Personification – buried marvel rumbles.

(d) The development talked about is destructive – in the process towers and roads, the environment is destroyed.
(3mks)

(e) (i) The machines are driven by the locals – Africans.
(2mks)
(ii) The wildlife's habitat is destroyed by the new development.
(2mks)

(f) Environmental degradation – The natural habitat is cleared to pave way for the new roads and buildings.
Neo-colonialism – these are new masters who have the locals as subjects. (any one theme 2mks)

(g) The title is ironic – it portrays whatever is going on in the text as enjoyable yet the destruction is negative. There is no enjoyable destruction.
(2mks)

4. (a) (i) Save for those two, everyone else is disciplined.
(ii) Not until I had cleared the balance, was my certificate released.
(iii) Wambui is a 16 year old Kenyan student.

(b) (i) Turned down
(ii) Let down
(iii) Tampered with

(c) (i) Cruelly
(ii) agonizingly

(iii) horribly

(d) (i) in
(ii) of
(iii) of

(e) (i) Everyone except the two boys and I <u>were</u> disqualified.
(ii) The teacher gave us an <u>ample</u> time.
(iii) Pleas don't <u>dirty</u> the class.

KAPSABET BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

Paper **101/3** is intended to test the candidate's ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, fluency, pleasantness and originality. Within the constrains set by the question, it is the linguistic competence shown by the candidate that should carry most of the marks.

1. (a) Imaginative Composition.

Examiners should not hesitate to use the full range or marks for each essay. In a two-essay paper, it is the final, total mark that counts. It is important to determine **<u>FIRST</u>** how each essay communicates and in which category **A, B, C** or **D** it fits.

<u>GROSS ERRORS</u>

(i) Almost any error or agreement.
(ii) Serious tense error.
(iii) Errors of elementary vocabulary: spelling and misuse of words.
(iv) Punctuation errors or missing punctuation which causes serious lack of communication.
(v) Elementary errors of sentence construction.
(vi) Ridiculous use of idiom that affects communication.
(vii) Misuse of common prepositions.
(viii) Misuse of capital letters

<u>PROBLEM SCRIPTS</u>

1. **<u>IRRELEVANCY</u>**

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

<u>ACTION:</u>

- Mark the essay and give a linguistic mark and comment on the nature of the irrelevancy.
- Deduct up to 4 marks for each irrelevancy depending on the intensity of the irrelevancy.

- If the candidate does not answer the compulsory question in this paper, he should be penalized for irrelevancy.

<u>Points of Interpretation</u>

1. (a)
   - Must be a story if not deduct 4mks.
   - Must end with the given statement. If not deduct 2AD for rubric contravention.
   - Must be a maximum of two pages, if more deduct 2AD for length.
   - The story should give an experience that due to its nature, magnitude of occurrence, manner and level of impact, the writer keeps on remembering it or cannot be erased from writer's mind.
   - The experience however must have had negative results so as to lave undesirable effects. (scar)

   (b)
   - It must be in an argumentative essay if not deduct 4AD for irrelevancy.
   - The candidate must <u>either</u> support or oppose. If a candidate supports and opposes at the same time deduct 2AD for semi irrelevancy.
   - The arguments must be supported by facts / proven information

2. <u>The River and the Source presents African cultures that are in conflict / clashes / with the White man values that are unavoidable</u>

   The community clings to traditions until Europeans make their first contact with the community.

- The whiteman with his new form of government and Christianity / present alternatives for the harsh community's culture as dictated by chik e.g. Otieno vs Akoko.
- Institution of wife inheritance with all its social high sounding reasons does not really cater for the widow. Nyabera rebels and joins Christianity (God) which made meaning out of sorrow and suffering of the orphan, poor and widow e.g. Nyabera Akoko.
- Society's obsession with the continuity ofhte family and clan through children. Women who are unable to conceive are neglected. They, however, get solace from Christian mission in Aluor e.g. Nyabera, the barren woman.
- Traditionally, in marriage, one had to dig as much about one's partner's relatives. Change comes and marriage becomes a bond between two people e.g. Akoko, Nyabera vs. Awiti and Mark Sigu.
- Bride price previously seemed as a source of wealth is reduced to a mere token of Awiti's time e.g. Awiti, Mark vs. Oyange Silwal, Mark Sigu's relatives.
- Traditionally, marriages across the boundaries of religion, race or tribe were disapproeved. Later the resistance changes e.g. Rebecca vs Courtney, Aoro vs. Wandia.
- For a woman to remain unmarried was unheard of. However, Vera joins the opus dei as a single woman.
- At death, a woman was traditionally buried in her husband's ancestral home. Akoko is however buried in a Christian way.
- Strictly defined role and place of the woman at home changes though with resitance e.g. Mark Sigu assists Elizabeth.

  <u>CONCLUSION</u>
- The traditions are gradually overwhelmed by the whiteman's values and taken up by this community.

3. (a) Different characters in the story leave Tanzania due to allures / attractions which are not found in the home country.

   (2mks)

   - Limited career opportunities / educational establishments.
   - Prestige associated with going to US.
   - Talented / bright students are enticed with scholarships.
   - The syllabus in home country is narrow.
   - Poverty.
   - Bureaucracy / corruption. (Mark 3:3:3:3 = 12 marks)

CONCLUSION

Many reasons as indicated above force people leave their home country in search for greener pasture.

(b) It is not only those locked up that are denied freedom to dictatorship states those outside have no freedom either as indicated in Betrayal in the City.

- Doga and Wira.
- Adika and University students.
- Mosese (as a lecturer)
- Jeer (as a soldier)
- Kabito
- Writers / publishers.
- Jusper
- Boss's wife – Mercedes (mark 3:3:3:3 = 12 marks)

CONCLUSION

- Lack of freedom is widespread in Kafira as shown above, (2mks)

(c) Change interferes or interrupts with the way things are done among the Maori people. The change revolves around Kahu. (2mks)

- Inheritance / leadership.
- Chieftancy – Kutuku kutuku.
- Muriwai legend.
- The Whale Rider
- Role in saving the community.
- Nani flowers – outwits Kovo.
- Boys are unable to retrieve the curved stone.
- Kahu's academic abilities – Not well received. (Mark 3:3:3:3 = 12 marks)

CONCLUSION

- There is resistance to change as it destabilizes the male roles in the society / among Maori people and provides opportunities for women.

NB: For question 2 and question 3

Introduction	=	2 marks
Content	=	12 marks
Grammar	=	4 marks

BAHATI GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

2. CLOZE TEST

i)	by	vi)	breeding
ii)	social	vii)	speech

iiii) voice / air
iv) however
vi) well
viii) between
ix) intolerant
x) theirs

3. ORAL SKILLS

a)

i) **Alliteration** '....water 'warm' with ' /w/
' .... barefoot boy ....' /b/
' .... Woody .... Winding .... ' / w /

Rhyme
- The following rhyming words contribute to the musicality of the poem.
- Play / array / they / yesterday
- He / knee/ me
- Shook / lack / look / track / back / pocketbook

Any one + illustration = 2 marks

ii) I would use the appropriate gestures/would use my index finger to point my toe; the injured finger.
I would use an appropriate facial expression by frowning my face to show the pain suffered by the barefoot boy after stubbing.
I would stress the following content words: toe, stubbed, big, knocked.
Any one + illustration - 2 marks

iii) I would stress the words, 'graceless,' 'barefoot' and track. They are content √words.
Any one stressed word +7 reasons - 2 marks

b)
- It enables one to assess the concentration of the audience
- It influences their mood
- It gives the audience a positive impression about you. 3 points x 1 = 3 marks

c) i) It is a tongue twister 1mk

ii) Alliteration – 'mi moet moet a moita ' /m/
Repetition – '.... Moet moet ..' The phrase
' moet' is repeated 2 features/ illustration = 2 marks

iii)
- The sound features (repetition and alliteration) are lost
- Originality/authenticity
- Local flavour 2 x 1 = 2 marks

iv)
- It is used for speech therapy
- It is used for entertainment
- It tests reading speed 1 x 1 = 1 mark

d)

i) Sword
ii) debris
iii) grandmother
iv) bouquet
v) victual
vi) corps
½ x 6 = 3

N/B The candidate must underline the silent letter

e) beer
dough
heifer 1 x 3 = 3 marks

f) i) clew
ii) soul
iii) bored
iv) tier
1x4 = 4 marks

g) I would:
- be a good listener
- allow everyone to have his / her say
- allow members to take turns in speaking
- interrupt politely

- acknowledge other people's points even if you don't agree with them 1 x 5 = 5 marks

BAHATI GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

1. a. i) She is not sure that Kwame's intentions are good because from ten year's experience, he never gave out anything good √√ /without expecting something in return. ***(2mks)***

   b) i) It makes him uneasy / nervous √ i.e her continued silence made him to reveal his intentions √ piecemeal
   until he tells Akosua 'please say something' √1 he speaks hesitantly ***1 x 2 = 2mks***

   ii)
   - That Akosua was illiterate √
   - That he had become an important man in the community and would be called to government house and other important places √
   - That the relationship had become impossible √
   - That he was no longer struggling and therefore did not need a general servant who doubled up as a wife√ ***1 mk each 1 x 4 = 4mks***

   iii) To become a councilor, a member of the town council √1 be addressed as " councilor Kwame Asante, O.B.A, A.S.S' ***1mk***

   iv) Akosua asked Kwame whether / if he had consulted his friends before he married her ten years earlier/ before √1 ***1mk***

   v) It was ironical that Kwame wanted to send Akosua away and yet when she says she will leave his house, he becomes mad and tells her that she should not leave without his permission otherwise he would claim all the presents he had given to her parents and other relatives.***2mks***

   vi) Women are down – trodden/looked down upon/ are not respected √1.
   Kwame decides to pay Akosua off after ten years of marriage √1 ***1 mk 1d, 1mk illus. Total 2mks***

   vi) "Unscrupulous as he was, Kwame Asante had a qualm as he looked at the woman sitting on the African stool near the bed" √2 ***2mks***

   viii
   b) Disinfecting – making pure / purifying/ changing
   c) What she said cut like a whip – the words were hurtful
   d) Impertinent – rude / disrespectful ***1mk each 1 x 3= 3mks***

(a) Grusha is motivated by the following:
- The flight has been exhaustive and the baby heavy.
- Fears that Simon might return in her absence.
- She has smelt the milk from the peasant woman's farm. (4 x1 = 4 mks)

(b) Features of style:
- Symbolism – fine linen – symbolic of affluence / Royalty
- Metaphor – "you cannot vomit in my room"
- Humour – Any 2 x illus = 4 mks

(c) She has realised she has divulged important information concerning the child ✓ which can easily sell him out to the enemy.✓ (2 mks)

(d) The Ironshirts are pursuing the baby ✓ having been mandated by the Fat Prince ✓ with an intention of killing the child. He would want to kill him as he is the heir to the Governor. (3 mks)

(e) Grusha
- Protective – is bent on protecting the baby from the ironshirts and this is why she runs back to the house.
- Cunning – cheats the corporal that she had left the milk on the stove
- Dishonest –
- Caring – Identification + illus (2 mks)

<u>Corporal</u>
- Perverted –
- Immoral –
- Humorous – Identification + illus (2 mks)

(f) Grusha meets the same corporal; later in when Matella sues Grusha for stealing the baby.✓ As she is led to court she bumps into him✓ and confirms the same by a huge scar on the face.✓

(g) Must you? (1 mk)

(h) After this excerpt the peasant woman betrays ✓ Grusha by telling the Corporal that it is Grusha who had left the baby. The corporal sees✓ the baby in the crib. (2 mks)

Bawl – short & loudly in an unpleasant manner (1 mk)
Run him through – kill him by sticking a lance. (1 mk)
Carnal glance – a look with some sexual desire (1 mk)

NB: *The meaning of the phrases should be consistent with the tense of the words.*

ORAL LITERATURE

(a) (i) Dilemma narrative – The young man was asked to kill his father or the headman.
Identification + illustration = 1 mk

(ii) - It presents the audience with a dilemma.
- It involves situations that require passing judgment on ethical or moral grounds.
- The story ends with the narrator posing a question to be debated by the listeners.
Any 2 x 1 = 2

(iii) Educates / cultivates critical and sound judgement among listeners.

(b)
- Opening formular – "There was a certain town…"
- Closing formular – 'Here ends the story'
- Dialogue – 'This man said to his son, 'Come let us go and catch the squirrel'
- fantasy
- timelessness

- Repetition
- Hunting 3 features + illus = 6 mks

(c) – Livestock keeping – The chief gave his sons <u>horses</u> worth ten pounds
- Slavery – He called his <u>slaves</u> to take him and have him washed and shaved.
Identify + illust = 2 mks
- Blacksmithing – axe

(d) (i) Loving / Caring – He did not want the slaves of the headman to strike his father.
Obedient Identify + illust = 2 mks

(ii) - Hot tempered – When the squirrel escaped, he became angry and struck his son with an axe.
- Ruthless – inhumane
- Selfish – irresponsible / youth Identification + illust -= 2 mks

(e) The most appropriate audience of this story is children. This is because, as they grow up, they will know how to handle difficult situations in life.

We should learn to forgive.

GRAMMAR

A.

(i) (a) The photographs will be taken either at the venue of the wedding or in a reputable studies. 1 x 1 = 1

(b) Neither the children not the peasant <u>was</u> allowed to go to the hall yesterday. 1 x 1 = 1

(ii) (a) The principal, noticing serious laxity among the students, warned them against such behaviour.

Or

Noticing such laxity among the students, the principal warned them against such behaviour.

Or

The principal warned the students against such behavior, noticing serious laxity among them.

(b) Feeding and watering his cows very well, the farmer gets twenty-five kilos of milk everyday.

(iii) Kibet is studying but <u>swimming</u> is his hobby. 1 x 1 = 1

(iv) (a) It is not good to <u>look down on</u> other people. 1 x 1 = 1

(b) I am currently <u>putting up</u> with my brother in Karen. 1 x 1 = 1

(c) The principal was <u>worked up</u> with the three boys. 1 x 1 = 1

(b) (i) There are situations <u>in</u> which you need to act with speed or else the consequences will catch up with you. 1 x 1 = 1

(ii) She likes football as it is <u>superior to</u> hockey. 1 x 1 = 1

(c) (i) He was charged <u>with</u> forging property inheritance document. 1 x 1 = 1

(ii) Kamau deals <u>in</u> groceries. 1 x 1 = 1

BAHATI GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

1. (a) Paper 3 tests a candidate's ability to communicate in writing. Communication is established at different levels of <u>intelligibility,</u> <u>correctness,</u> <u>accuracy,</u> <u>fluency,</u> <u>pleasantness</u> and <u>originality.</u> It is the <u>linguistic competence</u> shown by the candidate that should carry most of the marks.
   NB: The candidate should end with the prescribed ending; if not, deduct two marks. AD

CATEGORY	MARKS	FEATURES
A	16 – 20	- The candidate deliberately manipulates language to serve his purpose. - An outstanding script with a message to pass. - Excellent choice of words.
B	11 – 15	- Great fluency and ease of expression
C	06 – 10	- Weak communication as a result of many errors
D	01 – 05	- There is generally no communication.

2. A woman is the driving force in the text the River and the Source. Discuss.
   <u>Introduction:</u>
   (Should be able to tell that the student had understood the question and he knows what he is going to write). (2 mks)

Sample:
The driving force in the text The River and the Source is the woman kind. The woman is a source of inspiration, influence and power in the society. This is exhibited in the following ways.

From the moment Akoko is born, she is a big influence in her surrounding. She becomes the focal point of her family. Her father and brothers are stolen by her charm. She changes her father's attitude towards the girl child when he says "A home without a daughter is like a river without a source." Akoko affects her generation. She is a source of inspiration for her daughter Nyabera, her grand daughter Elizabeth and Elizabeth's children notably Aoro. Wandia says that Aoro keeps saying that he is not a great grandson of Akoko for nothing. This is to mean that even after her death, she is still influenced. She allows Nyabera to join Christianity and Peter to become a priest. She is influenced in the lives of the people she interacts with.

Vera takes after her great grandmother. She is an influence. She is so determined to become an electric engineer and she becomes. She chooses to become celibate and joins the Opus Dei. After Becky's death she takes over her children though they stay with Aoro and Wandia.

Nyabera was a source of inspiration to her children and grandchildren. She takes charge of Peter after the death of her brother Owing Sino. She is embodiment of strength, determined and patience. She goes through a lot of pain as a woman and she becomes the focal point from where Elizabeth gets her strength. She is a big influence to her generation.

Wandia is another source of inspiration for her society. She beats Aoro in an anatomy class and that is the beginning of what they share later in life. She is a source of inspiration for her husband and children. She later becomes a pediatrician. This is because of Daniel's condition.

Any other well explained capturing the character and the role of the woman in the text.3 x 4 = 12 mks
Conclusion. This must summarize the prints above. A relevant conclusion. (2 mks)

Marks distribution
2 marks - introduction
12 marks – the content (the prints)
2 marks – conclusion
4 marks - - language use

KABARAK HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

Q1.

To:	Maro@yahoo.gov.nuka	Name must be joined	**½ mark**
From:	grushavashadze@gmail.gov		**½ mark**
Cc:	cookmaisha@yahoo.gov.nuka		**½ mark**
Subject:	My most memorable experiences		**1 mark**
Date:	June 28th, 2015		**½ mark**

Dear Maro,

I would like to share my most memorable experiences especially about that horrifying day of a coup.

(1 mark)

I reminiscence the gloomy day of the execution of our Governor Abashwili. A day of fantastic and horrific memories. Simon Shashava my love betrothed me; he hang a beautiful chin around my neck. Reluctantly we parted. Simon promised to come to me after the war.

Oh! Horrible memories I nurse; Georgi beheaded. The egocentric wife and mother Natella Ambaswili abandoned her innocent child Michael. The brute is only concerned about her clothes and boots to match. She escaped to save her dear life. Overwhelmed by humane, feeling I had to guard little Michael. With much persuasion did my fellow servants urge me to escape. The fat prince with drunken ironshirts did carry Georgi's head on a lance; with a nail the soldier fastened the head on the wall by its hair. The sight was horrific. In dilemma I stood still, torn between my love for Michael and for my life. I heard or I thought the child called to me. Full of compassion, I sat down waiting, watching hoping someone should come for the child. At the break of dawn, I picked the child as stolen goods and I crept away.

