SUKELE JOINT MOCK EXAMINATION- 2018
101/1
ENGISH
PAPER 1
(FUNCTIONAL SKILLS)
JULY 2018
2 HOURS

1. FUNCTIONAL WRITING (20 Mks)

Imagine you are the secretary of the Drama Club in your school. The club is organizing an Annual Drama Club Party. The chairperson of the club the previous year was a candidate and performed exemplarily well in the KCSE and was admitted in one of the public universities in Kenya.

(a) Write an official invitation letter inviting him/her as the chief guest. (12mks)

(b) Write a congratulatory note to her or him to be presented on that day. (8mks)

2. CLOZE TEST (10 Mks)

During this month, the meteorological department has warned (1)..... respiratory diseases (2)..... Nairobi, Central Highlands and counties such as Kericho, Uasin Gishu and Trans Nzoia, (3)..... children and the elderly to dress warmly. "(4)..... of respiratory diseases like asthma, pneumonia and common cold (flu) are expected to be on the increase due to the (5)..... cold and chilly conditions. The general public, (6)..... the young and elderly members of the society are (7)..... to adopt (8)..... dress code to avoid contracting (9)..... diseases." The 10).....said.

3. ORAL SKILLS (30mks)

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

You are my sunshine
My only sunshine
You make me happy
When skies are grey
You never know dear
How much I love you
Please don't take
My sunshine away

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

ii. Which word would you stress in line two and why? (2mks)

iii. State two ways you will make the performance of the above poem interesting. (2mks)

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. (1mk)

ii. Identify and illustrate the dominant sound pattern in the genre above. (2mks)

c) Indicate the intonation in the following sentences. (3mks)

i. How often do you visit your mother? .....
ii. Have you lost your way? .....
iii. Andrew, come here at once! .....

d) Your teacher of English has asked you to discuss a question on 'The Caucasian Chalk Circle'. Three minutes into the discussion, most of the students lose concentration. Give the possible reasons why this happened. (3mks)

e) You are invited as a motivational speaker to give a talk to a group of people.

i. State two factors about the audience that you must consider before giving the speech. (2mks)

ii.) Mention two things the listener ought to observe in order to gain from the speech. (2mks)

f) List two effects of using courteous language.
(2mks)

g) Your class is visiting a cultural centre for field work. State how you would prepare to ensure that you collect objective information during the visit.
(3mks)

h) Provide a word that is **pronounced the same** way for each of the words below.
(3mks)
i. Barren .....
ii. Lichen .....
iii. Fowl .....

i) In the paragraph below, **underline** the correctly stressed word.
(3mks)
The warden said they wanted to **('conduct, con'duct)** a search at the port of Mombasa. In the **('process, pro'cess)** of doing so, they found the consignment meant for **('export, ex'port)** in a go-down. The main **('convict, con'vict)** was Kaelo. Since he had been a **('rebel, re'bel)** in his native country for many years, the judge had no option but to **('subject, sub'ject)** him to many years in prison.

SUKELE JOINT EXAMIMATION TEST – 2018
ENGLISH PAPER 2
101/2
ENGLISH PAPER 2
(Comprehension, Literary
Appreciation and Grammar)

July/August 2016
2 ½ Hours

COMPREHENSION **(20 MARKS)**

Read the passage and answer the questions after it.

The health function is a critical element to the welfare and prosperity of an individual and a country. In fact, an improvement in a country's economy, health and welfare of its people is one of the key indexes used to assess the economic performance of a country.

While health spending has increased dramatically worldwide, many countries including Kenya struggle to offer affordable quality health services to its citizens. However, the government is committed to providing Universal Coverage and this was first demonstrated in 2013 following the waiver of payments for primary and maternal health services in public health facilities.

Despite this, the health sector in Kenya is marred with various problems such as underfunding, poor quality care and understaffed health facilities which lead to overcrowding and limited service provision. In addition, there is a huge **disparity** in the delivery of health services between rural and urban areas as indicated in the Devolution of Healthcare Services in Kenya a 2013 report by KPMG. The report says that approximately 78 per cent of Kenyans live in rural areas, a disproportionate share of healthcare facilities is located urban areas.

One of the ways the government hopes to overcome these and other problems in the health sector is through devolution. This means that rather than healthcare being a national government responsibility, it will be handled by the county governments. The counties will bear the overall responsibilities for planning, financing, coordinating, delivery and monitoring health services towards the fulfilment of the constitutional right to attain the highest health standards. The national government will only be in charge of national referral facilities such as Kenyatta National Hospital (KNH) while counties are in charge of county health services.

Many Kenyans hoped devolution would address the **persistent** regional disparities in the distribution of health services and inequality in resource allocations. However, this may take a while if the current varied levels of preparedness within the counties is anything to go by. Some counties that are relatively disadvantaged will take a little time to build the capacity in ability to use developed resources well, but the fact that planning is supposed to take place at the county level means that expectation is that counties will prioritize and address local needs.