Seven days I trudged with Michael a sweet load on my back across the glacier in the Northern Mountain. Exhausted, I arrived at my brother's house, Lavrenti Vashnadze I hoped he would arise and embrace me. How disillusioned I became. A cold reception I received, what a mean, eccentric wife Aniko is! The puritanical, insensitive sister-in-law viewed me like I had the plague. Scared I had scarlet fever, worse still a contagious disease. Tuberculosis superciliously calling out to a servant to mind the cake. Like a police officer she interrogated me. Concerning my husband. The henpecked Laverenti fearful, lied to her that my husband is coming to a farm after the war. I was going to wait for him I longed to sit and eat but this was an illusion. I placed Michael in Lavrenti's hand. Oh! Brother, only promised a bed after supper. My goodness! I collapsed.

As I sat by the stream washing linen long after Lavrenti forcefully married me off to Jussup. Almost forgetting my frustrations I laughed as Michael and other kids enacted the Head-off Game. He, like his father, Georgi, outwits other kids. I am elated to see Simon, he is thrilled. What a reunion. Sadly, I explained I had changed my name: Simon could not understand that nothing stood between us, yet there was something. He saw the cap on the grass and wondered whether I got a baby. Hastily, he concluded, the wife need not say no more. Frustrated, he demanded his cross. Angrily he said "Better still throw it in the stream,: I pleaded desperately, passionately, the child is

not mine," What a day, I stood aghast. Two ironshirts had abducted Michael. In a moment call Simon. My! He is gone.

Determined to fight for the child, I had adopted and brought up and nurtured, I risked my life. I boldly followed the ironshirts to the city. What a day!

Love	(½ mark)
Grusha	(½ mark)
Format	(5 marks)
Introduction:	(1 mark)
Body/content	(3 x 3 = 9 marks)
Language	(01 – 05 marks)

NB/ Consistency of punctuation in the e-mail should be maintained.

1. reflection

2. implementation
3. on
4. grappling, struggling
5. hailed
6. progressive
7. roll
8. that
9. against
10. clamour

3. a) How is rhythm achieved in the oral poem? (3 marks)

i Punctuation: Use of commas and hyphen (1 mark)

ii Assonance: Sprang, again (1 mark)

iii Consonance: Wind, whirled (1 mark)

iv Alliteration: Whirled, whale (1 mark) (Any 3 pnts)

(ii) How would you say the ideophone in the poem?

With a falling intonation. (1 mark)

Enunciate the carefully and deliberately stress on crash and rattle because they are content words. (1 mark)

Use appropriate gestures, for example, bringing the hands together to demonstrate the words crash,and rattle. (1 mark)

(b) (i) idol
bridel
grown

(ii) bier
court
wail, wale (6 marks)

(c) (i) Did the suspect suspect that the policemen had been bribed?

(ii) Why did the workers refuse to collect the refuse?

(iii) The government has invented new means of transport to transport the goods.

(iv) The governor is not content with the content of the letter council members.

(v) Are you physically fit to contest for a gold medal in the next marathon contest?

(d) (i) Preparation

a) Thorough research:

- I would research on all the information and facts about the motion.
- Find out points/facts about the opponents side in anticipation of their argument.
- Prepare a comprehensive outline as a point of reference during my presentation.

b) Mastery of content:

I would take full command of the presentation by mastering the points in order to enhance confidence,
credibility and be trustworthiness.

c) Rehearse:

I would rehearse in front of a mirror or before a friend to ensure I correct any noticeable errors.

I would do some physical exercises before the debate to release nervousness.

(ii) Delivery: During the delivery of my points, I would use both verbal and non verbal cues.

a) Tonal variation to avoid boring monotone.
b) Voice perfection/audibility to ensure everyone captures my argument
c) Appropriate facial expressions
d) Apply pregnant pauses stressing emphatically on new information and pause after every utterance to make the debate exciting to listen to.

e) Employ proper enunciation of every word.
f) Proper grooming: be smart/presentable.
g) Adopt appropriate body posture i.e. relaxed and natural body posture.
h) Establish eye contact with individual members especially those on the opponent side.
i) Employ appropriate gesture.

(iii) Conviction/passion

I will present my points with passion or conviction to demonstrate that I sincerely believe in my argument.

(iv) Time management: ensure I manage the time allocated efficiently.

(v) Be courteous

Ensure I appeal to participants and my opponents by using polite language.
Avoid offensive argument or bias against any gender.

(vi) Making concessions

I will recognize points of merit firm my opponents' side and make concessions but still holding onto my points of argument intelligently.

(e) (i) Cite incidents of lack of etiquette. (2 marks)

i) Morris interrupts rudely when John is explaining himself to the teacher.
ii) Morris refuses to pay attention and sneers
iii) Morris shouts and bangs at the teacher's table.
iv) Morris fails to use courteous language: He tells John to shut up.
v) Morris glares at the teacher (any 3 points)

ii) How should have Morris interrupted politely? (2 marks)

i) Morris should have excused himself: "Excuse me"
ii) He should have signaled John by smiling at him.
iii) He should have allowed John to complete his statement instead of shouting and banging the teacher's table. (Any 2 points)

KABARAK HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

QUESTION 1

1. College and universities offer a wide range of training to high school graduates and that has made choosing a career on involving process.(1mrk)
2. To illustrate the need for student to assess their potential especially in practical subject before choosing a career (2mrks)
3. Ability /interest –This will determine which subjects you enjoy most of school and will led you to the job you like doing. (2 marks)

4 . One should consider skills and education taught in a given field .Highly competitive field require more education but may not pay well .There is need to have added benefit in field with few applicants may pay more but requires less education .(3 points -3 marks) *(Must be in prose, if not deduct 1mrk)*

5. Research has found that money doesn't pay a big role in job satisfaction .If you don't like your job it does not matter how much money you get paid to do it. (2mrks)

6 If they had considered a career that does not require the ability to handle mathematic and physics ,the waste of time and resources would have been avoided(2mrks)
   b) There are many opportunities in the career market.(1mrk)
   c) does it? (1mrk)

7 ..Lack of ability may led to waste of time and resources when a person drop out of the class mid –course(2mrks)

8 a). Dearth –shortage/Lack of
   b) Lateralization –Removal of limits / give freedom
   c) Social mobility –Improved status in society ladder
   d) Recipe –Lead to /Prerequisite (1x4)(4mrks)

QUESTION 2

a) There is a coup and the governor is arrested and executed
- People in homestead free for their safety
- In her hurry to leave Natella ,the governors wife leaves her child behind
- After watching over the child overnight and realizing nobody is coming back for him Grusha decides to take baby.
- Peace returns and Natella want her baby back .
- The case is presided over by judge Azdak (between Grusha and Natella

b) He says that
- mother bore the child
- Blood is thicker than water.
- She carried the baby in her womb.
- She fed the baby with her blood.
- She borne it with pain.
- She is affected negatively emotionally by the loss of her child. (any 4)(4x1 mrks)

c) The lawyer point out that ,even herself does not claim any blood relationship between her and the child (1mrk)

d) Greedy, materialism, Egocentric, Hypocritical (any 1, well illustrated 2mrks)
   The lawyer reveals that she want the child in order to acquire her husband estate which is tied to Michael(the heir)

   Hypocritical

She claims that she has suffered bereavement anxiety and sleepless night while the cook tell us she left her child behind because all she was thinking about was shoes and dresses she had to take along .

ii) Grusha

Caring ,Motherly ,Possessive ,Kind ,Generous ,Loving ,Disciplined ,strict , Principled ,Honest

(1mrk for 1 indent illustrated)(any other well illustrated and relevant award. (2x2)(2mrks)

e) Greed

Materialism

Conflict

Negligence

Irresponsibility indent =1mrk illus=1mrk

(any other relevant and well illustrated (2x2)(4mrks)

f) She was concerned about her own welfare (1mrk)

g) Rhetorical question –Is there a more ultimate relationship ?

-Can one tear a child from its mother?

Ellipsis-to show somebody was cut off

Mid sentenced-We agree ……

"was seen with the baby …….

Irony –Natella leaving her child and later claiming it

-Natella –using her child as a tool to acquire wealth.

(any 2 well illustrated 2 mrks)

(any other relevant-award)(4mrks

h) Title given to a respected person

-Respect or action of giving respect

-Privilege (2mrks)

i) In her womb she carried it (1mrks)

Question 3

3 a)

The poem is about a bird that is caged .It is confined and denied freedom .It cannot enjoy the ordinary pleasure of nature – the sunshine ,the breeze and the perfume from flowers .

The bird struggles to liberate itself but hurts itself in the process (any 3 points x1)3mrks

b)

1st stanza –alienation –the bird is alienated from all that is natural and desirable, feelings of nostalgia for days when he /she enjoyed freedom .

2rd stanza –freedom describes attempts by the bird to escape .The struggle is painful, efforts to escape are met with brutality.

3rd stanza –Prayer - focuses on prayer .Other means have not yielded results. The bird appeals for intervention from other sources perhaps a superior force will liberate it . (6mrks)(2 per stanza) (3x2)

c)

Sympathetic – Sympathies with the caged bird

Alas expresses pity, graphic description of the birds feeling elicits pity from the reader

Empathetic - He keeps saying "I know what caged birds put himself /herself in the shoes of the bird

Hopeful –One day the caged bird will experience freedom (any 2x2)=4mrks

(Identifications without illustration no mark)

d)

He himself /herself had suffered at the hand of the cruel oppressors 'denied freedom, tortured .He may have also suffered physical &psychological injury .He condemns those who conspire to subject others to a life of slavery and misery e.g. Detention ,Imprisonment and confinement

(3mrks)

e)

"The river flows like a stream of glasses" Shows what the bird yearns for but cant have . River represents a life of freedom, stands for natural beauty that the caged bird is denied.

f

i) Means that the flowers produce a sweet smell that gives much joy but the caged bird cant access such luxury.

Other birds out there enjoy the perfume (1mrks)

g) The caged bird

prayer for the freedom (1mrk)

(any other relevant –award)

Question 4

a i) geese, crises, range
ii) The colonialist used Kenya oil in the manufacture of candles
iii) Under no circumstance should you walk out of the house night
iv) guarantee
v) In the 16th century (5mrks)

b i) discusses
ii) is (2mrks)

c i) Advisory
ii) Manful/manly
iii) loathsome (3mrks)

d i) About
ii) within (2mrks)

e i) weather
ii) wool (2mrks)

f) Realizing that the man was blind, Maria helped him cross the road (1mrk)

KABARAK HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

Q1.

Points of interpretation

Q1. a)

- Must be a story if not deduct 4AD
- Must begin with the given. If not deduct 2AD
- If sentence is just tagged deduct 2AD
- Candidate must show that Kamau had involved himself in corrupt deals that landed him in jail. If
- not deduct 4AD

b)

- Must be a story. If not deduct 4AD
- Must show relevance to the saying treat as irrelevant and deduct 4AD

Introduction (2 marks)

Can be general specific, general and specific (Don't accept mere definition. Must be the first paragraph)

Example

Sometimes parent may bring up children according to the books. They have very clear vision of what their children should become in adult life but they end up deviating. Though not always painfully the parents feel disappointed. Elizabeth and Mark are such parents.

Content (12 marks)

D

(i) Vera – a promising girl, very educated, infact an electrical engineer. Her parents especially the father had hopes settle as a family but she ends up being a non-marrying member of Opus Dei.

(ii) Becky though pretty shows she will be a problem when she is a child. She is lazy, only an average student. At one time, she doesn't want to proceed with education were it not for responsible father. Later she disappears from home to become an air hostess. She lives a promiscuous life and is an irresponsible mother. She painfully dies of HIV and Aids great disappointment to both parents.

(iii) Aoro is a mad genius. At form one, he catches the attention of the headboy for being indisciplined. He is sent home and only goes back because of a disciplinarian father. Later he marries Wandia – a Kikuyu though a good the father had hoped he marry a nice Luo girl and even tries to advice him against the idea.

(iv) Tony is attracted to the church even when a boy. He is always in the company of his uncle who is a catholic priest. Though Mark admires Peter, he could not imagine his son becoming a catholic priest. This is because he would become a celibate. Tony becomes a catholic priest.

(v) Odongo is the first child to fail class seven. He wants to be taken to secondary school – The father stand his ground and is made to repeat class. He later become a successful farm manager.

Expect four well illustrated points

Mark 3 : 3 : 3 : 3 = 12 marks

Conclusion 2 marks

Must be the last paragraph

Expect a recap of the content or a candidate's opinion.

Language 4 marks

WHEN THE SUN GOES DOWN (SHORT STORIES)

b) Introduction

The problems people face in life, force people to make difficult and risky decisions in order to escape from them. The following are some of the problems people in the society of Twilight Trek face.

Content

- The narrator is desperate to leave his home country to escape from the problems at home. The mother is a prostitute and wishes the son to join the same in order to earn money. The narrator is prepared to travel far and wide in order to improve his life. He decides to travel to Spain as an illegal Immigrant to further his football talent.
- The narrator faces Blackmail on his journey to morocco. The Tuareg driver steps the vehicle in the scorching heat of the desert in order to demand more money for the trip. He threatens to abandon them if they don't add. They paid 100 extra dollars so as to continue with the journey.
- The narrator companion for the journey (patience) is dishonest. The narrator does not suspect patience who turns out to be cunning and dishonest, when she disappears with the narrators money to Tangier. He is left utterly helpless. This dampens his chances of ever crossing to Spain.

- The narrator faces many hardships. His trip through the Sahara desert is full of hardships e.g. very high temperatures, lack of water, cramped conditions, fear of attacks from highway thieves and arrest by security officials.
- The hardships in life make people engage in unethical practices e.g. the narrators mother lives the life of a prostitute in order to earn a living.
- In a story, a Nigerian woman dies after miscarriage still hoping that the baby in her belly would be considered worth of asylum. She wants to escape the problems she faces at home.

Conclusion

People can go to any length provided there is hope that their lives will change for the better. Many people's dreams are never realized while some die still hoping to make ends meet. /A recap of the points discussed.

Expect 4 well illustrated points

3 : 3 : 3 : 3 = 12

Introduction 2

Conclusion 2

Language 4 (20 MARKS)

b Introduction (2 marks)

Sample

Corruption has been blamed for a myriad of problems affecting the country. Indeed none other than the president has asked some state officers to step aside to facilitate investigations on corrupt related cases. This is because corruption hinders development and hence should be fought.

Content 12 Marks

c. (i) Tumbo confesses he never went to university. He sold his scholarship hence somebody got to university through corrupt means. He later says university education is not necessary nowadays. There opportunities but they do not come on a silver plate. Indeed, he owns two blocks at a cost of sh.150 000.

(ii) Tumbo announces Jusper the winner of a one act he has not written in non existent competion. Jusper is paid 1/3 of the 600 pound allocated for the competition. The rest will be used to make the records straight.

(iii) Kabito's tender issue. He had got it by being nice to people. It is then given to Mulili – a 2nd rate farmer. It is only a telephone call from the boss to be given to Mulili No competitive bidding.

(iv) 1st item on the agenda – size of the potato. How many days they are to meet/suggest everyday and even after departure of visitor why? To increase size of the potato.

(v) Boss hides millions of shillings in foreign countries/ he takes everything to his hand/Has ruined the economy of Kabira.

Expect any four well illustrated points

Mark 3 : 3 : 3 : 3

Conclusion 2 marks

Expect a valid conclusion.

Language 4 marks

WHALE RIDER

C. Introduction

Many societies set traditions to dictate roles and positions each gender is supposed to undertake most of these traditions discriminate against women.

Content

- Girls should not be named after their male relatives in this society. Koro Apirana fiercely contests against the attempts to name Kahu after her male ancestor Kahutia Te Rangi.
- In this society, it is against their societal norms for a male to come in close contact with a female. Koro refuses to interact with Kahu because she is female.
- A female/woman was not supposed to attend lessons meant for a male, Koro was angry because of Kahu attending lessons meant for boys.

- The society does not allow girls to acquire leadership. Koro is annoyed at Kahu's desire to become a chief. This frustrated Kahu to the extent of biting Koro's toe.
- Girls are not expected to go near whale. It is only after men are beaten that they call for women's help.

Conclusion

The society and the traditions subject a woman to less important roles in the society.
Expect 4 well illustrated points.

SACHO HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

1. (a) Heading e.g. QUESTIONNAIRE ON THE PERFORMANCE OF BUSINESS STUDIES IN ABC DISTRICT (1mk)

Introduction

e.g. In the last four years, the performance of Business Studies has been declining in the KCSE examination
in ABC district. This questionnaire seeks information that will help establish the causes of the decline. The information collected will be treated with confidentiality and will be used in the efforts to try and boost the performance of Business Studies in the District or county at large.

Section 1

1. Name ……(optional)
2. Gender…….. Class……
3. What category is your school? (Tick as appropriate)
   - National ☐
   - Extra-county ☐
   - County ☐
   - District Boarding ☐
   - District Mixed Day ☐
   - Others: Specify:_____

Section 2

1. What was your rank in class last term? (Tick as appropriate)
   - Top 10 ☐
   - Between 11 - 30 ☐
   - Between 31 - 50 ☐
   - Above 50 ☐
2. What was your grade in Business Studies last term? (Tick as appropriate)
   - A ☐
   - B ☐
   - C ☐
   - D ☐
3. Are you satisfied with the grade in (2) above?
   Yes ☐ No ☐
4. If your answer to question (3) above is yes, what do you attribute your achievement to?

- Own initiative and hardwork ☐
- Encouragement from your teachers ☐
- Encouragement from your parents. ☐
- Encouragement from guest speakers. ☐

5. If your answer to question (3) above is no, explain why you are not satisfied with your grade.
   ……
   ……
   ……
6. Does your school motivate you?
   Very much ☐ Not quite ☐ Not at all ☐
7. If your school motivates you, indicate how it does by ticking the appropriate box or boxes.
   (a) It has enough teachers for this subject. ☐
   (b) It invites national examiners for the subject to talk to the students. ☐
   (c) It provides sufficient teaching / learning materials. ☐
   (d) It rewards good performance. ☐
   (e) Any other:
   Specify:_____
8. What do you think could be done to motivate you further?
   ……

THANK YOU VERY MUCH.

NB: A student must have items seeking information as to why the performance has been declining and other seeking possible solutions to the problem. Award 4 marks for items

3 marks for solutions (2 marks)
For language and presentation
(TOTAL – 12 MARKS)

(b) <u>Advertisement</u> (1mk)

Look out for:-

- Catchy word(s) (1mk)
- Selling points of the product – points to counter competition from similar products. (2mks)
- Use of pictures. NB: There must be a balance between the pictures and the words. (2mks)
- Grammar and presentation. (1mk)
- Border lines. (1mk)

TOTAL – 8 MARKS

2. <u>CLOZE TEST</u>
   1. out
   2. own / build
   3. vacation
   4. However (NB: must be capitalized)
   5. from
   6. attain / achieve / realize
   7. Often (NB: Must be capitalized)
   8. with
   9. different
   10. achieved (attained/realized)

3. (a)

(i) Rhyme pattern ab bc a db bc d ef fg e.