Ironically, some of these problems are very same ones that the national government faced from time to time and were often highlighted in the media. For instance, finance seems to be a

constant thorn considering the strikes and threats of strikes by healthcare workers, claims of delayed salaries and poor working conditions.

Questions

a) What key indexes are used to assess the performance of a country? (2mks)

b) According to the passage, how is the government committed to providing Universal Health Coverage? (2mks)

c) In point form write the various problems affecting Kenya's current health sector. (3mks)

d) One of the ways in which the government hopes to overcome these and other problems in the health sector is through devolution. (Rewrite beginning: Devolution) (1mk)

e) Mention the overall responsibilities of the county governments in the Health Sector in their counties. (3mks)

f) Give challenges that disadvantaged counties will face in trying to address the persistent problem in the health sector. (2mks)

g) The health function is a critical element to the welfare and prosperity of an individual and a county (supply a question tag) (1mk)

h) How is finance a constant thorn in the Health sector? (3mks)

i) Give the passage a suitable title. (1mk)

j) Explain the meaning of the following words as used in the passage. (2mks)

Disparity ----------

Persistent ----------

EXCERPT **(25 MARKS)**

Read the following excerpt and answer the questions that follow

"Brothers, we greet you and bring you many greetings from the people of Seme. My nephew, Oloo, son of my late brother Sigu, came to me and said: "Father, I have found a girl and I want to get married. Now I am a reasonable man and I know the ways of Chik, so I asked him: 'Son, one does not just find a girl in the air. One sends a jawan'gyo to go and spy a girl and find out her antecedents and character. Is she a thief or a witch? Is she lazy or shiftless? Might there be **consanguinity** between you and her? Who is her mother and father?' I tell you my brothers, that I was **flabbergasted** to hear that none of these things had ever crossed his mind. He knew that her mother's name was Maria and her grandmothe's name was Akoko and that was all. You will therefore forgive us brothers because we do not know you and you do not know us. We only came because we had faith in our son who has always been a reasonable man. We therefore wish to introduce ourselves before we go on. I am Semo Rakula of Seme, our village is near that strange rock-upon-a-rock, Kit-Mikai. We are the descendants of that great warrior, Nagudi Kogambi. Oloo and these young men are my sons and nephew. Oloo is a man of learning and what is more, soldier who has fought for the white man in distant lands. Now he is a clerk with a big kambi (company) in Nakuru, where he gets a good salary. So should this suit be acceptable to all you need have no fear that your daughter will starve. I tell you these things because there are things a jawan'gyo would have found out for you. Thank you brothers." A pot of kong'o was moved near him and he **drew a long refreshing draught**. Some things never change – a spokesman always needs to irrigate his throat.

Questions

a) Mention the events leading to the happening in the excerpt. (3mks)

b) Identify and illustrate two dominant themes evident in this excerpt. (4mks)

c) Describe the character traits of the following as brought out from the excerpt. (4mks)

i) Mark Sigu

ii) Onyango Silwal

d) Compare and contrast the betrothal in the excerpt to that of Akoko. (4mks)

e) Comment on any two stylistic devices used in this excerpt. (4mks)

f) Some things never change – a spokesman always need to irrigate his throat. (paraphrase this statement)

g) What happens after this excerpt.
(2mks)

h) Explain the meaning of the following words and phrase as used in the excerpt
(3mks)
i. Consanguinity
ii. Flabbergasted
iii. Drew a long refreshing drought

POETRY **(20 MARKS)**

Read the poem below and answer the questions that follow.

SUMMIT

Daily
Like ants
We collected minute red earth
We file in lines
Mouthful with red earth
Water in our reservoir
Bit by bit, day in day out
We wet the basement
As male ants build the roof

Now the hill towers
After the last touch
Now the hills stands
In the red earth of my generation
Of mouthful films of water

The harmattan wind blows
Blows across our hill
And pays back in dust, deep down
And the occupants seal up the openings
As fire pursues us

Never are they seen
Seen only when the builders tip-toes
To the vicinity
And emerge only to attack
The hill we built with our minute
Red earth has become hardened
And those it houses have left us alone
For wind to blow through
(Idris O.O Amali)

Questions

a) In four sentences summarize what the poem is about.
(2mks)

b) Identify any three figurative language used in the poem and explain their effectiveness
(6mks)

c) Which lines suggest that the persona is suffering in the poem?
(3mks)

d) Who is the persona in the poem?
(1mk)

e) Explain the meaning of the following line…. And the occupants seal up the openings as fire pursues us. (2mks)

f) Give the meaning of the following words as used in the poem
(3mks)
Summit
Vicinity
Basement-

g) What is the quality of voice used in the poem
(2mks)