(1mk)

Rhyme scheme regular rhyme scheme since it is not possible to predict where the rhyming words would occur. (1mk)

(ii) Rhythm has been achieved through:

- Repetition of phrases e.g. Does it matter? (1mk)
- Use of sound patterns e.g. consonance
  You can drink and forget and be glad
  Alliteration
  Does it matter? – those dreams from the pit? ……
  Rhyme

Kind	legs	sight
Mind	eggs	light

(1mk)

- Use of lines of equal length. (1mk)

(iii) 1st line of every stanza.

Reasons:- every 1st line has the content / idea / the point of discussion in the stanza.

- 1st line would also be stressed to show the beginning of a new stanza e.g.

- Indicate what is being emphasized e.g.

Stanza 1 – losing your leg.

Stanza 2 – losing your sight.

Stanza 3 – the dreams from the pit. (3mks)

(b) (i) Gore

(ii) Exile

(iii) Gate

(iv) Ambush (4mks)

(c)

- Prior preparation to remove fear and anxiety.
- Practice in front of my school at least three times prior to the inter-school competitions.
- This enhances mastery of techniques, gaining confidence.
- Consult an expert (teacher) to confirm what you have done is correct.
- Use conventional formula of attracting attention e.g. clearing throat, creating rapport, smiling etc.
- Costume (school uniform) must be clean and ironed for neatness.

(3 well explained points x 2 = 6 marks)

(d)

- Gestures / gesticulations.
- Use of pause and rhythm.
- Facial expressions.
- Tonal variation.
- Involvement of the audience. (any 4x1 = 4mks)

(e) (i)

- When the Secretary asks – who is this?
- When Pato says – I want to speak …
- When the secretary asks why? What do you want with him …
- When the secretary says – say what you wanted …
- When Pato rudely disconnects the phone. (4mks)

(ii) SECRETARY: Hallo! This is ……x…… company / institution, whom am I speaking to?
PATO: I am Pato may I speak with the manager please.
SECRETARY: Is the issue official or personal?
PATO: It is personal. May I speak with him now please?
SECRETARY: I am sorry he is not in at the moment. Will you leave a message?
PATO: Please tell him to call me when he arrives.
SECRETARY: How will he reach you? Please give me your telephone / cell number.
PATO: My cell phone number is (0123456789)
(4mks)

SACHO HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

1. **COMPREHENSION ANSWERS**

a) Confidence is the passion feeling about what we perform, what we have achieved and what we can offer. (2mks)

b) From the inner to the outer through the words you speak.
From the posture you assume. (2mks)

c)
- Attending a few events.
- Meeting more people.
- Getting the hang of it. (3mks)

d) Doubting oneself. (1mk)

e)
- Self confidence
- Technical qualifications. (2mks)

f)
- Pushing yourself towards a positive attitude.
- Beginning with a small step rather than giant leaps.
- Holding onto that little surge of confidence. (3mks)

g)
- Tells himself that he is capable of great things.
- The interview is only a little chat that he/she must have to get the job.

a. Talking himself into entering the interview room.
b. Talking himself into achieving success.
(Must be in prose if not deduct 50% off the mark)

Sample Paragraph

To achieve success in interviews, the writer first tells himself that he is capable of great things and that the interview is only a little chat he / she must have to get a job. Thirdly, talking himself into entering the interview room and finally talking himself into achieving success. (4mks)

(h)
- Surge – sudden increase of strong feeling.
- Interview jitters – anxiety and nervousness before an interview.
- Habitually – Happening oftenly.

2. **Question 2**

a) Circumstances that lead the speaker to say these words: "am accused of instigating war?"
This is said by Azdak who is role playing the Grand Duke. The Grand Duke has been accused by the princess of instigating the war. In the play within a play the Iron Shirts have decided to put Bizergan Kazbeki who has been proposed by Arsen Kabeki as he next judge through a rehearsal to test his ability as a judge. What follows then is the mock trial.

b) Why the nephew is reluctant to try the case.
Since he obviously does not have what it takes to be a judge / or probably because he knows the role the princes, and particularly his uncle played in causing Grusinia to lose the war. (2 x 1 = 2mks)

c) Who is responsible for instigating the war.
The princes are responsible for instigating the war. Azdak says that the war was started on the advice of patriot's like uncle Kazbeki (who is a prince). The nephew supports this when he says one can't be arraigned for declaring a war.

(d) At least two dominant themes in this extract.
(i) Abuse of power – officers flog soldiers only on command. Land owners sleep with peasant's wives only on the strictest command.
(ii) Irresponsibility – Azdak accuses the princess of having failed in the responsibility because they sent sick horses to war and during attack they were drinking in whore houses.
(iii) Greed and materialism – The princess are also said to have embezzled funds. The princes are also said to have benefited in he war because they got 3,863,000 piasters for horses not delivered and 8,240,000 piasters for food supplies not produced.
***NB**: Any 2 well developed themes.* (4mks)

(e) Two character traits of Arsen Kazbek as brought out in this extract.
- Contemptuous – seems to have no respect for Azdak.
He refers to him as madcap which would mean a lunatic, also refers to him as a carpet weaver.
- Manipulative – He seems to manipulate the nephew so that he can achieve his goals. He tells him "answer him my little fox, I am with you."
- Irrational / emotional – Even before the nephew can pass the verdict, he has already started shouting that Azdak should be hanged.
- Cunning / sly – He keeps referring to the nephew as 'Little fox.' He also cunningly wants the nephew installed as the Judge to serve his own purpose. (4mks)

(f) Two stylistic devices and comment on their effectiveness.
(i) Imagery – simile – "cannot be watchdog if you howl like wolf – meaning the nephew can't be judge, if he is irrational. To be judge you need to be level headed. This draws the attention of the audience to the fact that the prices are as guilty as the Duke.This man talks like a carpet weaver – shows the contempt Kazbeki has for Azdak.
(ii) Metaphors – 'my little fox' – Kazbeki refers to his nephew thus bringing in the cunning nature of the nephew and in equal measure that of the Fat Prince. Just as the fox is cunning, so is the nephew.
(iii) Play within a play – Azdak role plays the Grand Duke who has been accused of instigating the war and causing Grusinia to lose the war. (6mks)

(g) Ironic twist that takes place in this extract.
Immediately after this, the Fat Prince says that the rehearsal is enough and asks the Iron Shirts to ratify the new judge's appointment. Obviously he thinks that the Iron shirts will settle on his nephew as the new judge, but ironically the Ironshirts declare Azdak as the new judge.
NB: For a candidate to score, the Irony must be brought out. (2mks)

(h) Rewrite the following sentences according to instructions given after each.
(i) I find it rather unusual, isn't it? *NB: comma and question mark mandatory.*

(ii) The dignity of the law must be preserved (by the defendant)
(iii) He told him that it was not in his place to command him. (2mks)
(NB: The pronouns can take the male or female gender)

3. ORAL NARATIVE

(a) This is an aetiological / explanatory narrative because it explains why hyena has never been able to speak. (2mks)

(b) (i) Opening formula – Long, long time ago .....
(ii) Closing formula / Hyenas have never been able to speak ever since.
(iii) Elements of fantasy – Personification of hyena.
(iv) Use of animal characters.
(v) Moral lesson (4mks)

(c) (i) Foolish – Hyena started eating the rope that had secured the calf.
(ii) Greedy / Gluttonous – The hyena thought of how to eat the whole calf alone.
Any other relevant trait.

(d) Cattle rearing – The calf secured to a tree with a "Mukwa" – rope indicates rearing of animals.

(2mks)

(e) We should be contented with what we get. The hyena was not contented with what he got and therefore he suffered. (2mks)

(f) Hurry, hurry has no blessing.*(Any other relevant proverb, use your discretion)'*

(g) (i) <u>The place and informants you are going to interview and notify them.</u>
a. Decide on the mode of the interview and assemble the equipment that you will use.
b. Test the equipment to ensure they are in working order.
c. Get a research assistant where necessary.
d. Formulate a questionnaire.
e. Seek permission from the local administration. (any 3x1 = 3mks)

(ii) <u>Language barrier</u>
- Hostile communities
- Uncooperative respondents
- Inaccessibility of some areas
- Bad weather (2mks)
-

4. <u>GRAMMAR</u>

(a)
(i) The question of whether or not there is life after death is something man has been asking himself for a long time.
(ii) I'd rather you did not go out this afternoon.
(iii) Subsequent to the appointment of a new principal, results began to improve. (comma mandatory)

(iv) (b)
(i) going
(ii) to buy
(iii) seeing

(c)
(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.

(d)
(i) demonstrable
(ii) run
(iii) negotiabl

(e)
(i) won't you?
(ii) hadn't they?

(f)
(i) octogenarian
(ii) stationery (wrong spelling scores 0)

SACHO HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

1. **IMAGINATIVE COMPOSITION**

POINTS OF INTERPRETATION

1. (a) Must be a story if not deduct 4 marks AD.
Must end with the sentence given, if not deduct 2 marks AD.
Should be a story about a horrible dream.
(b) The candidate must write a story that illustrates the saying.

2. Introduction: 2mks
It is true that Akoko is a true embodiment of change. This is shown by the following illustrations:-

E (i) When Maria Nyabera goes through several misfortunes including the loss of her children, she is at the point
of despair, she decides to seek a new way to console her. She consults Akoko who encourages her to join Christianity. She tells her "as for you it is better that you seek this new way. It may give you hope and rescueyou from bitterness pg. 103. Again, after Nyabera is converted to Christianity, she still feels a vacuum for she does not have a son. Consequently, she goes to seek for a son from Ogoma Kwach, when things do not work between them, she comes back to the mission devastated and heart broken. The caring Akoko encourages her to seek forgiveness from God. Nyabera spends the whole night at the tabernacle praying after which she feels consoled. "Go to the church and talk to him there …. Pg. 123. It is after this experience that Nyaberarealizes that when she was away looking for a son, there was one (Peter Owuor) who loved her dearly. From then she reconciles herself to the fact that she would live with only one child.

E (ii) Elizabeth Awiti excels in Primary school and she is offered a place at a Teacher's Training College. Nyabera is so worried of releasing her child to the world "there was a vice-like band around her head and she thought she would faint … a sword shall pierce thy soul … pg. 130 – 131. Reasonable Akoko brings her back to her senses and tells her "you're not wise my child, learn wisdom, don't you see the world is changing pg. 132.Later, when Elizabeth informs her parents that her fiancé Mark Sigu, would be coming to seek for her hand in marriage, Nyabera wonders how Elizabeth can think of getting married to a man whose antecedents she doesn't know. Akoko brings her back to her senses and tells her, "Accept it Maria, the world is changing pg. 143." Also during betrothal, Mark Sigu's light complexion causes fear among the hosts because they feared Elizabeth could have chosen to get married to a jamwa

(foreigner). "Apart from Akoko who must have left her mother's womb with a broad outlook all of them were strictly parochial … a catastrophe." Pg.146. Meaning that it is only Akoko who would not have minded if Elizabeth had chosen a non-Luo. This change is reflected in Aoro and Becky who chose to marry spouses from a different race and tribe.

E (iii) Traditionally, women do not own wealth, Akoko has accumulated so much wealth, "for by now her mother's wealth was staggering even by the standards of today pg. 68 After her husband's death, her brother-in-law, Otieno Kembo, misappropriates her husband's wealth and threatens to grab Akoko. She takes a drastic step and heads to Kisuma to seek redress from the sirikal. (The D.O and the D.C). Traditionally this case would have been dealt with at the clan level. "She knew that as a woman, a widow and a sonless mother … she was greatly disadvantaged. Pg. 73.

E (iv) Owuor Kembo on meeting Akoko, falls irrevocably in love. "Owuor experienced an indescribable sensation pg. 24." It should be noted that traditionally, love was not a prerequisite to marriage. Consequently, Owuor Kembo remains strangely monogamous. Even the pressure to marry another wife, from his mother and the council of Jodongo can't deter him" long have we pleaded with you to take another wife … adamantly refused pg. 38. Traditionally, a chief should be polygamous the fact that the chief remains monogamous is change that is attributed to Akoko's admirable personality. "Owuor Kembo" treats his wife like a queen … pg. Owuor Kembo pays more than double the normal bride price that is thirty head of cattle. Traditionally he should have bargained to bring this number down but he doesn't. "Let us shock them by accepting their offer without bargaining … your name will be repeated from mouth to mouth for years to come." Pg. 23.

CONCLUSION

From the above illustrations, it is clear that Akoko is truly an embodiment of change.

AWARD AS FOLLOWS

Introduction: 2 marks

Body: Mark 4 well illustrated points 4 x 3 = 12 marks.

Conclusion: 2 marks

Grammar and presentation: 4 marks

Award any other relevant point.

3. (a) Emilia Ilieva and Waveney Olembo

When the Sun Goes Down and Other Stories from Africa and Beyond.

Colonialism is a vice that the whole world should rise up against as it brings untold suffering to the colonized." Affirm this statement, making close reference to Jane Katijavivi's story, **White Hands**.

Introduction

Colonialism, all the world over, is an evil that brings untold suffering to human kinds as depicted in the story White Hands.

It should therefore be the responsibility of the whole world to rise up against it.

Body

- The colonial masters use their agents to brutalize their subjects. The narrator describes the young white soldiers who had been conscripted to Namibia as being hardened by the training process and brutalized by what they did in the fight against those who wanted freedom. Angelika also says that the Namibia she left behind was militarized and political leaders were tortured, detained or forced into exile. It is only the church that can come up with projects that can help people.
- Abuse of human rights is also prevalent in the colonized Namibia. Angelika has had trouble getting children, and before travelling to England, she is almost resigned to the fact that she will not have children. It is in England that the doctors inform her that she had been sterilized. "You can't get pregnant because you had an operation to stop you getting pregnant. Your tubes have been cut." Pg. 194. To compound the problem, this had been done against her will as she had not signed the

any consent form. All Angelika knows is that she had had an operation to remove her appendix, "they say my appendix bad…" tells us that she can't write to her husband to inform him of the news" she was constrained … being monitored." Pg. 196.

- Colonialism has as well resulted to poor social services. Tembi, Angelika's friend urges her to go to the hospital in England, because there are chances that she would receive proper treatment as it is opposed to their country. "Look you have the opportunity … medical care at home" pg. 193. Also when Angelika is visiting her rural home, it is evident that the roads are unserviced and it therefore takes them longer to get home than it really should have." The last twenty kilometers were over hard rock, through dried out river beds …slopes." Pg. 197. Again, in the reserves there is no enough water. "There is no enough water … early rains" pg. 198.

- Poverty is another evil brought about by colonialism. The writer portrays Namibia 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 the three girls they have taken in. The writer also tells us that back in England Angelika could nurse her pregnancy as she could afford to eat well, because her scholarship allowed her the fruit and vegetables that were difficult to afford at home. Pg. 198.

- Racial discrimination is also an aftermath of colonialism. The writer tells us that the roads leading to the white commercial farms were well maintained, while those to the reserves, where the Africans had been pushed by the colonialists were unkempt. Pg. 197. Mothers also have to drop their children very early to the school that Angelika taught as they boarded buses to go to work in the white suburbs. Pg. 192.

- In conclusion, the story White Hands explores all the evils of colonialism most of which have brought pain and suffering to the victims. It is therefore a call to all and sundry to do what is within their means to stop colonialis of any kind.

Marks
Introduction: 2 marks
Body – expect any 4 well developed points – 4 x 3 – 12 marks
Conclusion – 2mks
Language – 4mks
Total = 20mks

(b) <u>INTRODUCTION</u>

The statement absolute power corrupts absolutely is true since some of the characters in Betrayal in the City use power corruptly. The following illustrations show this.

(Accept any other plausible introduction)
(Award two marks)

- Boss uses his power to award cronies like his cousin Mulili. Mulili is his ear and eye. When Adika dies during the University students demonstration and Jusper is asked to guard his grave, Doga and Nina wish to carry out the shaving ceremony. Jere and Mulili are sent to stop this ceremony from taking place for the sake of peace. Mulili adamantly denies the couple the chance to carry out this ceremony. This is because he has been promised land and grade cattle. Not even the pleas from the old couple can make him change his mind to allow the shaving ceremony to take place.
- Power also corrupts when it is misused. During the Entertainment Committee meeting, Kabito

and Mulili disagrees. Mulili suggest that the primary school children should line up to wait for the visiting Head of State to entertain him. Kabito opposes this vehemently and this leads to a heated exchange of words, Kabito asks Mulili whether he has ever stepped into a secondary school. Mulili says that Kabito has called him a Primary kid. During the one hour break, Mulili goes to Boss and influences him, he says that Kabito says that Boss hides millions in foreign accounts and that he wanted to rape Regina. This influences Boss, later on Kabito dies through road accident obviously planned by Boss.

- Boss also uses his power to award Mulili a tender for supplying milk at the university. During the entertainment committee meeting, Mulili says he will investigate who had robbed him off his tender. We learn that when the tender is taken from him by Kabito, Mulili goes to complain to Boss. Surprisingly, it takes Boss just a call, he calls the University Catering Department and the tender is awarded to Mulili.
- Tumbo is the chairman of the entertainment committee. A play needs to be scripted to entertain the visiting head of state. When he goes to see Regina at her house he finds Jusper and he learns from Regina that he is a good playwright. Jusper gets the job immediately without carrying out a short listing activity to get the best playwright. Jusper is given the task to write out the play. The money allocated is to be divided among Regina, Tumbo and Jusper.
- The state also uses its power to punish the innocent citizens. When Mosese speaks his mind during Adika's funeral, he is opposed to the fact that the funeral ceremony should not take more than ten mintues, the students should not carry the coffin, weeping in public was illegal. The state organizes by having Nicodemo to plant a kilogram of Opium in Mosese's car and Mosese is arrested for this.
- The state also uses its power to order that the visiting Head of State should be entertained by the prisoners. Nicodemo is not comfortable since he is the one who planted Opium in Mosese's car, leading to Mosese's arrest.