GRAMMAR **(15 MARKS)**

4. a) **Write the following sentences according to the instructions given.**
(5mks)

i) Since I did not understand Pendo's question, I was unable to give her an answer. (Rewrite using a participle)

ii) To run around with a ball is amusing (Rewrite using a gerund)

iii) The child would have drowned were it not for the quick action taken by the life saver. (Begin: But -----)

iv) Nowadays many people have access to internet connection, but our school does not allow us to have access to internet
connection (Rewrite using substitution)

v) Someone is following us. (Rewrite in the passive)

b) **Use the correct form of the words given in brackets.**
(3mks)

i) The mock exams ---------- has been completed (analysis)

ii) My nephew was vying for ---------- seat (governor)

iii)Such an ---------- had never been witnessed here. (Occurs)

c) **Fill in the blanks using suitable prepositions.**
(3mks)

i) Grandmother is sitting ---------- shade

ii) Their winning the match was proof of survival ---------- the fittest.

iii)---------- expectations the dollar fell in value

d) **Replace the phrasal verbs underlined with one word.**
(3mks)

i) The rude guest kept <u>breaking in on</u> our conversation

ii) The building project has really <u>eaten into</u> my savings

iii) The Principal hasn't managed to <u>win</u> them <u>over</u> yet

e) Punctuate the following sentences correctly.
(1mk)

We declined the offer they explained because we suspected there was corruption involved.

SUKELE JOINT EVALUATION TEST
Kenya Certificate of Secondary Education
101/3
ENGLISH
PAPER 3
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
JULY, 2018
TIME: $2^{1}/_{2}$ HOURS

1. Imaginative compostition (Compulsory).
(20mks)
Either

a) Write a story ending with the words...
" I turned round, faced him and realised that life will never be the same again"
Or

b) Write an essay showing your views on how destruction or construction can be the result of the devolved governments.

2. The Compulsory Set Text
Bertolt Brecht, The Caucasian Chalk Circle.
"During the political strife, it is the common man who suffers most". Basing your argument on the Caucasian Chalk Circle by Bertolt Brecht , justify this statement.

3. The Optional Set Texts
Answer only **one of** the following **three** questions.
Either

a) The Short Story
Mariatu Kamara, Memories We Lost and Other Stories
"Painful experiences need not lead one to hopelessness." With illustrations from the story, "Mr. President," by Mariatu Kamara, show the validity of this statements.
Or

b) The Novel
John Steinbeck, The Pearl.
"Colonialism is dehumanizing." Drawing illustrations from John Steinbeck's, "The Pearl," write an essay in support of this statement.
Or

c) The Play
Francis Imbuga, Betrayal in the City.
"Dissenting voices that challenge the excesses of dictatorial regime are usually crushed." Justify the truth of this statement in close reference to Francis Imbuga's play, "Betrayal in the City."

SUKELE JOINT EVALUATION TEST
Kenya Certificate of Secondary Education
MARKING SCHEME FOR ENGLISH MOCK EXAM PP101/1

FORMAT
Should have 2 addresses ½
Date ½
Recipients address ½
Salutation ½
Reference ½
Closing tag 1/2 (total 3MKS)
CONTENT
Reason for writing 1mk
Date of the event 1mk
Time ½
Venue ½ mk
Expectations (ADDRESS/ INSPIRE/ MENTOR) 1mk
Conclusion 1mk
(TOTAL 5MKS)
LANGUAGE 4MKS (Tone must be formal)

CONGRATULATORY NOTE
Format
Date ½ , Boarder ½ ,Salutation 1/2, Closing tag ½ (2mks)
Content
Reason for writing 1mk
Reason for congratulation and the value of this 1mk
Complementary remarks 1mk (3mks)
Language 4mks

CLOZE TEST
1) of
2) in
3) urging
4) cases
5) expected
6) especially
7)advised
8)warm
9)such
10)dependent

ORAL POETRY
3 A
i) aabcdefc (1MK) Irreguar rhyme because the pattern is unpredictable (1Mk)
ii) The word only to emphasize that there's no other person that the persona loves.
iii) Facial expression- smile when saying 'you make me happy'gestures- point upwards as if pointing at the sun, Hold your chest with your hands to suggest love
Shake your head to suggest that you don't want the sunshine to be taken away.
3B)
i) It is a tongue-twister 1mk
ii) Allliteration 1mk – flea fly flew up in a flu 1mk
NB The sound must be underlined to score a mark.
3C
i) falling
ii)rising
iii)falling
3D
One person dominated the discussion
Abrupt and rude interruptions
Inaudibility
The students had not prepared adequately
3E
The age group
The gender

Education background

3F

Shows polished mannerisms/ courtesy
Enhances effective communication
Shows respect
Establishes good rapport with the audience

3G

Prepare the questionnaire
Pre-visit the center
Avail data recording equipment eg. Tape recorder and make sure it is working
Contact the person in charge of the center.