  Out of this negligence the play that the prisoners have to act, gives Mosese, Jere and Jusper an opportunity to use real guns since the props are missing. This leads to the death of Mulili who is shot by Jusper.
- The entertainment committee which has been given the power to oversee the entertainment plans for the visiting

  Head of State. When they meet it seems their first item on the agenda is the 'size of the potato' Nicodemo asks,

  "What is the size of the potato?" They even suggest that they should be paid hourly instead of daily. During the one hour break, after they receive the news of the death of Kabito, hey wonder whether they will be paid for that day.

<u>Conclusion</u>

From the above illustrations, it is clear that absolute power corrupts absolutely.

<u>Marks</u>

Introduction: 2 marks

Body – markt any 4 well illustrated points – 4 x 3 – 12 marks

Conclusion – 2mks

Grammar and presentation – 4mks

Total = 20mks

(c) <u>The Whale Rider</u>

<u>Introduction</u>

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.

CONTENT

- Koro Apirana's rejection of Kahu is tackled humourously. When Koro goes to the sea to sulk, Nani Flowers rushes after him in RAwiri's dingily. They are said to yell at each other the whole afternoon with Koro rowing 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 writer is just trying to show us the magnitude of Koro Apirana's reaction to Kahu's birth.
- 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 eaten up. Kahu later tells Rawiri that Nani thought he would end up in a pot over a fire. This means that Nani Flowers thinks that the outside world is too hostile and one would be better in their indigenous countries. The issue of family relation is highlighted.
- The close relationship between Nani Flowers and Rawiri is revealed through humour. When Rawiri informs Nani Flowers 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 is obviously not serious. Rawiri jokingly tells her that he has realized there is not enough room for her and him in Whangara. The writer thus tackles this issue of family relationships with a light touch.
- In addition, 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 stone. 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 humourously.
- Nani Flowers has been unconscious following Kahu's disappearance into the sea with the Whales, a very serious matter. The tension is eased when Nani Flowers 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 hell just like they. This relieves the tension in the hospital.
- Nani flowers calls Koro Apirana "Old Paka" – theme of love.
- Rawiri tells Jeff, Kahu is a mature beautiful woman with lips waiting to be kissed – theme of love.
- Nani threatens to divorce Koro Apirana every second day – family values.

- At the airport – Nani says she will look after Rawiri's motorbike by feeding it with hay and water everyday – family relationship.
- Nani says Kahu is as beautiful as she – family relationship.

CONCLUSION

- In conclusion, it is clear from the above illustrations, 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.

Introduction: 2 marks

Body – mark any 4 well illustrated points – 4 x 3 – 12 marks

Conclusion – 2mks

Grammar and presentation – 4mks Total = 20mks

STRATHMORE SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

1.

(a) Reminder

Sample

HEKIMA HIGH SCHOOL✓1

TO: ✓½ THE DEAN✓½ OF STUDIES

FROM: ✓½ THE PRINCIPAL✓½

DATE: ✓½ 25TH MARCH 2015✓½

SUBJECT: ✓½ BENCH MARKING✓½

Please remember about our bench-marking✓½ visit to Masomo✓½ Bora High School starting on 1st April 2015 to 3rd April, 2015. ✓½ kindly inform the teachers✓½ and the students involved.

(Signature) ✓½

Msomi Halisi✓½

Principal. ✓½

F – 07

C – 02

L – 03

12

(b) Diary

Tuesday, 1st April, 2015

8.00a.m. – Departure (At least one entry – 1mk)

10.00a.m. – Arrival

10.15a.m. – 4.00 Attending lessons in classes

Wednesday, 2nd April, 2015

8.00a.m. – 4.00p.m. – Attending lessons

4.00p.m. – 5.00p.m. – Games (at least one entry – 1mk)

Thursday, 3rd April, 2015

8.00a.m. – 12.30pm – Lessons

2.00p.m. – 3.00p.m. – Meeting in the Assembly Hall

4.00p.m. – Departure (At least one entry)

F – 03

C – 03

L – 02

08

2. **CLOZE TEST**.

- becoming
- but
- posing
- attempts / efforts
- stamp
- for

- poachers / poaching
- are
- up
- in

NB: *If the words are misspelled, do not award.*
If the words begin with capital letter, do not award.
If there are two alternatives in a black space and one is wrong, do not award

3. (a) (i) a b a b c d c d ef ef
Regular
(ii) Creates rhythm / good flow / musicality.
(iii) Repetition – here
Alliteration – drink, deeply.
- safe, simple
Sibilance – stone shifting sand.
(iv) - meadows, ✓½ gardens, ✓½ running, ✓½ hard✓½
- content words.

(b) (i) Tongue-twister
Alliteration.
(ii) flea, fly, flew up in a flu. (fl)
NB: The fl sound must be underlined.

(c) (i) Should observe turn-taking skills.
(ii) They should respect each other's opinion.
(iii) Focus on win-win.
(iv) Should observe polite language.
(v) Should avoid shouting at each other / calling each other names.
(vi) Should interrupt politely. (any five)

(d) (i) Beat
I. I will beat them. (verb)
II. The beat of the song is rhythmical (Noun)
(ii) Produce
I. The produce was adequate (Noun)
II. Produce the books I gave you. (verb)
NB: Form of word should not change.

(e) (i) been
(ii) liken
(iii) colonel
(iv) mayor
(v) cueue

(f) (i) (i) The age group
(ii) Gender
(iii) Education background.

(ii) I. Observe eye contact with the speaker.
II. Avoid distractions.
III. Sit in an upright posture.
IV. Take brief notes.
V. Observe non-verbal cues. (any three)

AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

1. **COMPREHENSION**:
   (a) Daisy's parents are atheists; they have not given her satisfactory answer especially in view of what she heard in school. The conflicting messages have left her very confused. (2mks)
   (b) This is usually expressed through questions about the meaning of life and death. It has also said that the degree of spirituality is high in early childhood but declines remarkably as adolescence sets in. (2mks)
   (c) Critical – the author questions how the children's spiritual needs are attended. The parents tend to leave the children on their own.
   (d) (i) In traditional society, there were rituals and rites of passage that made life purposeful.
   (ii) In addition, grandmothers played the role instilling spirituality, ethics and morality in children through story telling. (2mks)
   (e) (i) Unjust cultures that are devoid of role models.
   (ii) Introduction of complicated theological facts by parents. (2mks)
   (f) Not only do many parents ensure that their children attend the best schools but also have access to fantastic health. (1mk)
   (g)
   - Most children show interest in spiritual matters.
   - In children spirituality is a natural characteristic of a human being.
   - Spiritually deprived children develop a vacuum.
   - Children who are grounded in spirituality are better equipped to deal with crises of life. (4mks)

   (h) Resilient – strong, firm.
   Turmoil - great confusion.
   Deflated – lessened.
   Naturally endowed – gifted (4mks)

2. **EXCERPT**:
   (a) The singer highlights Grusha's escape to the Northern Mountain. How she sang a song, bought some milk and carried the baby in a sack.
   (b) Grusha had Michael who is the governor's heir. He is supposed to automatically take over as governor, a situation that jeopardizes Kazbeki's current position. For Kazbeki to be assured of his seat, Michael had to be killed.

   (c)
   - Hateful / spiteful / contemptuous – says "kill the soldiers if you want milk.
   - Critical – old man says the soldiers from city have our goats.

   (d)
   - Loving / motherly – she flees to the Northern mountains to protect the baby from the Iron shirts. Sacrifices a week's wages.
   - Determined to protect the boy no matter what.
   - Insolent – says to old man – 'may lightning strike you.'
   - Selfless – sacrifices a week's pay to buy milk.

   (e) Reveals the Ironshirts as determined and Grusha as enduring and vulnerable.
   (f)
   - Sarcasm – old man tells Grusha to kill the soldiers if she wants milk.

- Rhetoric questions – Three piasters for this little drop?
- Metaphor – Bloodhounds, butchers. (any two)

(g) It is a murderous business you have here and sinful too, isn't it?

(h)

- Materialism – old man sells milk expensively.
- Selflessness – Grusha buys milk expensively.

(i)

- This is an expensive joke – Refers to the milk that is too little yet exorbitantly bought.
- And for a God-bless-you eh? - For free of charge.
- Blood hounds – A large dog used for finding where someone is or has been.

3. **NARRATIVE**:

(a) Etiological narrative must explain why hyenas have never been able to speak.

(b)

- Fantasy / personification – Hyena speaking.
- Idiophones – Huuuuu, graagh
- Opening formula – long, long time ago
- Moral lesson – be appreciative

(c) Animal keeping – presence of a calf.

(d) Hyena

- Unappreciative
- Stupid – starting by eating the rope.
- Patient – he was in no hurry to eat the calf.
- Arrogant.

(e) (i) We should always appreciate any good done to us.

(f) Contact chief
Find a translator
Prepare equipment.

(g) (i) Language
(ii) Weather challenges

4. **GRAMMAR**:

(a) (i) The principal advised the students, "Consider the consequences of your behaviour."
NB: Underligned 'C' must be capital.
(ii) Time can be saved by getting to class before the bell goes.
(iii) Smoking in a crowded place is bad manners. (3mks)

(b) (i) Taken aback.
(ii) Make out (2mks)

(c) (i) Vulgarity.
(ii) Scandalous
(iii) Cautiously. (3mks)

(d) (i) With
(ii) On (2mks)

(e) (i) I
(ii) they

(f) (i) Supervisor

(g) (i) We looked at a duck that belonged to her (a bird).
(ii) We looked at her quickly squat down to avoid something (action of ducking).

STRATHMORE SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

-

1. (a) It must be a story and must start with the given phrase.
   (b) The candidate must support the statement given with credible illustrations.

2. <u>INTRODUCTION</u>

(i) Candidate should bring out the general understanding of the erosion / transformation of the African traditions.
Candidate should also demonstrate that the meaning is applicable in the novel.

- Traditionally, spying ensured there was no consanguinity, the spouse was of good character as seen in the marriage of Akoko and chief Owuor Kembo. In Mark Sigu's case there was to spying to the influence of formal education. Polygamous to monogamous, singlehood.
- Initiation opened doors to marriage e.g. Akoko's vis-à-vis Wandia's, Becky's, Awiti's.
- Tero (wife inheritance) ensured morality and continuation of family line. Gradually it was abandoned.
- Funeral and burial rites and ceremonies have also undergone transformation e.g. chief Owuor Kembo's followed the traditions while Akoko's was Christian
- Political leadership / administrative systems change from chieftaincy helped by Council of Jodongo shifted to a colonial system (sirikal) eventually to an African Multi-party system.
- Naming system.
- Education system from informal to formal. (Any other relevant)

Any 4 well illustrated points 4 x 3 = 12mks
Conclusion
Candidate should tag their conclusion to the body of the answer.
2:3:3:3:3:2 = 20 marks

3. <u>OPTIONAL SET TEXTS</u>

<u>Introduction:</u> relevant introduction.
The student should show understanding of what global warming is.
<u>Content</u>

- The environment is described as having sandy rocks, the air is humid and people cannot feel the sea breeze anymore.
- The plantations are cracked from the drought.
- As the woman and her daughter pass-by they witness residences with chairs and little white tables on the terraces among dusty palm trees and rose-bushes because people cannot stay in the houses during the day.
- There is intolerable heat; a dry burning which comes in through the window. This excessive heat paralyses life.
- The railway stations are deserted.
- By eleven the schools, stores and town offices come to a stand still.
- Houses are closed from inside and blinds drawn, while the whole town goes to sleep.
- This shows nothing productive goes on. The hours literally go to waste.
- The towns are described as sad. The priest is reluctant to wake up and discharge his duties de to the heat. He asks the woman to come back at four.
- The streets are said to be swimming in the heat.
- The priest advises the woman and the girl to wait until the sun goes down. The sister adds

- that the sun would melt them.

3 : 3 : 3 : 3 = 12 marks
Conclusion = 2 marks
The effects of global warming are greatly destructive.
It is important to take care of our environment.

(b) Betrayal in the City

Candidate should have a relevant introduction.

(i) No freedom of university students and lecturers. Jusper and the other university studentsnot allowed to meet – congregate anywhere.
(ii) Tumbo, Kabito and Nicodemo cannot express their views in the presence of Mulili for fear of being reported to Bss. They are just like prisoners.
(iii) Orders have to be followed even if one does not agree with them just like in prison e.g. Askari, Tumbo, Jusper, Doga and Nina.
(iv) Jusper is not supposed to express his grief for his brother.
(v) Jere ends up in prison from allowing Doga and Nina to perform the shaving ceremony even through he said they could do it under supervision.

A relevant conclusion should be provided.
Expect four points 2 : 3 : 3 : 3 : 3: 2
Introduction – max. 2 marks
Body / Answer – 4 points x 3 = 12 marks
Conclusion – Max. 2 marks

(c) The Whale Rider

Accept appropriate introduction – 2 marks

Body:

Kahutia Te Rangi (Kahu)

- Portrayed as vivacious

- At her school concert she is the most active student. She participates in the school choir, skiing and gymnastics.

- She is resolute and daring

- None of the boys under Koro Apiriano's tutelage manages to retrieve the 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 Apiriana despite him snubbing her repeatedly.
- She sends the narrator a loving letter while away in Papua.
- She loves her grandmother Nani Flowers.

- Nani Flowers

- She is liberal.
- She is a critic of old age traditions of the tribe.
- She constantly quarrels with her husband due to his refusal to recognize Kahu.
- She is portrayed as strong-willed. Whenever she argues with her husband, Nani would follow him relentlessly.
- Her admirable character of being non-conformist is shown in her refusal to subscribe to the tribal dictates.
- She refuses to be submissive to her husband.

- Muriwai and Mihikotukutuku

- Nani Flowers holds her ancestors Muriwai in high esteem.

- She exhibits her superior leadership qualities to save all on board from eminent canoe death.
- As a chief she is very successful.

- Rehua
- Rehua, porourangi's wife is resolute. She prevails upon 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.

Must mention and discuss any four women.
3: 3: 3: 3: = 12
Conclusion 2 marks
Language 4 marks

ALLIANCE GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

1. (a) Relevant costumes.
   (b) Attractive and relevant décor
   (c) Appropriate make-up e.g. facial point.
   (d) Use of drum.

2. **CLOZE TEST**.
   1) was
   2) dedicated
   3) some
   4) times
   5) without
   6) and
   7) area / place / region
   8) epidemic
   9) contracted
   10) infected
3. (a) (i) Indeed, if; but, just; endeavour, end; wonder, dost, (any other answer) (4 x ½ = 2mks)
   (v) abba abba cdcdcd – Regular

(vi) I would kneel and raise my eyes, use a low, prayerful tone to capture the essence of prayer. (Any other appropriate verbal + non verbal cue).

(g) (1) aloud
(2) ants
(3) bare
(4) buy
(5) flower (5mks)

(h) (i) (i) Book an appointment – by visiting or calling the other party – set up a meeting.
(ii) Be clear on what you want to get out of the deal by:
- Setting your minimum demands
- Your actual demands
- Your optimistic demands
(iii) Know your subject well and the order in which you present your arguments.

(ii) (i) Do not always take no for an answer.
(ii) Be enthusiastic and positively believing in your product.
(iii) Be flexible – be ready to compromise.
(iv) Speak simply – avoid jargon.
(v) Keep cool – observe turn-taking, no irritation etc.
(vi) Maintain good relations – politeness and goodwill.

(i) (i) Sincere
Reserve
Indeed
(ii) Bowing and curtsying
Good grooming
Use of gestures
Facial expressions
Eye contact
Body postures (any 3)

4. - Dress lightly.
- Sit near a window (fresh air coming in).
- Sit at the front (to avoid distractions from the back and to hear the speaker clearly).
(Any other logical answer) (3mks)

5. (i) Change.
(ii) Star

ALLIANCE GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

1. (a) Law Societty of Kenya Honours Award. (1mk)
(b) Acchroo Ram Kapila. (1mk)
(c)
- Light hearted / humourous / jovial; the author comments that he (Kapila) speaks in a hilarious manner.
- Hardworking; must have worked hard to deserve the greatest award a lawyer can expect.
- Dedicated, he loves his work. He is not even willing to retire.
- Loving; relates very warm with his sons, grandchildren and daughters-in-law.

(d) Though characterized by problems such as police harassment (1mk) and imprisonment, (1mk) it enabled him to meet and work with memorable (1mk) figures in the struggle to end oppression and also heroes of Kenya's freedom struggle. (Show the distribution of marks in that question)

(e)

- He admires Kapila for having accomplished so much in his career.
- He also praises him for his ability to blend all the qualities attributed to him.

(f) (i) I Must seem like a fossil or dinosaur.
Means that his achievements appear to be things of the past.

(ii) I find it as bad as alcohol; compares praises to alcohol which is likely to give one the wrong impression/intoxicating. (Same distribution as above)

(g) Means that he has achieved what he would have liked to achieve in his career. (1mk)

(h) (i) Memoirs – The story of one's life.
(ii) Salient – Clear / more noticeable / conspicuous
(iii) Even doing time at Kamiti prison - Even being imprisoned at times
(iv) Prime – Important

2. (a) (i) Grusha says the song of the four generals.
(ii) Grusha knocks at the old man's cottage.
(iii) She asks to buy milk for Michael.

(b)

- The soldiers have looted from the farmers and peasants; taken away their goats.
- Milk and food are scarce.
- People have become mean and individualistic e.g. the old man.

(c)

- Natella Abashwili, the late governor's wife hurriedly flees her house and abandons Michael, her son.
- The servants too flee and leave the boy in a pile of clothes.
- Grusha refuses to heed the other servants' advice to abandon Michael.
- She sits by the boy's side the whole night and takes him away the following morning and flees northwards with him.

(d)

- He imagines that Grusha wants the milk and corn cake for free.
- He thinks she will only thank him for any offer he gives.

(e)

- Michael is the late governor's son hence heir.
- If he lives he will come back to claim his father's estate and leadership.
- If he is killed that will wipe out the Governor's claim on the land and leadership.

(f) (i) Grusha:

- Motherly / responsible: she wants to feed Michael and so she goes looking for food.
- Persistent; she pesters the old man for milk.
- Proud; well pay like princes. Head in the clouds backside in water.
- Persevering / enduring. She endures the hardship of carrying, caring for and feeding Michael.
- Selfless – Uses a week's pay to pay for Michael's milk/a pitcher of milk.

Old Man

- Merciless / heartless – sells the milk very expensively without caring that little Michael is starving.
- Opportunistic – Uses the hard times of war to sell milk expensively.

(g) Did the princes' Ironshirts go after her?

(h) They hunt even by night, don't they?

3. (a) Oswera, the wife. (1mk) This is because she is able to trick the ogre to get the food from him and finally gets
her husband to trick the ogre and the family survives.(1mk)

(b) It is in the rural area (environment) (1mk) where people grow bananas and potatoes. (1mk)

(c) Both are foolish.
- Ogre and Osumba believed he (ogre)was eating Oswera and children.
- Didn't realize that it was a trick.

(d) To pass information.
- To inform the ogre about the family.
- Where they are, so that he can go to them and then get killed.

(e) Cunning / wise – is able to get food for her family, promising to give one of her children every time, but this
never came to be.

(f) Repetition
Dialogue
Humour

(g) (i) Greed can kill
The ogre, because of greed is finally killed.
(ii) Any appropriate proverb. e.g.
Akili ni mali kila mtu ana zake. (Swahili proverb. It should be translated).

(i)
- Have the ability to change their appearance.
- Have grotesque features e.g. a mouth at the back of their heads etc.
- Usually lure young girls with an intention of eating them up.
- Plus others

(j)
- Participation
- Interview
- Recording (tape recording)
- Memorizing
- Filming

4. **GRAMMAR**.

(a) (i) of
(ii) beyond
(iii) out

(b) (i) Meet
(ii) Abandon

(c) (i) My father asked me if / whether I was taking part in the walk.
(ii) The whole building was destroyed by the fire.
(iii) Seldom do tourists visit North Eastern province.

(d) (i) Pronunciation
(ii) Irregularly
(iii) Intensive/intensified

(e) (i) Akinyi loves both Otieno and dancing but loves dancing more.
(ii) Akinyi and Otieno both love dancing but Akinyi loves it more.

(f) (i) Out of the blue - Unexpectedly
(ii) His own grave – cause own harm.

ALLIANCE GIRLS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

1. (a) Must be a story. If not deduct 4 marks.
   Must begin with the given sentence.
   The candidates must show regrets due to lack of following advice.
   (b) Must be a based on the given proverb if not deduct 4 marks.

2. **<u>THE RIVER AND THE SOURCE BY M.A. OGOLLA</u>**
   Akoko is at the heart of the change process. Areas to look at:

- Education – promote new education system.
- New religion
- New government – Serikal
- Leadership (she is a leader in every aspect of the word – she offers advise to her daughter, Nyabere even to her husband and is a role model.
- Marriage – departs from the norms as expected in traditional marriage e.g. wife inheritance etc.

Introduction – 2mks
Body – 3 x 4 – 12mks
Conclusion – 2 marks
Grammar = 4 marks

3.

- William Sidley takes merciless advantage of Lilian because she is white. Though Lilian gives him a job to clean her compound for free, he surprisingly demands to be paid five Rand. Lilian has to pay her, but, when she gives him 10 Rand and asks for change William refuses to give back the money (five rand). Lilian is forced to use her dogs and revolver to rescue herself from him.
- The African woman who knocked at Lilian's door one night at nine to beg. This made Lilian to be afraid in her own home. The black people were taking advantage of the guilt the white had because of the white apartheid regime. They use this guilt as an opportunity to exploit helpless whole like
- Thurgood.
- The papers were full of stories of people getting killed in their own gardens and houses, and Lilian had heard of husband-and-wife crime waves.
- Lilian gave the woman who came to her gate to beg 12 rand for forcing her to buy geraniums she did not need. The African woman was taking advantage of the guilt of Lilian.
- Lilian Thurgood has to sleep with a gun under a pillow to feel safer because of the racism she is facing.
- Though Lilian is a pensioner, she has to pay William a lot of money – five rand.
  She is angry with herself for the guilt of racism. She harbours because she is white.
  She wishes her husband were alive to order William out of her compound.

(b) <u>Madness of entire nation</u>

i) Injustices i.e. Kabito, a loyal government official gets killed when he quarrels with Mulili and he had been denied the milk tender.
ii) Killings i.e. Doga and Nuhu are murdered in their hut when they protest against the government ban on the shaving ceremony; Jusper kills his brother's murderer i.e. Chagaga
iii) Poor leadership affects Mosese who in his reverie poses the perfect figure of a disturbed mind.
iv) Corruption i.e. boss and Mulili (Nepotism)Inefficiency e.g. Tumbo.

v) The qeneral atmosphere of rebellion causes Jusper and the prisoners Jere and Mosese to secretly stage a palace coup which ensnares villains like Mulili.

Introduction – 2mks
Body – 3 x 4 – 12mks
Conclusion – 2 marks
Grammar = 4 marks
3 : 3 : 3 : 3

(c) Koro Apirana

- As the main chief, he takes it upon himself to preserve the culture of his tribe.
- He is a hardworking leader as he spends a lot his time working. We see him moving from one part of the country to another sorting out land and other disputes concerning his people.
- He is a wise and respectable leader. We are told that people from many parts of the tribe respect his decision and wisdom.
- He is a good fighter for the Maori people.
- He educates / trains the boys about their culture and leadership.
- He coordinates the activities of saving the ancient Bull whale.

FRIENDS SCHOOL KAMUSINGA KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

1. Functional Skills.
   Point of interpretation.
   Functional composition marked out of 20 mks.
   Must be report.
   Format.
   Report layout. *2 mks*
   Report tone of language (formal, passive voice)*2 mks*
   Grammar (Tenses, punctuation, agreement)*2 mks*
   The report must address the following;
   Introduction: Purpose and preparation of visit / reason for writing a report. *2 mks*
   Body: Activities you participated in and your experiences.
   Achievement of the trip.
   Problems encountered
   Precautions to be put in place
   Conclusion: Recommendations.
   Signing off *1 mk*
2. Cloze test.
   1. than
   2. lauded
   3. produce

4. though
5. did
6. escaped
7. that
8. behind
9. argument
10 since

3. (a)
(i) Alliteration: Thus, Thinking, That - Line 5
Rhythm: Created by the regular beat.
Monosyllabic and bisyllabic wards.
Monosyllabic : Thus that she- Line 6
Bisyllabic : Vainly, thinking - Line 5 *any three illustrated points - 6 mks*

(ii) Regular scheme - ab ab cd cd ag dg hh

(iii) Lie to sleep.
Lie to cheat

(b) 1. comfort
2. hot
3. fair
4. pool
5. resign

(c)
- When a speaker asks a question.
- When the friend/speaker pauses.
- When the speaker uses a rising / falling intonation to indicate they have finished talking.
- When the friend uses fillers such as: You know... You see.
- When the speaker hits that you may add something to his suggestions *3 mks*

(d) (I)
1. Trembling hands.
2. Beads of sweat of the forehead.
3. Stammering and trembling lips.
4. Avoiding eye contact with audience.
5. Shaky paper or the reading material he/she is holding. *6 mks*

(II) <u>How to overcome.</u>
- Taking a deep breath before presentation.
- Mastering the content.
- Organising the presentation / points in a logical manner.
- Looking over the audience instead of looking at them directly.
- Reheasing well before the presentation with a friend or in front of a mirror.

(e)
1. You: Give name and state the job applied for.
2. You: Education levels in primary and secondary grades.
3. You: College area of study and attained (grades)
4. You: Reason for not proceeding. e.g need to practice skill acquired before furthering etc.
5. You: e.g vacancy seen in an advert and was in line with your studies, etc
6. You: Thanks for the time given. Leave contact address with the secretary.

FRIENDS SCHOOL KAMUSINGA KCSE TRIAL

AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

1. 1. Decision making on educational matters is basedon political mileage as opposed to in-depth research. *2 mks*
   2.
   - Burdens students and teachers with book materials.
   - Irrelevance in the learning process.
   - Shortage of teachers.
   - Incomplete curriculum coverage. *4 mks*
   3. Metaphor.
      Populism is a cancer that has eaten right into the education sector - Just like cancer populism is destroying the education sector and it's hard to remedy.
   4. Policy on free schooling devoid of the benefit ofresearch leading to instant shortage of learning resources and teachers.
   5. When schools lack enough resources and facilities students become idle, bored and irritated which can lead to violence at the slightest provocation. *2 mks*

   6. The situation has been made worse by teacher's shortages, hasn't it?
   7. The report stated that the morale of the teaching fraternity had reached rock-bottom.
   8. Poor remuneration. *2 mks*
   9. (i) lowest possible level.
      (ii) lack of interest
      (iii) without
      (iv) political ideas that exploit the ordinary citizens.
2. 1. <u>Before</u>.
      The war is over (1 mk) Simon meets Grusha who is already married to Jussup (1 mk)
      Grusha tries to explain to Simon that it's a marriage of convenience but Simon is unwilling to listen. *1 mk*
      <u>After</u>
      Then the Iron Shirts arrive and take away Michael. *1 mk*
   2. Loss of life / death - One of my brothers died by steel.
      Starvation - I fed on aspen buds.
      Enduring harsh weather - My hands froze in my gloves.
      Trauma - as one experiences death of a close relative - my brother died by steel.
      Sleeplessness - I slept on stones, in water.
   3. The baby Michael. *1 mk*
      She adapts the boy after it is left behind by its mother. *1 mk*
   4. Sombre / tense - Grusha and Simon narrate their grave experiences through the Singer.
   5. Grusha (1) Open / honest - "there is Simon … it's not mine There's no keeping that family you."
      Compassionate / humane / kind - "I had not the heart to destroy it.
      Concerned (She hears the children calling)
      What's the matter children.
      Simon (i) Observant - "I see a cap in the grass."
      (ii) Persevering - "I slept on stone …?
   6 (i) Develops plot - Explains Simon's experiences in the war.
      (ii) Highlights the theme of the extract - the Singerhighlights the consequences of war.
      (iii) Highlights the character traits of Grusha and Simon.

7. Consequences of war - with illustrations. *any other relevant theme with illustrations.*

8. (i) When asked by the Ironshirts who come to takeMichael to the city after the Grand Duke had been reinstated, she asserts that Michael is hers.
   (ii) When the Ironshirts sent by the fat prince catch up with Grusha in the peasant woman's house, she insists Michael belongs to her.
   (iii) In the court room, she tells the cook and Azdak that Michael is hers.
   (iv) At the foot of the Janga-Tau Glacier when Grusha adopts the child.

3. <u>Famine</u>
   (a) The poem is about an encounter between two neighbours during famine. One of them has food that he stubbornly refuses to share with his hungry 'brother'.
   (b) The neighbour hopes that by being persistent, the owner of the yam will relent and give him some. Although the owner denies everything, the neighbour shows him he knows that he (the owner) is refusing to own up the truth when it is so obvious. The neighbour also hopes to prick his "friend's" conscience. He hopes that guilt will force the owner of the yam to share the yam.

   (c) The owner of the yam is:-
      (i) Mean / selfish - inspite of the efforts the neighbour makes, he refuses to share his food.
      (ii) Innovative /schemer / creative - He formulates quick answers to counteract what his neighbour says.
   (d) The ideophones words are "kerekere" and "bi".
   (e) The neighbour is very observant because he notices things like fire and associate it with the meal the owner wants to prepare. He also notices the owner's "skin" is "all white" of course the whiteness is from the yam peelings. The owner of the yam refutes everything. But the owner is not fooled.
   (f) Bitter, dismissive - There cannot be peace …
   (g) The statement "Peace be with you" is ironic because the neighbour is probably being sarcastic. He cannot be wishing somebody who has denied him food peace. He has made the owner of the yam guilty. A person with a guilty conscience is unlikely to have peace.
   (h) We learn that we should share what we have with the needy. When we don't, we cannot have peace with ourselves or others.

4. <u>Grammar.</u>
   (a) (i) The boy was not bitten by the snake.
   (ii) So happy were they that they forgot to lock the door.
      (iii) Peter was highly praised for maintaining his good performance.
   (b) (i) Financial
      (ii) Clarify
      (iii) Deaden
   (c) (i) he/she/they
      (ii) she/he
      (iii) he/she
   (d) (i) on
   (ii) of
      (iii) off
   (e) (i) need we?
      (ii) shall I?
      (iii) won't they?

FRIENDS SCHOOL KAMUSINGA KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

1. (a) The candidate should write clearly and intelligibly to display that they understand what is going on in the country on issues of terrorism.
Note: It should be a philosophical explanation. If a story deduct upto 4 mks for irrelevancy. If it exceeds 450 words deduct 2 AD.

(b) It should be a story where the candidate is a character or a witness of the account.
It should be credible and bring out the fact that choices have consequences.

(i) Should be a story, if not deduct upto 4 mks if it is an explanation.
(ii) Should not be a narrative, if it is judge or linguistic ability.
(iii) If it does not explain the proverb, deduct upto 2 mks on level of irrelevancy.
(iv) Deduct 2 mk AD if it exceeds 450 words.
Make judgement on the level of linguistic ability.

2. ***Introduction***.
The candidate should display that they understand the question. It can either be general or content based.

(i) From the immemorial the women has always been oppressed by the men, but she has tried to liberate herself
through affirmative action. These efforts have been opposed especially by the men.

(ii) Context based.
The various women in the text have tried to liberate themselves from the partriachal society. Akoko says that she felt the weight of injustice in the male dominated world after the death of her husband. Inspite of these domination she fights for her rights.

Body.

1. At the birth of Akoko her, chief Odero says, "Another rock for my sling." The society takes pride in boys at the expense of the girl child. Akoko fights aggressively to survive in a house consisting of nine brothers. The first words she utters are "dwaro maro" which means "want mine". She wins respect and affection of her brothers and father because of her good characters.
2. Women's role is seen as that of bearing children. Akoko's slow rate of bearing children / conceiving generates animosity in the family. She later asserts that giving children is the work of Were, the god of the eye of the rising sun and that she cannot create a child in her own womb. She later goes to Yimbo so that her differences with her in-laws can be resolved.
3. It was unheard of in the traditional society for a woman to challenge a man to a physical tussle. However, when Otieno threatens to assault Akoko, she looked at him straight in the eyes and hissed "Just you dare," Otieno walked away in defeat.
4. When Otieno Kembo tries to rob Akoko of her hard earned wealth and her grandson of his rightful position as the chief, she takes a bold step to travel to Kisuma to seek the intervention of the Sirkal. She achieves victory and justice.
5. In the traditional society women were seen as a source of wealth through dowry, for example, Akoko's father places a very high bride price on Akoko - 30 heads of cattle. When the dowry was brought he received it heartily.
   During Awiti's marriage, Akoko breaks this cycle when she insists on a token dowry to furnish the requirements of Chik. "For this jewel, there can be no price" which means that the value of a woman cannot be pegged on bride price.
6. Women, traditionally, did not have a right to choose their suitors as evident in Akoko's marriage. During the negotiations even her mother was not involved. In Awiti's case she chooses her husband with even involving 'Jawang'yo' while Wandia proposes to Aoro.

7. Women used to be inherited in case their husbands died. Akoko never inherited. Nyabera is inherited but does not find fulfillment in her marriage with Ogoma Kwach. When reprimanded by the council of Jodongo, he deserts her and returns to his wife. Nyabera makes a decision to seek a different way of life in Christianity which is more fulfilling.
8. When formal education was introduced into the country, the society embraced the education of boys more than that of girl. In Awiti's class of 34 pupils there were only 2 girls. The author says that if education for boys was impossible then education for girls was possible. Akoko and Nyabera work very hard to educate Awiti. Wandia leaves her children behind with Aoro to pursue a Phd in America.

NB/ The candidate should highlight the challenges and bring out clearly how women liberate themselves from the challenge.

- *Mark 4 - well illustrated points a 3:3:3:3*
- *Language and presentation should be linked to the marks or body.*

0 - 3 - 1 mk
4 - 5 - 2 mks
6 - 8 - 3 mks
9 - 12 - 4 mks

3.(a) *Introduction*.

African countries are bedeviled by the multiplicity of challenges. The challenges have impacted negatively on the social political and economic aspects is most of the countries in the continent. The scenery is aptly presented in the story.

C

(i) Moral decadence / decay / disintegrations.

- The moral fabric among the citizens in most African countries has worn out.
- Selfishness has taken precedence in the society and everybody thinks about himself / herself.
- People have lost the sense of responsibility to duty.
- The narrator has to spend two whole hours before being served in a bank.
- People are forced to wait for transport and electricity.
- The driver and Gloria lack morality since they are evidently pound of being in contraband business.

(ii) Corruption.

- Dishonest and questionable dealings and transactions are the order of the day in many African Countries.
- This has dealt a death blow to most countries economies which have been forced to their knees.
- Lack of integrity by many Zimbabweans has greatly hampered economic development in the country.
- Unccrupulous people lure teens fresh out of schools into "slavery" with a promise of securing them better jobs outside the country.
- Black market thrives across the African countries impacting negatively on the economies. Fuel is sold at the black market translating to low collection of revenue by the government.
- Smuggling of contraband between countries has also weakened the countries economies.
- The police service has also been infiltrated by corruption and lack of integrity.
- Criminals bribe their way to freedom resulting to insecurity.

(iii) Ethnicity / tribalism / stereotyping.

- Civil warfare in many African countries has been as a result of tribalism and ethnic bias / prejudice.
- African citizens have retreated to their tribal cocoons resulting in social instability and suspicion.
- This greatly affected the economy as people deals with people from "wrong" tribes.
- Gloria thinks that only people from the shone tribe can engage in con business.
- Here argument lies very closely on tribal inclinations.

(iv) Hopelessness disillusionment.

- Most citizens in African countries have become pessimistic about the possibility of upping their lifestyle.

- Apparently, each day dawns with unfulfilled needs.
- In Zmbambwe, passengers are frustrated by lack of public transport.
- Others apply to scholarships in obscure foreign to escape the problems at their home countries.
- Smuggling and black market has benefited illiterate people making the elite to feel disappointed of their academic credentials that do not give them an assurance of thriving.
- The citizens have become docile and resigned to fate. "... it is not in the nature of a Zimbabwean to question or complain. *NB: Accept 4 ell illustrated points.*

Mark 3:3:3:3 = 12 mks

3. ***(b)*** ***<u>Introduction.</u>***

Leaders often become dictatorial as a way of hiding or camouflaging their weaknesses. They become oppressive and heartless. In Betrayal in the City, Boss is portrayed as a weak character, who is very insecure. He will do anything to remain in power even if it means using brutality.

Don't award for definitions.