3H

Barren-baron
Lichen – liken
Fowl- foul
3 H ii
Con’duct
‘process
Ex’port
‘convict
‘rebel
sub’ject

SUKELE JOINT EXAMIMATION TEST – 2018
MARKING SCHEME
ENGLISH PAPER 2

Questions

a) What key indexes are used to assess the performance of a country?
(2mks)

The key indexes used to access the performance of a country are improvement in a country's economy, health and the welfare of its people.

b) According to the passage, how is the government committed to providing Universal Health Coverage?
(2mks)

The government is committed to providing UHC by the waiver of payment for primary and maternal health services in public facilities

c) In point form write the various problems affecting Kenya's current health sector.
(3mks)

Problems affecting Kenya's circuit health section

- ***Underfunding***
- ***Poor quality***
- ***Poorly staffed health facilities***

d) One of the ways in which the government hopes to overcome these and other problems in the health sector is through devolution. (Rewrite beginning: Devolution)

Devolution is one of the main ways the government hopes to overcome these and other problems in the health sector.

e) Mention the overall responsibilities of the county governments in the Health Sector in their counties.
(3mks)

The overall responsibilities of the county governments in health sector in their countries is planning, financing, co-ordinating, delivery and monitoring health services towards the fulfilment of the constitutional right to health

f) Give challenges that disadvantaged counties will face in trying to address the persistent problem in the health sector.
(2mks)

The disadvantaged countries will take a little more time to build their capacity and ability to use devolved resources well

g) The health function is a critical element to the welfare and prosperity of an individual and a county (supply a question tag)
(1mk)

Isnt it? NB Rewrite the sentence
Must have a comma, question mark if not award zero

h) How is finance a constant thorn in the Health sector?
(3mks)

Finance is a constant than in the health sector because there are issues of delayed salaries, poor working conditions

i) Give the passage a suitable title.
(1mk)

Devolved health sector, (accept any other suitable title)

j) Explain the meaning of the following words as used in the passage.
(2mks)

Disparity ***Difference***
Persistent ***Unrelenting***

EXCERPT (25 MARKS)

Questions

a) Mention the events leading to the happening in the excerpt.
(3mks)

i) Akoko convinces Maria to allow Awiti to get married
ii) Preparations for the coming of visitors (Awiti's suitors) e.g Kong'o, tilapia
iii) Mark and his entourage arrive for the betrothal of Awiti

b) Identify and illustrate two dominant themes evident in this excerpt.
(4mks)

- ***Marriage negotiations / traditions***
- ***education***

c) Describe the character traits of the following as brought out from the excerpt. (4mks)

i) Mark Sigu

- ***Learned / knowledgeable – knows ways of chik highly educated and a soldier, clerk***
- ***Honest / open minded – told his uncle Oloo Awiti***
- ***reasonable***

ii) Seme Rakula

Traditionalist - illustrate

d) Compare and contrast the betrothal in the excerpt to that of Akoko. (4mks)

similarities
Both had representatives from their communities
Were led by a spokesman
Were concluded with feasting
differences

- ***Akoko's dowry was 30 heads of cattle wile Awiti a mere token of a bull, 2 cows, 6 goats***
- ***Akoko was presented to the people of Sakwa while Awiti was not called before the people of Seme***

e) Comment on any two stylists devices used in the excerpt

Dialogue – enhances the introductions
Simile – she is like a light for the rest of us
she will bring enlightenment with her education
Local dialect - chik, kambi. Originality
Identification + illustration = 1mk
Effectiveness 1mk

f) Some things never change – a spokesman always need to irrigate his throat. (paraphrase this statement)

Accept any relevant paraphrase

g) What happens after this excerpt. (2mk)

Onyango Silwal introduces his team
The bride price of Awiti is agreed as a mere token
Oloo and his team leave

h) Explain the meaning of the following words and phrase as used in the excerpt (3mks)

i. Consanguinity

Blood related – members of the same family (siblings)

ii. Flabbergasted

Extremely shocked / surprised

iii. Drew a long refreshing drought

Quenched thirst by sipping brew

POETRY (20 MARKS)

Questions

a) In four sentences summarize what the poem is about. (2mks)

It is about the hard work of building the summit unfortunately these are many dangers and the builders are vulnerable while the occupants are safe

b) Identify the figurative language used and explain its effectiveness (6mks)

Similes – like ants' ants are very hard working. The builders hard work and commitment is compared to that of ants.
Metaphors – 'male ants' do the difficult work of building he formidable roof. The male builders are in charge of building the roof
Symbolism- 'Hill' A hill is an outstanding geographical features. The hill is therefore symbolic of an opulent structure of the rich.
Hamattan – symbolic of the dangers the builders are exposed to
Personification – the harmattan wind is said to pay the builders in dust. The occupants are mistreating the builders
Identification+ illustration - 1 mk
Effectiveness - 1mk
Any 3 x 2 = 6 mks

c) Which lines suggest that the persona is suffering in the poem? (3mks)

i) And pays us back in dust
j) As fine pursues us
k) And emerge only to attack
l) For winds to blow us through

d) Who is the persona in the poem? (1mk)

One of the people who participated in the construction of the summit – must <u>illustrate</u>

e) Explain the meaning of the following line…. And the occupants seal up the openings as fire pursues us. (2mks)

The owners hide themselves in the summit when builders get dangers / problems

f) Give the meaning of the following words as used in the poem (3mks)

Summit - highest point / top

Vicinity – in sight / neighbourhood

Basement – rooms below ground level

g) What is the quality of voice used in the poem (2mks)

Bitter / critical– must illustrate

GRAMMAR (15 MARKS)

4. a) **Write the following sentences according to the instructions given. (5mks)**

i) Since I did not understand Pendo's question, I was unable to give her an answer. (Rewrite using a participle)

Having not understood Pendo' queston, I was unable to give her an answer.

ii) To run around with a ball is amusing (Rewrite using a gerund)

Running around with a ball is amusing.

iii) The child would have drowned were it not for the quick action taken by the life saver. (Begin: But -----)

But for the quick action, taken by the life saver, the child would have drowned

iv) Nowadays many people have access to internet connection, but our school does not allow us to have access to internet connection (Rewrite using substitution)

nowadays, many people have access to internet connections but our school does not allow us to have access to it.

v) Someone is following us. (Rewrite in the passive)

we are being followed

b) **Use the correct form of the words given in brackets. (3mks)**

i) The mock exams ***gubernatorial*** has been completed (analysis)
ii) My nephew was vying for ***analyses*** seat (governor)
iii) Such an **occurrence** had never been witnessed here. (Occurs)

c) **Fill in the blanks using suitable prepositions. (3mks)**

i) Grandmother is sitting ***in*** shade
ii) Their winning the match was proof of survival ***of*** the fittest.
iii) ***Contrary to*** expectations the dollar fell in value

d) **Replace the phrasal verbs underlined with one word. (3mks)**

i) The rude guest kept <u>breaking in on</u> our conversation
interrupting
ii) The building project has really <u>eaten into</u> my savings
depleted
iii) The Principal hasn't managed to <u>win</u> them <u>over</u> yet
convince

N/B Must write the sentence to score if not award zero

f) Punctuate correctly (1mk)

We declined the offer they explained because we suspected there was corruption involved.

"We declined the offer" they explained, "because we suspected there was corruption involved

SUKELE JOINT EVALUATION TEST
Kenya Certificate of Secondary Education
MARKING SCHEME
101/3
ENGLISH
PAPER 3
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
JULY, 2018

Paper 101/3 is intended to test the candidates ability to communicate in writing,. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and ability. Within the constraints set by each question, it is the linguistic competence shown the candidate that should carry most of the marks.
Examiner should not hesitate to use the full range of marks for each essay
It is important to determine first how each essay communicates and in which category A,B,C or D as it is(marks indicated below are for question one)
CATEGORIES OF ESSAYS

1. The Caucasian Chalk Circle.

a) The Hitler's Army

The common people involved were the Collective Fruit Farm Galinsk and the Goat Farm Rosa Luxemburg.
Both farms were affected. The fruit farm lost their orchards which were destroyed during the war. The dairy farm belonging to the goat keepers was also destroyed. These points at destruction of property.
There was shortage of goods like tobacco and wine which were rationed.
There was displacement of people. The goat keepers moved to the east where mornings did not smell like morning.
There was death of people. 'We are not as many hands…'
There is no rule of law. The valley thief can take both the valley and the cheese too. Nothing belongs to anyone for eternity. The laws can be re-examined to see if they are still right.
There is political manipulation and control leading to psychological torture. 'When you were young you belonged to the Kazbeki Princes.'
The goat keepers suffer emotionally, psychologically and physically. They are not comfortable where they are grazing their goats. They do not want to lose their valley which they love so much so much. The valley is not a cap to be exchanged with another. They wish to come back to their neighborhoods.
There was insecurity. The fruit growers ran for cover in the mountains.
The war was mismanaged. The fruit growers did not have enough ammunition for their half dozen rifles. This led to loss of lives.

(b) The Persian War

- It involves the beggars and petitioners and the peasant farmers, the carpet weavers, the palace maids.
- Injuries and maimed soldiers - the rider who is bleeding causing physical pain and suffering
- Over- taxation
- Injustice - my brother is innocent
- Forced conscription into the army - My last remaining son separation causing psychological suffering.
- The child is starving in my arms - starvation
- The water inspector is taking bribes - corruption
- Oppression - soldiers lashing at the beggars and petitioners with leather whips (causing physical pain and suffering)
- Difference in their social class - the Governors Pg 14-17 heir has two doctors .The governor's family is expensively dressed .The governor is as rich as Croesus. Amassing of wealth causing economic failure and poverty to the beggars and petitioners which cause suffering
- Plans are underway to destroy the slums .It caused psychological pain , torture to the residents of the slum.
- Good news after so much bad - there were so much bad news from the Persian war emotional and psychological torture
- The governor felt comfortable in his palace .He did not care about news about the war. It is a pain to the common man only.
- Death in Persia pg 67-68
- Injustice - Pg 68. "And no justice".
- "The song of injustice in Persia".