1. Boss uses inept lieutenants. He keeps Mulili, his cousin close to him and uses him to do his dirty assignments, especially to liquidate opponents and to spy on others for him. By the time he realises that he made a mistake trusting him too much, it's too late. Mulili betrays him when the government is overthrown. Mulili says he is the Bosses eyes and ears.
2. He makes rash judgements. After Mulili makes false allegation against Kabito, he issues express orders that Kabito be eliminated immediately. He does not bother to investigate and prove the truth of those allegations.
3. He is insecure. Because of this, he is heavy-handed in dealing with perceived opponens. For example, a students demonstration is brutally broken up; a student is shot dead in process. An old couple is denied a chance to conduct a shaving ceremony for their late son. When they don't heed the orders, boss uses Mulili to eliminate them.
4. He is afraid of the image he portrays to the public. At one point, Mulili funds him plucking gray hairs from his head. He is afraid that the people will lose confidence in him once they notice he is growing old.
5. He lacks moral probity. It is reported that Boss tries to force himself to Regina at the palace. Regina has to jump through the ten foot high window. He goes ahead to have his wife locked up when she complains about the incident.
6. He is also arrogant and intolerant. Talking to Jusper before the rehearsals, he demonstrates this telling him he is the one in charge of the Africanisation programme and no amount of agitation will change anything.

<u>Conclusion.</u>

It is clear that Boss engages in bad governance and has no integrity to rule over others. His nepotistic tendencies and his feeling of insecurity make him a person who is not worthy to be a head of state.

Marking instructions;
Introduction 2 mks
Body well developed points at 3:3:3:3
Conclusion 2 mks (tie the conclusion mark to the content)

(c) ***<u>The Whale Rider - Witi Ihimaera.</u>***

1. <u>Mysterious.</u>

She produces sounds similar to those of a whale and is able to understand their language. She talks to the ancient bull whale and responds to its questions. She is able to breathe under the sea without the benefit of swimming equipment both as she dives for the carved stone and while on the back of the ancient bull whale. She makes friends with dolphins that direct her to the location of the curved stone and the dolphins also guard her while she is unconscious in the sea.

2. <u>Precocious</u> (one who behaves in a more intelligent manner than their age) At the age three, she is already helping Nani Flowers in her vegetable garden. She also writes beautiful speech in honour of her great grandfather and boldly reads it at the school break up ceremony.
3. <u>Daring</u>.

She dares to swim towards the gigantic whale and reached up to its fine and talks to it. She climbs unhesitatingly onto the whale's back and settles in the stirrup it creates and sails away on it without another thought. She does not fear death and prepares for it by burying her head deep in the whale's fleshy head.

4. Determined.
   She is determined to get the bull whale back into the deep water and succeeds despite the dangers she puts herself into. She deliciously swims towards the whale without consulting anybody.
5. Persistent.
   She persistently goes to the meeting house meant for only men despite Koro Apirana's warning. She endures the fear of the whales and clings to the bull whale as it descends into the ocean.

MOI GIRLS SCHOOL - NAIROBI KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

1. a) Functional Writing

A recipe sent through an e-mail
Expect the format of an e-mail
The student should use **subject** for the title of the body instead of RE/REF
The Recipe must have a leading (1mk)
Must have the subheadings:
ingredients (1 mk)
method
The e-mail must have the address of the sender (1mk)
Must have the address of the receiver (1 mk)
Must have a date (1 mk)
Must have a subject (1 mk)
The email must be from the writer (you) and to your sister (1mk)
It must be a dish not a snack (1 mk)
The dish must be for five people (1 mk)
The steps in the method must be written in point form and numbered (1 mk)
Must use imperative language (1 mk)

Total = 10 mks

Note

- No capitals
- No spacing in the e-mail address otherwise, don't award

Format

From:
Date:
To:
Subject:
Signing off:
Name:

Language = 4 mks
Total = 14 mks

b) Packing list

Must have

1. A heading - A PACKING LIST FOR ..... (1 mk)
2. At least 6 items @ $^1/_2$ mk ($^1/_2$ X 6) = (3 mks)
3. Quantity indicated for number (1 mk)
4. Description (i.e clothing beddings, toiletries) (1 mk)

Total = (6mks)

NB: Can be tabulated e.g

A PACKING LIST FOR.....

No.	Item	Quantity	Description
1			
2			
3			
4			
5			
6			
7			
8			

2. CLOZE TEST (10mks)

1. former
2. off
3. said
4. Testifying
5. death
6. late
7. balcony
8. of
9. together
10. widow

NB: All the answers except number 4 must begin in the lower case
wrong spelling = 0 mark
should only be one word, if not award 0

3. ORAL SKILLS

(a) (i) Alliteration - clasps crag crooked
onamatopoea - thunderbolt
rhyme - hands -stands
- clawls - walls

(ii) Gives musicality of the poem, making it memorable and enjoyable

(iii) Thunderbolt - This is because it captures the meaning of the line and vividly captures the strength of the eagle.

(iv) I would fold my hand into a fist to vividly show how the eagle flies

(v) Being audible/voice protection

Pronounciation/ Articulation of words correctly
Vary pitch
stress important words

(b)

/S/	/Z/	/ /	/ /
seal	keys	ratio	mirage
axe	daze	portion	pleasure

(c) r - cart

h - white
t - depot

(d) (i) It is a joke

(ii) Functions socialization
Entertainment
Learning/educational

(iii)
It is humorons
It is funny
It is entertaining
It is hilarious

(e) When ending the speech, ensure that you leave the audience either laughing and applauding or quiet and
thoughtful. This can be achieved through:
A short but touching story - Refer to the introduction. You can complete a story or anecdote you used to introduce the speech.
End with a quotation
End with a proverb. Proverbs are sayings whose wisdom has stood the test of the time. Ending with a proverb is quiete effective
End with a dramatic statement. This might take the form of a sensational revelation about HIV/AIDS
If you started with a startling statistic, you could conclude with yet another startling statistic to complement the first one

(f)
Listens attentively to Kebu without interupting
Puts herself in Kebu's shoes and tries to understand his position
Tries to lessen the tension by lowering Kebu's anger
Explains clearly why she disagrees with Kebu and tries to tackle the problem soberly
Uses polite language..... " I am sorry ....."
Emphathizes with Kebu ..... " Iam sorry ....."
Assures her all will be well ..... Iam sure you will register a better grade next time".

MOI GIRLS SCHOOL - NAIROBI KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

1. a) According to the passage iron, gold, oil and copper can be worthless if man does not dig them up and use them (2 marks)

b) It is ironical that the continent of North America has always had good soils and rich minerals underneath but the Red Indians lived there in poverty for hundreds of years because they did not know how to use this wealth (3 mks)

c) Copper became useful to the people of Congo recently people who knew how to use them came (2 mks)

d) Inorder to produce more food a farmer must

i) work harder
ii) Use better methods
iii) Gain more knowledge
iv) Be in good health (4 mks)

e) Division of labour enable each worker to become an expert at his own job or trade (2 mks)

f) ..... the farmer needs not so much more land (although that is needed in some places) (1 mk)
.....Before we leave this question of work (or labour as it is sometimes called) (1 mk)

g) The Red Indians lived there in poverty for hundred of years, didn't they? (1 mk)

h) i) Surplus (1 mk)
ii) Imports (1 mk)

i) Good soil is only to man if he cultivates it (1 mk)

2. <u>BUILDING THE NATION</u>

a) 2 voices in the poem
i) The driver who drives the Ps to the luncheon.
"I drove a permanent secretary."
ii) The Ps " I attended to matters of state."
NB. Must identify and illustrate to score 2mks
No mark for identification alone

b) The poem is about a driver who drives a permanent secretary to an important function" which turns out to be a luncheon where different meals are served , but the driver is not given any hence he goes home hungry while the Ps is overfed

c) Poetic devices
i) Ryme - Nation / function, friend/ ahead, grain, again e.t.c
Effectiveness - Enhances rhythm
ii) Alliteration - Cold Bell beer .....
coffee to keep the Ps .....
Effectiveness - musically/ rhythm
iii) Repetition - building the nation
Effectiveness - Enhances rhythm / musicallity
Any other relevant answer
NB: Identify, illustrate and give effectiveness in order to score (3 mks)

d) Tone is satirical/sarcastic - The writer scorns the duties performed by the Ps in the guise of building the nation. The Ps only goes to luncheons to eat yet claims to be building the nation.

e) Contemptous/spiteful/ condescending. The Ps refers to his driver as "Mwananchi"

f) Rhyme scheme a b c b d
Irregular one cannot predict the next pattern

h) didn't he ?

i) The permanent secretary was driven back. (by me)

3. <u>CAUCASIAN CHALK CIRCLE</u>

a) What happens before
There is unrest and the Governor is arrested
People in his homestead flee for their safety
In her hurry to leave the Governors 's wife leaves her child behind
Grusha decides to take the baby with her

<u>What happens after</u>

Peace returns and the mother, Natella, wants her baby back
Natella and Grusha go to the court where judge Azdak rules the case to Grusha's favour; she is given baby Michael

b) He says that
Mother bore the child
Blood is thicker than water
She carried the baby with her blood
She borne it with pain
She is affected negatively emotionally by the loss of her child

NB: Any 4
Must be in prose / paragraph
Penalize 2 mks if more than 30 words

c) **Natella**

i) Greedy/ materialistic/ Egocentric - The lawyer inadvertently reveals that she wants the child because she cannot use her husband's estate because…… "She is cold-bloodedly told that it's tied to the heir."

ii) Hypocritical - She claims she has suffered tortures of bereavement anxiety and sleepless nights while the cook tells she has left her child because all she was thinking of was what dresses she'd take along.

iii) **Grusha**

Possessive - She adamantly maintains that the child is hers
Loving - She would always find food for the child
She found shelter at the expense of her comfort
Strict/ principled - Taught he child to be friendly with everyone and taught him to work as well as he could at his age.

d) i) Negligence/ irresponsibility
Natella leaves her child behind simply because she is so engrossed with what clothes to wear. She does only look for her child after two whole years. - Governor neglets his responsibilities e.g ignores the beggars and petitioners

ii) Hypocrisy / pretence etc
NB: Mark, any relevant well explained answer
e.g ……. We agreed …… (TO AZDAK)

Rhetorical questions
Is there a more ultimate relationship?
Can one tear a child from its mother
To trigger emphasis and critical thinking of the issue being addresed

f) i) didn't I?

ii) Azdak / He asked Grusha (her) if /whether that was all and hoped she could prove it.

g) It means that Natella's child was stolen (by Grusha) and this made her peaceless, justifying her roaming about

h) i) Allow

ii) A legal document that allows something to be done

4. GRAMMAR

a) i) The youth are more fascinated by this kind of movie than adults

ii) No sooner had he shut the door than he heard a knock from behind (2 mks)

b) i) repetition

ii) clarity

iii) regularly (3 mks)

c) i) The best essay was written by Wyclif
ii) The huts for the Maasai worriors were built in the valley by them
iii) The most delicious cake was baked by Joy (3 mks)

d) i) If I were a surgeon, I would have treated the patient
ii) The hungry children entered the dining room
iii) I cannot operate this machine (3 mks)

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

f) through, with (2 mks)

MOI GIRLS SCHOOL - NAIROBI KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

1. <u>Imaginative Composition</u>

D- class
C- class
B- class
A- class

<u>POINTS OF INTERPRETATION</u>

a)

It must be a narrative composition. If not deduct 4 mks (AD)
The given words must appear at the end. If missing deduct 2 marks (AD)
The story must be related to the given words. If not, treat as irrelevant. Award linguistic mark and deduct upto 4 mks (AD)
If the ending words are only implied, deduct 2 mks AD

b)

It must be a story. If not deduct 4 marks (AD)
The story must emanate and link up with the saying given. If not, treat as irrelevant and deduct upto 4 mks (AD)
The saying need not be the title of the story.
The saying need not begin or end the essay, but the moral should clearly indicate it is implied

NB: For all the essays, length should not exceed 450 words. Deduct 2 marks if length is exceeded

2. **<u>THE COMPULSORY SET TEXT</u>**

NB: For the candidate to score the maximum mark, he/she must cite the challenge, how the woman overcomes it and the success she achieves

<u>Introduction</u>

The woman faces many challenges right from birth. Biased traditions make her life even worse. However despite all the challenges, she still tears herself from so much to succed. This has been proved by Margaret Ogola in her novel 'The River and the Source'

<u>Body</u>

c) i) Despite mockery and peer influence, the woman can still succed in education. As Awiti goes through the white man's education, not only does she watch most of her classmates drop out to get married but also has to endure a lot of mockery from her fellow villagers. The villagers wonder how a girl can be so clever. They opine that she should be ashamed of herself or at least try to hide her brilliance; otherwise no man will marry her. Awiti, however,

does not get distracted by such jibes. She continues to work so hard that when they sit the final examination, she emerges the best of the eleven who sit this exam. She goes ahead to join a teacher training college from which she qualifies as a teacher. This clearly proves that despite challenges, the woman can still succeed.

C) ii) - Secondly, despite having to raise her children single handedly, the woman can still succeed in making them successful. Wandia's family had a hard start in life. Her mother is widowed when her children are still young and in school. However, this challenge does not cripple Wandia's mother. She works very hard on her five acre plot of land to provide basic needs for the children and above all, educate them. She succeeds in making her children a success. Wandia is a doctor, her eldest brother owns a company and the rest are also doing well in life. This means that despite the challenges that may face a woman, she can still succeed in what she wishes to achieve.

C) iii) Furthermore, despite having to endure insults and jibes from in-laws, a woman can still do well in what she plans to. Akoko perseveres a lot from her in-laws. Her mother and brother-in-law, Otieno, are so uncomfortable especially due to the fact that she reproduces at a very slow rate. They think that she should give birth to as many children as the thirty head of cattle paid for her dowry. Her mother-in-law even goes ahead to accuse her of work (witchcraft). She alledges that Akoko has bewitched her husband Owour so that he does not marry any more wives. Despite such challenges, however, Akoko continues to work hard. Her herds are said to multiply so much that a special dam, Yap Obanda, has to be built to water her vast herd. This shows just how a woman can tear herself from so much to succeed in life.

C) iv) In addition, a woman is traditionally charged with the responsibility of taking care of her family (husband and children). Despite this challenging responsibility, however the woman can still achieve her goal. Wandia has six children as well as Becky's two children. Despite this challenging responsibility, she goes back to the university for her second degree and becomes a lecture.

As if that is not enough, she goes ahead to study Haematology at the Johns Hopkins Hospital in Baltimore. Wandia then becomes the first Kenyan woman to receive a doctorate in medicine (PHD), not to mention the fact that she is the chairperson of the department of pathology in the university of Nairobi's school of medicine. Such achievements prove that despite all the challenge that the woman has to contend with, she can still succeed.

C)v) Also, despite a lot of loss and suffering, the woman can still stand up and be counted. Nyabera loses six of her children to strange diseases. She also loses her husband. This makes her suffer a lot emotionally. However, these losses do not criplple her. She is actually the one who seeks the whiteman's religion first. When she discovers the benefits of this religion, she goes ahead to recruit her mother Akoko, daughter Awiti and nephew Owour. It is this religion and the white man's education that drastically transform the lives of the four who had almost lost hope in life. This proves that despite challenges, nothing can prevent a woman from becoming successful.

Conclusion

In conclusion, the illustrations above prove that despite the numerous challenges a woman has to contend with, she can still become successful as long as she is determined and hardworking

Mark: 3: 3 :3 :3 = 12 mks
Introduction = 2 mks
Conclusion = 2 marks
Language use = 4 mks
Total **20mks**

3. a) The short story

When the Sun Goes Down and other Stories from Africa and Beyond

Introduction

Africa is actually affected by very serious issues such as corruption, illegal trade, crime among others. This is well illustrated by sandisile Tshuma in the story 'Arrested Development'

Body

si) One of the major issues affecting Africa is the issue of corruption, especially at border points. The writer highlights it. The narrator puts it that empty hands cannot be greased. People are said to bribe border officials, highway police, magistrates, anyone and everyone **(pg 93)**. In the story, Gloria realizes that she forgot her passport yet she is supposed to collect some money at the South African border town of Musina the following day. However, she does not worry because she knows a person

who can organize a gate pass for her at a small fee (bribe) **(pg 93)**. This is corruption which should be discouraged.

s ii) Secondly, the writer highlights the urge to get out of Africa as a serious issue affecting Africa. Many people, especially the young, have an insatiable urge to leave their countries in search of greener pastures in the west. The narrator says that they keep on checking their mails to see if a certain website has found them a job in Dubai or schoolarship to some obscure foreign university or just anything to get them out of the country. This desperation to move out leads to brain drain which is a major problem affecting not only Zimbambwe but also Africa as a whole.

s iii) Another serious issue affecting Africa that the writer highlights is the problem of illegal trade. Many people engage in illegal trade despite the risks involved. The woman sitting next to the narrator boasts that despite being a high school drop-out, she makes a lot of money from selling contraband goods in the country. Her contraband choice is cigarettes. She says that she makes fifty thousand Rands per run. This is a lot of money considering the fact that she may make several runs per month. Illegal trade has adverse effects on the economy due to loss of tax revenue.

s iv) In addition, the writer highlights the issue of crime. Crime not only affects Zimbambwe but also other countries in Africa. Criminals con unsuspecting people of their hard-earned cash. The man picked at Gwanda is said to have been conned by some young men. He had approached them so as to exchange his Rands for local currency. The criminals had given the man a couple of thousand dollars, instead of over twenty million dollars, in exchange for eight hundred Rand. He is so disappointed to learn that what he has been given is equivalent to twenty Rand only. This is one of the forms of the crimes that Africans have to contend with.

Others are:

s v) Tribalism (negative ethinicity) - Gloria blatantly concludes that the young men who con the passanger must be Shona. She says that the shona are the only crooks in BeitBridge, adding that the Ndebeles and Vendas are not as criminal as the shona.

vi) Wastage of time- The narrator spends two hours waiting to be served in the bank, then three hours waiting for public transport, yet she has so much to do. She has already wasted five hours.

s vii) Lack of electricity- The narrator's friend, Livile, an English, has been lighting fire to cook and groping in the dark due to lack of electricity. She says that she is very disappointed because her expensive hair piece always smells like wood smoke.

s viii) Exploitation - Since there is shortage of public transport, private car owners exploit passengers. The owner of the private car that the narrator gets after waiting for three hours charges exhorbitant fares. He charges a whooping eight hundred thousand dollars to Beit Bridge.

Conclusion

- In conclusion, it is clear from the discussion above that the writer has highlighted many issues that not only affect Zimbambwe but also Africa as a whole. Such issues should be addressed appropriately so that Africans do not continue to suffer in silence.

* Accept any four well illustrated points

Mark: 3	:	3:	3:	3	= 12 mks
Introduction					= 2 mks
Language use					= 4 mks
Conclusion					= 2 mks
Total					**20 mks**

3. b) Introduction

The dictatorial political system of Kafira is an epitome of many African governments. This kind of government, which is very conservative, is characterized by oppresion to human rights, both social and political. This is clearly seen in the text, 'Betrayal in the City' where any individual who tries to speak his mind is either jailed unconstitutionally or is killed.

D i) University students

The government suppresses human rights expression through shooting Adika, the student's leader accusing him of inciting students. The students had gone to the roads to critisize the policy of having influx of expatriates/ external personnel in the universities. Jere tells Mulili that Adika "……. was slaughtered like a goat and sacrificed for non existent peace and harmony." pg 14

D ii) The couple

Jusper's parents, Doga and Nina, were both murdered in their own hut. This is because they had insisted to carry out a key traditional rite, the shaving ceremony, but Mulili could not allow. Jere tells them, "Old people, you waste your time. There is to be no ceremony." He even adds that the ceremony has been cancelled in the interest of peace. Later, the two old people are found murdered in their house. (pg 20)

D iii) Mosese

Mosese speaks out his mind during Adika's funeral. The funeral had been turned to political rally. "The service was not supposed to take more than ten minutes. The coffin should not be carried by students. Weeping in public is illegal for the academic staff." Pg 25. Moses should not understand this. He spoke his mind. Due to this, one kilogramme of opium was planted on him, leading to his arrest and being jailed.

D iv) Jere

Jere is imprisoned for expressing his discontentment with Mulili. When Jere shouts at Mulili at Adika's graveside, Mulili forebonds that "…….You shall pays for it." And sure to the word, Jere finds himself behind the bars. In the prison, Jere expresses his opinion about the social' oppression in society. "……..the outside of this cell maybe well in the inside of another." (pg. 16). The Askari does not allow any freedom of expression to the inmates. He says "Now don't ask any other foolish question." (pg 18)

D) v) Prisoners

The prison cells are a form of oppression. When Musese asks many questions, they suppress his freedom of expression. "We calculated that two mature strokes would ease the tension" pg 19. This is corporal punishement which is unwarranted. The prisoners have to be morally broken. "Your breaking point would be just before the end of our present jail term." Pg 19.

The Askari tells Mosese, "It does'nt pay to have a hot mouth……. silence is the best ship home……." (pg 19). In jail you cannot stick to your principles in Kafira. Jusper has been suppressed into silence. Moses becomes withdrawn.

Conclusion

In a nut-shell, it is evident that Kafira government is bedeviled by social and political oppression. The citizens' lives have been terminated. Others have their freedom of expression curtailed, others jailed and many other social injustices.

(Any other relevant conclusion is acceptable)

3. c) Introduction

In any given society, women play a very important role. In some cases, they take over leadership from men, and they lead even better than their male counterparts. This is true in ***The Whale Rider*** where leadership is a reserve for men, but we find women influencing either directly or behind the scenes.

W i) Muriwai

Muriwai, Nani Flowers' ancestor had come to New zealand with her chieftainly brothers on a canoe. When the brothers went to investigate on the land they were supposed to possess, the sea became

rough and the boat almost got swept away. Muriwai requested gods to give her strength and save her people. (pg 15). She says, “Now I will make myself a man.” She took charge and started to make orders, and managed to save the canoe would have been wrecked.” So we can correctly conclude that the success of the chieftainly brothers was due to Muriwai.

W ii) <u>Nani Flowers</u>

Nani flowers is a very strong woman both in the household and in the community. She claims that Muriwai’s blood flows in her veins (pg 15). Whenever there are arguments between Koro and Nani Flowers, the latter often emerges victorious. At one point, Koro argues that Nani flowers’ “blood always too strong for me.” (pg 20)

W iii) <u>Kahu</u>

Koro Apirana had tried to put down Kahu and make her feel useless, but Nani Flowers always came to her defence and told Koro to let Kahu take her rightful place in the tribe. She reminds him that Kahu has the leadership blood of Muriwai. Later, Koro admits that Nani flowers’ advice was right, and acknowledges Kahu as leader of the community
(pg. 120 - 121)

W iv) <u>Saving the whales</u>

During the fight to save the whales, Nani flowers marshals women and brings them together to support the men on the beach. They assert themselves, and working together makes the mission successful. Were it not for the women coming to support their men, men would have failed

W v) <u>Mother - Whale</u>

When the Mother-whale discovers her husband is carrying a stranger on his back, she tries to convince him that the stranger is not paikea. When he convinces her that he believes it is Paikea, she suggests that they should take Paikea back to the land. She uses her feminine charm, including touching him in areas that are most pleasurable. The ancient whale becomes thrilled and instructs the warrior whales to give her space. This shows that the mother-whale makes decisions together with the husband, and the right decisions.

<u>Conclusion</u>

From the above discussion, it is clear that sexism is an outdated practise.Men and women can make valuable decisions and if they can come together and work as partners, the success they would realise would be magnificient.

<u>Summary</u>: Accept any 4 well illustrated points

Mark : 3: 3: 3: 3: = 12 mks
Introduction = 2 mks
Conclusion = 2 mks
Language use = 4 mks
Total 20 mks

KENYA HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

QUESTION 1 Functional skills

(i) Write a reminder to your parents on the upcoming fund raiser (10 mks)

MASOMO SECONDARY SCHOOL
REMINDER

TO : All parents of Masomo Secondary School.
FROM : The Chairperson of Masomo Secondary School Students Council,
DATE :16th July 2015
SUBJECT :Fund raising

Please remember that the school will be holding a fund raising dinner in aid of a school hall on Saturday 4th September 2015 starting at 6.00pm. Kindly attend the aforementioned function to support the school in its programmes as it endeavors to provide quality education.
(signature)
Kali Richardson
Chairperson of Student's Council

ii) Attach the invitation card that you forgot to give the. (10 mks)

THE STEERING COMMITTEE, BOARD OF MANAGEMENT, PARENTS, TEACHERS AND STUDENTS OF MASOMO SECONDARY SCHOOL
CORDIALLY INVITE
Prof/ Dr/ Rev/ Mr/ Mrs/ Ms.....
To a fundraising dinner that will be held on Saturday, 4th September 2015
from 6.00 p.m in the school dinning hall
The guest of honor will be
Rev. Jeremiah Victor
Only photographers accredited by the management of the school are allowed to take photographs
RSVP
The Board of Management
Masomo Secondary School
Box 100
Mashangwa
Tel : 072300000

Question 2 cloze test
1. Assume
2. because
3. unfortunately
4. left
5. those
6. accountable
7. privilege / responsibility
8. however
9. Investment
10. Rewarded

Oral skills
(a) The presence of direct address ⌐H 1 such as you had my winter in forgetfulness.⌐H 1
- Repetition⌐H 1 the line "O little buds all burgeoning with spring" ⌐H 1

(b) - rhythm has been achieved through rhyme; ⌐H 1 – spring/ swing ⌐H 1
- Alliteration of sounds /1/ ⌐H 1 in little laughing ⌐H 1
- Assonance of sounds /U/ in buds....burgeoning

(c)- Tonal variation ⌐H1 for instance I would have raised my tone on reciting the second last line but lower it on reciting the last line. ⌐H 1
- Use gestures. ⌐H 1 I could have touched my left hand side of the chest with my hand when reciting the lines. ⌐H 1 (Award any other performance aspect with appropriate example)

(d) i) gait
ii)ewe/ yew
iii) Hear

e) – I will vary my tone of reciting the various lines appropriately ⌐H 1
- I will involve the learners in recitation of some lines. ⌐H 1
- I will recite the poem more than once. ⌐H 1
- I will ensure my voice projection is good. ⌐H 1

f) i) ‘Import (noun) ⸗ 1
ii) Ex’port (verb) ⸗ 1
iii)’Transport (noun) ⸗ 1
iv) Ob’ject (verb) ⸗ 1
v)’Produce (noun) ⸗ 1
g) i) I am sorry to say sir Anthony, that my influence over my niece is very small ⸗ 1
ii) An usher will show you your seat. ⸗ 1
iii) He is the very pinnacle of eloquence ⸗ 1
iv) It will take a lot of public fund to bring back the abnormality. ⸗ 1
v) Kabito is a green snake in a green grass. ⸗ 1
h) The students are: bored ⸗ 1
That shows they are tired ⸗ 1
Your voice projection is poor. ⸗ 1

KENYA HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

a) He is discriminated against/ tannted on account of his being short
b) It is ironical that they discriminated against the short man for being short yet most of them are themselves as short as one can get.
c) A person’s height is determined by inherited parental traits or genetic mutation.
d) He wants to give an example of how the short men are disadvantaged and discriminated against on account of being short ⸗2
He wants to show that he failed to be recruited into the disciplined forces simply because he was short ⸗2
e) There is a legion of misinformed women out there who declare to anyone who cares to listen that they would prefer death to dating a short man
f) There is competition from tall guys for even short ladies ⸗1
Most women discriminated against short men even if they are themselves short ⸗1
g) Forming an association to jointly fight against discrimination
h) Contemptuous –He says most of the women are misinformed. ⸗ 3 mks
Critical- He criticizes those discriminated against the short man for something he cannot control
i) i) Legion- a large/ big group
ii) Aggregation- total/ sum of all characteristics added together
iii) Chest thumping- boasting
iv) Inexplicable penchant- uncontrollable towards/ for

QUESTION 2

a) Before
⸙ There has been a palace coup
⸙ The governor has been beheaded by the forces led by his brother prince Kazbeki alias Fat prince
⸙ The Grand Duke has escaped meaning that members of the Royal family have escaped too
After The governor’s wife forgets the baby Michael in the palace as escapes possible executions; (flees for safety)
⸙ Grusha, the palace maid, takes charge of the baby from there on.
b) Materialistic- she is more concerned with her clothes and by extension appearance, than the life and safety of her own child.

Brutal- she mistreats the servant in an effort to escape from possible death

c) She fears that incase the mutinying soldiers catch up with her, she may also be killed just like the governor.

d) This silver dress cost a thousand piasters; so I've got to take it

e) Materialism
Parenthood

f) Humor
Irony

g) The son to the governor

h) i) Only imported items/ crucial for her journey from the palace
ii) Migraine- severe headache
iii) Gorge themselves of your expenses
-make themselves beautiful using your resources

QUESTION 3

a) War song-we shall kill hack and cure

b) To encourage the warriors as they prepare to leave for war
To praise the warriors as they go to war the uniformed machines
Used to intimidate the enemy-repetition of blood

c) Repetition- blood iron and trumpets
- Direct address- singers of the datsunblue, forward we drive breaking records
- Direct translation- let the bullets find their targets

d) War- let the dogs of war rejoice
- victory- forward we drive breaking records

e) social activity: going to war-'dogs of war'
- Economic activity: blacksmithing-the mention of iron

f) Warriors preparing for war as it is being sand to inspire and encourage them

g) The statement means that the army which is as efficient as a machine is around

h) Mood is tensed/ of anxiety-only through fire

QUESTION 4:GRAMMAR

a) i) The woman blurted out that the man had cheated her for too l0ng
ii) The creditor demanded to known how much the debtor owed her/ him

b) i) She warned you right from the beginning, didn't she?
ii)You will call in tomorrow ,won't you?

c) i) The student successfully carried out the experiment
ii) The minister greatly honoured our school

d) i) Reading in the morning makes many students benefit or
Readily in the morning benefits many students
ii) Unless he calls me, I will not attend the wedding ceremony
iii) Although the weather was bad, they decided to go for a walk as planned
OR
They decided to go for a walk as planned although the weather was bad.

e) i) of
ii) for/ in
iii) under

f) i) Deceit
ii) Occurrence
iii) Undoubtedly/ doubtlessly

KENYA HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

(a) Must be a story if not treat as irrelevant and deduct 4 mks.
Must begin in the words provided if not deduct 2 mks
(b) Must a discursive essay.
The candidate should display the knowledge of the topic

Question 2.
Introduction
Can either be general or textual giving allusion to the suffering widow undergo in the society
Content

- Soon after her husband 's death ,Akokofinds it difficult to sustain her fight with her in-laws.Otieno ,in particular ,plunders her wealth deliberately because she is defenseless widow.
- Otieno sits on the chief's stool with heavy arrogance secure in the knowledge that Akoko, awidow, cannot fight for it on behalf of Owour sino, her grandson.
- Her refusal to be inherited makes her vulnerable to abuse and despise .She flees Yimbo.
- In Oloo's homestead, Akoko, nowwidowed, isderided by her sister –in –law who are looking for every opportunity to push her away.
- Nyabera's firm hold on Ogoma Kwach (her inheritor) provokes a protest from his wife and the council of Jodongo.
- Her re-union later with Ogoma Kwach does not last and the man is set on marrying a second wife.
- Owang' sino's wife Alando nyar uyoma, as a widow cannot defend her son and heir to the chieftaincy against Otieno .The son is taken from her by Akoko for protection in Yimbo.

Question 3.

(a) introduction
The candidate can either give general or specific introduction touching on problems of single parent
Content

- Poverty: Emily's mother find it hard to cater for her family .She resorts to doing odd jobs to make ends meet.
- 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.
- Sickness: When Emily is taken back to her father's family she suffered from chicken pox and ater 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

(b)The whale rider

- She brings love and unity for the family
  Kahu is full of love for human race .She extends the love and affection to her detractors. With her presence, the family steadily reunites .In the novel Kahu brings family together, "I have to say that first reunion with Kahu was filled with warmth and love "pg 25. During a high school crossing ceremony she invites her grandfather Koro Apirana and talks with affection for her genealogy.

- She is productive ,innovative and resourceful Kahu dives into the deep sea to retrieve Apirana caved stone.
  She even overcome fear of whales and cling on the bull whale as it descend into ocean.
- She is determined and daring
  She is determined to get bull whale back into water to save people from dying. She dares to swim toward the bull whale and reaches up to its fin and talks to it.
- Helpful and hardworking
  At the age of 3, she readily gives a hand to Nani flowers in her vegetable garden .She writes a splendid speech which wins her acknowledgement of her crossing ceremony in her school.

C) Introduction

The face of a nations administration a rises from the manner its leaders are conducting its businesses. If leadership is poor that would be the image however, if it is good then the image would be attractive.

Accept any other valid introduction. Definition should not be considered as an introduction

Body

- Dictatorial governance by boss produces negative image. The subjects are fearful e.g. Tumbo
- Nepotism giving of tenders to Malili instead of Kabito
- Nepotism-relatives are given employment opportunities –Cadet in army ,commandant relative- Malili boss cousin
- Oppression and mistreatment
- Protesting university students are killed when they are protecting against injustices e.g. Adika ,Juspers parents were also killed
- Corruption expatriates brought into the country unfairly
- Many meeting so as to get more money (allowances)
- Money not given to best winner but given without advert so that they share the money

MARANDA SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

1. FUNCTIONAL WRITING

- Should be a confidential report
- Two addresses; principal's √½ and cocacola's √½
- Dates after the first address √ 1
- Salutation: Dear sir/ madam √ 1
- Reference √½ should have the name and subject and position in question.√½
- First paragraph should confirm that the principals knows the subject
- Second paragraph to describe the subject dwelling mainly on the strength of the subject√½
- Should have a less consequential mention of one of the subject's weaknesses.√½
- Should have signed off valediction
- Body (**10 marks)**
- Grammar (**4 marks)**

2.

1. should
2. travels
3. and
4. of
5. assailant/ attacker

6. the
7. keenly
8. direction
9. worse
10. target

3. a) I √ ½ & meditate √ ½ - they are content√ words and emphases the seriousness of thoughts going on in the
persona's mind

ii) Through the use of rhyme √ 1 e.g. mediate/ levitate√ 1
-alliteration√ 1 **w**ells√ 1 **w**ith, **c**lose, **c**loseness√ 1
-Assonance √1 – s**im**plest d**i**git, √ 1
- mus**t**ard **t**ree, clo**s**enes**s s**o
1mark for identification
1 mark for illustration
Mark any two 2X 2= 4 marks

iii) Optimstic tone√- the persona hopes that with love and closeness, the simplest digit can be transformed into a
magnified seed√ of a mustard tree **1 x 2= 2 marks**

iv)
- Falling intonation- for finality
- Slowly and deliberately√
- Use appropriate facial expressions
- Stress the content words

Mark one verbal and one non- vebal award ½ mark each
Total = 1 mark

b)
i. Phase √
ii. Thaw√
iii. Damn√
iv. Profit√ **4 x 1**

c)
a) Rising √
b) Falling√
c) rising√
May use arrow rising falling

d)
- start by greeting them
- Clap or ring the bell
- clear the throat
- use anecdote or a joke
- make use of appropriate gestures
- use appropriate facial expressions

Any other relevant answer **4 x 1= 4 marks**

e)
i) -The caller does not identify/ introduce himself and when he does, he uses nicknames- "I an Dj Karos, Man P"
- The caller does not use polite language, he is rude- "how did you expect me to know that, I am an angel?"
- Proud/ bossy/ patronizing- "they call me, you may not be of any help"

- Interrupts impolitely/ rudely
- Uses a slang in a formal conversational eg works, DJ Karos

- Any relevant answer
  Mark any three and should be illustrated
  1 mark for identification 1 mark for illustration
  No mark for identification without illustration and vice versa **3 x 2= 6 marks**

ii)

- Identifies herself
- Use polite expression- "what can I do for you, do you mind."
- Interrupts politely
- Exercises self control when the caller says you may not be of any help
- Connects the caller to the human resources officer
- Seeks clarification- "I do not understand you." **4 x 1= 4 marks**

MARANDA SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

1. **COMPREHENSION**

i) Recently cleared lands√ many roads and√ settlement, rising coils√ of smoke and ever reducing natural resources.√ **each ½ mark**

ii) Because by then√ it will have reached ruinous proportions.√ **2 marks**

iii) It is not just birds and mammals that are vanishing√ but also such smaller forms as mosses and insects.

iv) Mustn't we√

v) Because by conserving non human creatures,√ we realize their√ status without diminishing our own in any way. This works for good of all. 2 marks

vi) -we depend on less than 1% of the living species
-statistics show that only 7000 plants are used
-75000 edible and have not been utilized
-more superior species have not been utilized

vii) The winged bean is similar to supermarket because in both, you can get almost anything you want. The winged bean has high nutritional value, is edible as a whole and can be raw or in ground form. 3 marks

viii) They are refferd so because they have not yet been utilized (hence sleeping)√ despite their enormous potential and usefulness in the medical field. 2 marks

ix) a) Visualise- imagine
b) Ruinous- devastating
c) Conservative estimate- projection on the lower side√

2. **The play: The Caucasian chalk circle by Bertolt Bretcht**

a) She brought him up according to the best of her knowledge and conscience√
- She always found him something to eat, and a roof over his head√
- She sought the child's comfort rather than hers
- She taught him to work and to be friendly with everyone√ **any 3 x 1= 3 marks**

b) She spent a lot of money to buy him milk.√
- When she could no longer get milk she gave him her breast to suck.√
- She hit an ironshirt who was about to grab Michael from her with a piece of wood

- Got married to a dying man so as to protect Michael from pursuing ironshorts
- She crossed a rotten bridge with him hence risking her life.