- The destruction of infrastructure – the rotten bridge
- Inflation – the cost of milk is too high, it cost Grusha a week's salary
- Corruption – The battle was lost, the helmets were paid for.
- Incompetence /uneducated leaders - Those who can't count upto 4. pg 69
- The princes mismanaged the war – They won the war for contracts (corruption). The result was that the poor soldiers died for lack of food, sick horses and ammunitions not delivered.3,863,000 piaster's for horses not delivered , 8,240,000 piaster's for food supplies not produced, war was lost for the Grusinians not for the princes.

c) The Coup

The princes met last night in the capital and are against the Grand Duke and his Governors
Common people: The maids, cook, (Palace servants) carpet weavers, peasant farmers

- When the house of a great one collapses, many little ones are slain - Death of the common people
- Those who had no share in the good fortunes of the mighty, often have a share in their misfortunes. They suffer physically, emotionally and psychologically.
- The servants are afraid - they will be slaughtered like sick chickens. Lack of value for human life
- Riots have broken out, there is fear, insecurity and destructions of property
- Once they get started, they will kill each other off, whole families at a time. Pg 27
- There is chaos and restlessness / and confusion
  "You can come with us if you hurry!" pg 27 looting by soldiers - The peasant traders near the rotten bridge his their goods from the in shirts. The solders had the goats (for the peasant farmers.)

The counter coup. (Post-coup)/ Liberation war. The Grand Duke joined forces with the Persians to reclaim his power in Grusinia. Pg 84, pg 54.

- Many still died
- Destruction of property
- People's quarters were burned a new
- There was fear, "sisters hide your face …" Offices are being raided .Pg 82-83 song of chaos in Egypt."
- Pg 55 The common person pays a higher tax to meet the cost of the war
- Looting by the soldiers – a shawl from Persia, Persian saddles
- Injustices and maiming on soldiers .They want crutches in exchange for saddles

Marking points

i) Displacement
ii) Inflation
iii) Sufferings (General suffering)
iv) Psychological torture

Qn 3 (b) "Colonialism is dehumanizing"

- Racial discrimination
- The colonialists are: The doctor, the priest, pearl buyers

Those dehumanized

- The title Indians - Kino, the residents LA Paz brush houses, the beggars, fisher man

D (i) Racial Discrimination

- The doctor, rear buyers and the priest belong to the same are
- He cannot go to the bush houses to treat Coyotito
- The doctor lives in luxury. Surrounded by high perimeter wall, yellow plastered building hugging the beach. He eats well, chocolates and sweet cake Pg 54
- The little Indians line in bush houses
- The doctor calls the Indians animals by saying that he is not a veterinary to treat them Pg 23
- The priest - did not bother baptizing Coyotito
- He had not married Kino an Juana before they had the Pearl - Pg 51
- The pearl buyers - Pg 42. They reached the lowest price the fisherman could not stand. They extorted them and made them perennially poor.
- For all the doctor's race spoke to all Kino's race as though they were simple animals. Pg 26
- Kino's race felt weak, angry and afraid all at the same time.
- Pg 26. The doctor did not belong to the people. He was of a different race , that for nearly 400 years had beaten starved, robbed and despised Kino's race that they came humbling to the doctor.
- Exploitation of the fishermen
- The pearl buyer's pg 64. The happiest pearl buyer was the one who bought at the lowest price

D (ii) Poverty

- There is a sharp contrast/difference between the dwellings of the little Indians and the Europeans
- They live in bush houses (in abject poverty), have little to eat, no lightning .This sharply contrasts to the doctor who lives in the plastered houses, in a gated area eats lavishly. Kino and family eat corn cake and pulque for breakfast
- The doctor lived in stone houses with inner cool gardens. There were caged birds and water fountains. He had good bacon for breakfast, lived in opulence, imported furniture, he also ate sweet biscuits and more chocolate for breakfast. He could afford a mistress
- Kino's people made a little living from pearl harvesting with no proper diving equipments. He uses a stone and ropes and an inherited canoe Pg 35. When they sold the pearls , they earned too little to support themselves Kino couldn't afford Coyotito's treatment. He offered ugly misshapen seed pearls flattened and almost valueless. Pg 28
- Pg 776. They were cheated from birth to the overcharge of their coffins
- Pf 44. In the pearl, Kino saw himself and Juana kneeling at the high alter and they could pay.
- They were dressed well – we will have new clothes

D (iii) Exploitation

- The pearl buyers wish to buy at the lowest price. The pearl buyer offered 1000 pesos but he knew the value of Kino's pearl. He offered 1500 pesos when he realized Kino would not sell it
- There was only one pearl buyer who keep agents in separate offices to give a semblance of completion Pg 42
- They waited in their chairs until the pearls came in, and cackled, fought, shouted and threatened until they reached the lowest price a fishermen could stand Pg 42
- A fisherman had given his pearls to the Church in despair Pg 42
- Pg 34 the king of spin had helped to pat for the war and has decorated the churches for his soul sake. By the use of money from the sale of the pearls, this king had risen o be a great power in Europe. This happened at the expense of the poor fishermen.
- Pg 68. The priest brainwashed the poor by telling them to remain in the poor town not to go to get better prices for their pearls. He wanted them to remain ignorant and not to change their status

  "It was against religion … the loss of a pearl was a punishment to those who left their stations". "Each man and woman is like a soldier send by God to guard some part of the castle of the universe." Pg 68

D (iv) Lack of Education

- The colonizes have education , have an upper hand, the doctor makes use of the Kino's ignorance, lack of knowledge to poison Coyotito.
- Pg 45-46
- Kino says, "My son will go to school"
- My son will read and open the books, and my son will write and will know writing. And my son will make numbers, and those things will make us free because he will know - he will know and through him we will know."
- Their ignorance was exploited by the pearl buyers, the doctor and the priest. Through education, however the little Indians, will be free.

Q 3 (a) <u>The Short Story</u>

Painful experiences need not lead one to hopelessness .Basing your illustrations from the story,' Mr President", by Mariatu Kamara, show the validity of this statements.

Introduction

It has been said many times that what does not kill makes us stronger. The expression is better explained through Mariatu Kamara's story, **The President**

Body

Kamara is captured by the rebels and her hands are cut off. She suffers the agonising experience that she just waits for the rebels to kill her. Kamara realised that she is pregnant for Salieu after he raped her and threatened her not to tell anyone about it. She is now in a complicated situation since she has no hands to work and feed for herself leave alone take care of a baby. Kamara is later reunited with her cousins in an amputees camp in Freetown where they beg in the streets to fend for themselves. She gets a baby who dies later from malnutrition. It's a depressing moment for her as a mother but life has to go on.

Kamara finally gets help; she and others who are willing to take it. She is taken to Canada by Bill, a well wisher who offers her food and shelter. Kamara is later taken in by a Sierra family, that of Kadi and Abou, who enrol her in an English class to do a second language course. In this course she learns how to communicate in English. However, she faces many challenges but eventually graduates with a diploma. She enrols in high school where she attains a grade C even after falling more challenges writing with no hands.

1) Despite the adversity they have positive attitude and optimism .The Civil war in Sierra Leon caused by the rebels led to physical and psychological torture on innocent people. The rebels see the President as the person responsible for the state the country was in. They therefore chop off people's hands as a form of protest. However the people learn to survive without hands. They would feed and wash themselves using the stumps of my hands covered in bandages, I could even brush my teeth, comb my hair. Later I learned to cook, tie shoelaces, do up zips and twist of lids and bole tops using my arms and teeth (Pg 57)

   Life in the amputees camp was unbearable but they resorted to begging and made ends meet.
2. Misfortune causes one to be determined and resilient. The narrator confided in Abou that she needed to get an education and then better her life as her family in Sierra Leon were depending on her.
   She was enrolled in an English, as a second language (ESL) course started communicating using gestures then said words to each other and within a few months were forming sentences
   10 Months after arriving in Canada she graduated with a diploma (Pg 58)
   Her benefactor paid for her high school fees she faced challenges of writing without hands .Her tutors were patient and taught her cursive writing with a pencil or pen held between her arms. Teachers gave her extra time to complete tests and examinations. However she could not pass exams. Her determination and resilience made her to try gain and she managed to earn Cs by the end of June. This was fair enough.

   She was bought a laptop computer for people with disabilities by a well wisher. She struggles to type after hitting one letter at time and managed to get a mismatch of letters and numbers. By evening she was able to work a complete sentence. (Pg 59).
3. Painful experiences made Kamara stoic and brave and she never gave up on life .After the hands were chopped off she did not feel any pain, after regaining consciousness she staggered to her feet and got away from her village to another village where she got help. Eventually she was taken by a truck to the capital city, Freetown where her wounds were treated in hospital (Pg 55).

   While recovering she is shocked to know that she was pregnant. Although she was too young to understand what the older man Salieu had done to her.

   She could not give birth normally and had to undergo caesarean (Pg 57)
   At 10 month old Abdul her son died from malnutrition another blow to the narrator as she blamed herself for not loving him more.

3 (c) The play

Introduction

Those who criticize the tyrannical/despotic leadership always suffer. This is exhibited in the text Betrayal in the City through what some characters such as Mosese go through
Any other valid introduction
(2 marks)

Body

Jere challenges the dictatorial regime of Boss.

- ✓ He allows Doga and Nina to go on with the shaving ceremony despite the fact that he had been send together with Mulili to stop it.
- ✓ He is jailed.

Mosese criticizes the tyrannical regime during Adika's burial

- ✓ He challenges the rules given during the burial that the coffin should not be carried by the students, ceremony to take not more than ten minutes and members of teaching staff not to weep in public.
- ✓ A kilogram of opium is planted in his car by Nicodemo
- ✓ He is jailed.
- ✓ His sister is beaten and forced to testify against him

doga and Nina go on with the shaving ceremony despite being warned.