1 x 5 marks any relevant point.

c) i) Jussup√- he pretended to be sick so that he could avoid going to war√

1 x 2

ii) - she needed a marriage certificate to protect Michael from pursuing ironshit√

iii) - she needed to get married so as to get peace and shelter which Aniko, her brother's wife could not provide.

d) The second lawyer ruins the case when he tells judge Azdak √ that they need the baby to gain access√ to late governor's revenue and not because the child is their's judge Azdak takes not of this√ and it influences the outcome of this case because Michael is given to Grusha and not to his mother mrs.Abaswili

e) Judge Azdak's judgements are unusual because his judgements√ are all in favour of the poor. Any case involving the rich and the poor the latter will always be acquitted.√

1 x 2= 2 marks

f) The case involving the farmers and Granny and Bandit over stolen cows and ham outcome- farmers were charged five hundred√ piasters for not believing in miracles.

-the case involving Lodovica and her father in law√ concerning her affair with the innkeeper; outcome – Lodovica was sentenced to hand over to the court the little roan her father in law√ liked to ride " on his son's behalf"

-the case between the invalid and the doctor- the invalid was fined one thousand piasters

any one well illustrated 1x 2= 2 marks

g) **i)** It was about the forty years old couple that wanted to be√ divorced because they didn't like each other√

1 x 2 mark

ii) It provided an opportunity for the judge to divorce Grusha√ and Jussup so that she could marry the man√ of her choice (Simon)

3. POEM

a) Colonialists.√ "……with half digested alien thought"√ "……they hurled down thunderbolts on a toiling race of earth worms." **1 x 2**

b) Bitterness; the poet talks with irony and sarcasm to show his contempt.√ **1 x 2**

"…..strange prejudice for gods."√

"…..self proclaimed demi- gods."√

"…..martyrs and men oof high ideals."√

"……benevorent despots to an unwilling race."

Any 1 x 1 mark

c) The aliens destroyed√ everything that was not important to trhem.√ And put up their own things.√ They destroyed cultures and traditions and introduced theirs. **1 x 3**

d) It referred to African √ slaves who worked very hard on their lands√ and soil. They worked on the soil for too long like earthworms.√ **1 x 3**

i) Metaphor "worms were becoming pests." To emphasize the fact though√ the Africans were minor compared to the whites, they caused destruction and resisted the colonial rule.

ii) Irony √ "….strange prejudice for good" to show the colonialists' hypocrisy√

iii) Sarcasm √" ….self proclaimed demi- gods" to laugh √ at their proclaimed superiority'

e) The disrespects√ for gods. The white have proclaimed themselves gods. **1 x 2**

f) Sarcastic tone.√ "strange prejudice for gods" **1 x1**

4. **GRAMMAR**

a) **i)** maintenance √
ii) objectivity √
iii) deliberations√

b) a√
a√

c) to√
on√
beside√

d) assumed√
exposed√
undermines√

e) – it is little wonder that Africans representatives in the world cup performed dismally.√
- We all agreed that Mwalimu Nyerere was humbled.√
- Early election results give Sisi unassailable lead.√
- Doesn't she? **1 x 15**

MARANDA SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

2. *The River and the Source by Margaret A Ogola*

1. Introduction (2 marks)

- Must link to the body of the essay
- Must link to the text
- Must be relevant to the text

2. Body/ content

- Akoko's determination makes her great in these ways
- She works hard in the farm and she gets enough food to feed her family and to barter
- When she is accused of witchcraft by her mother- in law and Otieno Kembe she raises the issue by running away to her father's home. When her husband comes he beats his brother Otieno and reprimands his mother. When the matter is dealt with by the elders Akoko gets justice when Otieno takes over her late husband's property and is about to take Akoko's she seeks assistance from colonial administration in Kisuma.
- When she moves to Aluor mission she works hard and is able to feed her family. She is hard and is able to feed her family. She is baptized. She prepares her grandchildren to be great by telling them heroic stories.
- Awiti - Akoko's granddaughter is determining to get education. Despite great challenges she encounters, she eventually becomes a teacher. Vera's determination makes her become an electronic engineer.
- Becky's commitment and determination leads her to become an air hostess
- Wanda's commitment and determination leads her to become a professor
- Other women who lack commitment and determination do not attain any greatness such women

Accept any four well illustrated points each 3 marks = 12 marks
Conclusion = 2 marks
Language/ presentation 4 marks
Penalize up to 2 marks for faulty expression

3. **a) SANDRA STREET**

- There are gay attractions√ on the other side of the town√ that Sandra street would not dare to have√
- The other side have savannahs√ where the boys play football and cricket while in Sandra boys play their cricket on the road
- There is steel band on the other side of the town while in Sandra street there is one
- People in Sandra Street are friendly and casual, they couldn't pass each other without stopping to talk. The other side of the town people are reserved, unfriendly and business like.
- Sandra Street is of lower class people while the side of the town people are affluent.
- There are no gates in houses at Sandra Street and people talk through windows while the other sides people have gates.

Introduction 2 marks
Any well illustrated points 12 points
Grammar 4 marks
Conclusion 2 marks

b) Optional texts

Betrayal in the city
Introduction – 2 marks
Must be linked to the text; must be relevant to the essay
<u>Content/ body</u>

- Citizens/ the ruled suffer
- There are killings e.g. Adika
- There are arrests e.g. Mosese
- People live in fear
- No freedom of expression
- Those in power mistreat those that they rule e.g. Doga and Nina are prevented from carrying out shaving ceremony- by Mulili government agents.
- There is corruption that leads to evil competition.
- The elite suffer as jobs go to foreigners
- Government agents also suffer e.g. Kabito is killed by Mulili over tender
- Mulili also is killed
- Jere is imprisoned for contradicting Mulili
- There is general mistrust among governments officials
- There is betrayal

c) The whale rider

- He is the descendant of the sacred founder of the Maori tribe, Kahutia Te Rangi. There by being the past.
- He is the leader currently, hence being the present and is supposed to pass the leadership to the eldest son thereby being the future.
- He is concerned about the future of his people and embarks on teaching the boys and young men the history and sacred traditions.

- he lays out strategies to enable him hand over the leadership to porourangi as the hereditary traditional requires.
- He is obsessed with the desire to find the people who would be able to talk to the whales and therefore re- establish the bond between the whales and the people
- He is referred to as a super Maori as he is a good fighter for the Maori people. He would be called all over the country to represent that Maori people.

Introduction (2 marks)

Body any 4 well illustrated points – 12 marks
Grammar – 4 marks
Conclusion 2 marks
Any other relevant point. Well illustrated.

NAIROBI SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 1

Marking Scheme

1. Must be in report format. If not deduct 2AD
Format – 7 marks
Heading or title 1 mark (capitalized and underlined)
Terms of reference or introduction√ 1
Procedure √1
Findings √1
Conclusion √ 1
Recommendations √ 1
Signing off √1
Content 8 marks

1. Terms of reference/ introduction
Show the pourpose of the report (1 mk)

2. Procedure (2 mks)

Candidate to show how they collected the information e.g. interviewing, observation, visits, questionnaires etc

3. Findings (2 mks)

4. Conclusion (1 mk)
The candidate should deduce from the findings or date collected. It should not be new information.

5. Recommendations (2 mks)
- The candidate should give at least two recommendations
- Should be in point form
- Language accuracy 4 marks
- Ability to communicate accurately

- Proficient use of language structures
- Coherence
- Appropriate punctuation
  - Penalize for poor grammar (tenses, punctuations. S.V.A)
  - Penalize for sentence construction, spelling mistakes etc
- Tone – must be formal
- Use of passive language (if not deduct 1AD)

2. CLOZE TEST

1) question
2) ban
3) Pros
4) have
5) reasons
6) although
7) far
8) surprising
9) who
10) opinions

NOTE

- 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. a)

i) Irregular rhyme scheme 1 mk
abcdefgh √1 mk

ii) The line would be said slowly and softly- end of the day. √ 1 mk
with a falling intonation- to show finality √ 1 mk

iii) Popped, blinked, whirled, clattered, clicked (2 mks)

iv) Alliteration – sun spun
Assonance – sun spun
(any 1 x1= 1 mk)(the sound must be underlined)

v) Use of gestures
Facial expressions
Tonal variation
Dramatization
(they must illustrate where and when) Any three 1x 3 = 3 mks

b)

i) Make an appointment with the interviewee
Set the time for the interview
Inform the interviewee and listeners about the interview
Set specific objectives for the interviewee
Read and understand more on terrorism and piracy
Set the interview questions in a systematic clear manner (any 3x 1= 3 mks)

ii) Begin the interview with introduction eg personal details
Make the topic of the interview clear
Allocate appropriate time to each event that would take place
Ask specific questions of the interview
Manage the time allocated (any 3x 1= 3 mks)

c)

i) Hurry hurry has no blessings √ 1 mk

ii) Alliteration haraka haina Baraka √ 1 mk
Assonance haraka haina Baraka √ 1 mk
(½ mark identification, ½ mark illustration)

iii) Things done in haste have little benefit
It is used in advising people against rushing into doing things without stopping to think.√
2 mks

iv) Brevity
Used sound pattern
Have two parts- proposition and the completion
Have word images
Draws its objects and imagery fro the community or environment around that community
(any 2x 1= 2 mks)

d)

i) Tony and not anyone else hit sue

ii) Tony only hit sue and did nothing else to her

iii) Tony did not hit sue on any other day but today. (1 mark each)

e)

i) Chic

ii) Example

iii) Genre

NAIROBI SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 2

Marking Scheme

1.

a) Everyone in the world would be able to afford a refrigerator and other goods that would make life a bit easier

b) China is mentioned since it accounts for the bulk of poverty reduction in the past few decades./ it has succeeded in reducing poverty.

c) It is ironical that Africa makes up just 11 per cent of the bulk of the global population yet it acvcounts for more than one third of the poor in the world.

d) Population control
Funding
Policies to raise incomes and productivity

e) The author is doubtful/ skeptical. He refers to it as a daunting task

f) Frictional poverty is not permanent and is caused by loss of income

g) Don't they?

h) Poverty rate in the developing world has more than halved since 1981
Only 15 percent of people in developing countries live on less than $1.25 (sh 115) per day an improvement from 52 percent in 1981
The target of halving poverty by 2015 from 1990 levels was achieved five years early/ in 1990 more than one third (36%) of the world's population lived in abject poverty. That was halved to 18% in 2010

(any 2 points = 4 mks)

i) Ambitious – large scale
Raft- many
Daunting- causing fear or worry/ intimading

2.

a) The guests are talking about the end of the war and the return of the soldiers. When Grusha hears the news, she drops the cake pan she is holding in disbelief. One of the guests show her a shawl bought from the soldiers. She looks at it after which she kneels down in prayer thus the mother in the law's remark

b) She hires a monk, prepares cakes and gates a license for the wedding to take place

c) They have come to mourn Jussup who is about to die they have come to celebrate the wedding between Jussup and Grusha

d) Pretentious
Abusive
Conniving
Violent
Mean
Cowardly

(Identification 1 mk, illustration 1 mk)

e) He means that he has destroyed the plan made byLavrenti, mother in law and Grusha. The plan was that Grusha marries Jussup in the hope that he would die soon thus leaving her a widow free to go back to simon when he returned from the war. The marrisge was to ensure that Grusha gets a place to stay with the child, Michael

f) Deception/ hyprocrisy. Jussup pretends that he is dying. He has successfully deceived the people for one whole year only for him to suddenly leave the bed when he learns that the war is over. The mourners are also deceptive. They pretend to be sad because of the imminent death of Jussup in order to get a chance to feast on the cakes.

- the effects of war. The returning soldiers need crutches having been crippled in the war. One of the guests comments that soldiers lose during war.

(identification 1mk, two illustration 1 mk each)

g) She wanted to know if the young wife had got someone at the front. She inquired if the young wife had got someone at the front gate.

h) – To reveal Grusha's confused state of mind/ to reveal Grusha's dilemma.

- To inform the audience of Simon's imminent return.
- As a flash forward of events yet to happen such as Grusha's busy schedule of taking care of a husband and a child.
- To reveal the antagonism/ conflict between Grusha and Jussup

i) Burdened

3.

a) A parent √1- says 'but son.'√1

b) –motor accidents√1- allude to windshield √1 (belongs to a car)

-war√ 1 – bursting shell √ 1 (after explosion of bombs)

c) Heaven- good/ positive experiences in life

hell- horrible things we may encounter.

d) Spinach √ ½ turnips ½ desert√ ½ tomatoes√ ½ squash√ ½ and bread√ ½ - necessities

Peony√ ½ nectar√ ½ wine√ ½ and rose√ ½ -luxuries

e) He advises the son on one hand to live each day to the fullest as if were his last and on the other hand he advises him to plan for future .

f) Don't be deceived by the appearances, later on thiongs could change. Know her (pretty girl) background before marrying her.

g) What the stomach craves is stronger sustenance

h) Last- endure/ stay for long time

past or previously

fast- to forgo food

to move quickly

i) The son is advised to have fun/ luxurious life

4. a)

i) what do you think is the height of the tallest building in New York

ii) The co- worker to whom she always listens is not here today
iii) Would have achieved
iv) The small boy asked for a drinking straw
b)
i) Analyses
ii) Stadia/ stadiums
iii) Denial
c)
i) Looking **forward to**
ii) **Turned down**
iii) **Stand for**
d)
i) **On**
ii) **Of/ to**
iii) **To**
e)
i) Gone beyond limits
ii) Annoyed

NAIROBI SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

1. **a)** Must be a story. If not deduct 4 marks
   - must end with the given statement. If not deduct 2 marks
   - it should be a situation where the narrator engages in an act that lowers his/ her dignity- shameful act

b) Must be a narrative. If not deduct 4 marks
The saying is applied in situation in which a character carries out a delicate task with a lot of caution and care leaving nothing to chance. Every step taken is carefully considered.

2. **Compulsory set text (The River and the Source)**
   Introduction
   - Can be general or specific
   - must show the correct interpretation of the questioni.e the candidate should show; what changes brings about and how it affects her society

   Content-12 marks
   - Change in payment of dowry. Akoko's father breaks the tradition by asking for thirty head of cattle as her pride price.
   - Change in marriage style. Akoko's behavior and beauty makes her husband Owuor Kembo the chief to stick to her and refuse to take another wife.
   - Fight for personal right. When realized that her property was being taken away illegally by her brother in law, she decided to seek redress from the authorities in Kisuma. This was not common because the society solely relied on the council of Jodongo
   - The new religion. Akoko embraced the new religion very well. She therefore became a role model to some members of her society.

- Education. She encouraged her family members to pursue education which later brought change in her society

  (Accept any other relevant point) (expect 4 well developed points)

  Mark 3:3:3:3= 12 marks

  Conclusion 2 marks

- A summary of the essay
- A saying/ proverb that sums up essays,
- An opinion that sums up essay

  Language and presentation 4 mks

3. **a) Introduction**

   The white people represent by *feel they blame for the poor condition of the black people. They try to atone for that in every possible way.

   Accept any other relevant introduction) 2 mks

   Content 12 mrks

   i) in the past, the former regime* divided society along racial lines (apartheid). In the present, this comes to haunt the white after the take- over by the new regime the blacks

   ii) the former regime offered poor leadership, practiced discrimination and there was inadequate distribution of resources and opportunities. Whites benefited at the expense of the blanks. In the present, the past haunts the whites as they are taken advantage of by blacks who come begging for*

   iii) in the past, the culture of oppression was practiced by the whites. With the new government in place they are on the receiving end. There is rampant insecurity, killings and fear.

   iv) In the past, the blacks were perceived as criminals. They were instructed as they lacked sincerity while around themselves. In the present, the blacks take advantage of consistence to access compounds where they mercilessly kill, threaten and extort the whites

   Accept any other relevant point

   Expect 4 well developed points = 12 marks

b) Introduction

There are a countries in Africa have suffering due to bad governance by leaders who are selfish, greedy or otherwise corrupt. This had led to a number of problems suffeed by these countries

Any other relevant introduction = 2 marks

i) The way boss was his government unreasonable. The government does not depend on the rule of law but rather on decrees issued from the palace and passed down through cronies whose word he trust even without verification.

ii) Tumbo's remarks at the end of the play points on accusing finger authority, where he confesses that he bwas trained, but given the wrong job. The likes of Mulili should not be in government because they don't deserve the positions they are given.

iii) Boss relies on his junior officers like Mulili, Tumbo, Kabito and Nicodemo to render sustainable opinion and advice to the government. They only think about their daily allowances and wish to reap as much as they can.

iv) The government interferes with ordinary people's lives and cannot even allow them to carry out their normal ceremonies like Doya and Nina who are not allowed to carry out a simple ceremony for their dead son. The governemt sends two soldiers, Jere and Mulili to bar them from doing so. They are even murdered as a result.

v) The government restricts freedom of bexpression eg rioting students of Kafira univer4sity are violently stopped by having their leader shot dead. During the burial of the student leader, many instructions are put in place. Eg the service must not take more than ten minutes, the coffin should be carried by students and weeping in public is illegal for the academic staff

Any other relevant point

Expect 4 wel;l developed points 12 marks

Conclusion

Expect a recap or summing of the new point
Grammar+ presentation – 4 marks

c) Sample introduction

It is indeed true that women can make positive contribution in the society if given a chance. A society that discriminates 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 rider a female characters come out strongly when they are needed most as discussed below.

Any other relevant introduction 2 marks

i) It is Nani who come 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 realize that porourangi's first child is a girl, he says he has nothing to do with her. Nani flowers ties to change Koro's attitude by showing him that it is wrong to discriminate against women since even they cam make positive contribution to the society.

ii) During the school break up ceremony, it is Kahua girl who emerges the best despite 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 comme to the beach to protest invansion 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 if from pail pg 15

vi) The whale mother is the one who convinces the bull whale that the person riding on him is kahutia te Rangi. The bull whale seems to be convinced that whoever riding on him iis not kahutia te 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 3mks each = 12 marks
Conclusion 2 marks
Recap of main point or
General statement on way forward
Introduction – 2 mks
Content – 12 mks