- ✓ They are killed.

Adika is against the influx of expatriates in Kafira

- ✓ He is shot dead during the demonstration

Jusper rises against the dictatorial regime by killing his brother's killer.

- ✓ His parents are killed

✓ He is jailed.

Conclusion

In conclusion, in any dictatorship, there are always casualties of those who rise against it. People are killed, jailed and intimidated to fear the despotic regime.

Any other valid conclusion. 2 marks

(i) Mosese wa Tonga
(ii) Jere
(iii) Jusper
(iv) Doga and Nina
Adika

Qn 3 (b) The Novel, *The Pearl*

Introduction

It is clear that the little Indians were never considered equal to the doctor, the priest and the pearl buyers who were of European origin. Their lifestyles were very different and evidently they were not of the same race. The lives of the little Indians were made difficult by the Europeans as shown in the following illustrations from the text, The Pearl.

- Racial discrimination
- The colonizers are: The doctor, the priest, pearl buyers

Those dehumanized

- The title Indians - Kino, the residents LA Paz brush houses, the beggars, fisher man

D (i) Racial Discrimination

The colonizers treated the native Mexicans(the little Indians) with contempt.

- The doctor, the pearl buyers and the priest belong to the same race.
- The doctor cannot go to the brush houses to treat Coyotito.
- The doctor lives in luxury. Surrounded by a high perimeter wall, yellow plastered building hugging the beach. He eats well; chocolates and sweet cake Pg 54
- The doctor calls the Indians, animals by saying that he is not a veterinary to treat them Pg 23
- The priest - did not bother baptizing Coyotito. Pg 66. Juana prepared Coyotito and dressed him in the clothes she had prepared for his baptism,when there would be money for his baptism. He thinks of it when he learns of the pearl.
- He had not married Kino and Juana before they had the Pearl - Pg 51
- The pearl buyers - Pg 42. They would negotiate the price of the pearls to reach the lowest price the fishermen could not stand. The happiest buyer was he who bought ftr the lowest price. They extorted them and made them perennially poor.
- For all the doctor's race spoke to all Kino's race as though they were simple animals. Pg 26
- Kino's race felt weak, angry and afraid all at the same time.
- Pg 26. The doctor did not belong to the people. He was of a different race , that for nearly 400 years had beaten starved, robbed and despised Kino's race that they came humbling to the doctor.
- Exploitation of the fishermen.
- The pearl buyer's pg 64. The happiest pearl buyer was the one who bought at the lowest price

D (ii) Poverty

Colonization led to the emerging of social stratification. This further made the little Indians be deprived of basic education and medical care which was too expensive for them to afford. They could not afford good food and proper housing. They lived in deplorable conditions.

- There is a sharp contrast/difference between the dwellings of the little Indians and the Europeans
- The little Indians live in brush houses (in abject poverty), have little to eat, no lightning .This sharply contrasts to the doctor who lives in the plastered houses, in a gated area and eats lavishly. Kino and family eat corn cake and pulque for breakfast.
- The doctor lived in stone houses with inner cool gardens. There were caged birds and water fountains. He had good bacon for breakfast, lived in opulence, imported furniture, he also ate sweet biscuits and more chocolate for breakfast. He could afford a mistress.
- Kino's people made a little living from pearl harvesting with no proper diving equipments. He uses a stone and ropes and an inherited canoe Pg 35. When they sold the pearls , they earned too little to support themselves. Kino couldn't afford Coyotito's treatment. He offered ugly misshapen seed pearls, as ugly and grey aslittle ulcers, flattened and almost valueless to the doctor's servant at the gate but the doctor rejected them. Pg 28
- Pg 776. They were cheated from birth to the overcharge of their coffins.

- Pf 44. In the pearl, Kino saw himself and Juana kneeling at the high alter and they could pay for their matrimonial blessing. This means that without money they couldn't get married in church.
- In this vision they were dressed well – 'We will have new clothes.' After selling the pearl.

D (iii) Exploitation

Colonization led to the exploitation and extortion of the native Mexicans.

- The pearl buyers wish to buy at the lowest price. The pearl buyer offered 1000 pesos but he knew the value of Kino's pearl. He offered 1500 pesos when he realized Kino would not sell it
- There was only one pearl buyer who keep agents in separate offices to give a semblance of completion Pg 42
- Juana put on her marriage skirt and waist…Kino's ragged white clothes were clean at least, and this was the last day of his raggedness.Pg 66.
- They waited in their chairs until the pearls came in, and cackled, fought, shouted and threatened until they reached the lowest price a fishermen could stand Pg 42
- A fisherman had given his pearls to the Church in despair Pg 42
- Pg 34 the king of Spain had helped to payt for the war and he decorated the church for his soul's sake. By the use of money from the sale of the pearls, this king had risen to be a great power in Europe. This happened at the expense of the poor fishermen.
- Pg 68. The priest brainwashed the poor fishermen by telling them to remain in the poor town not to go to get better prices for their pearls. He wanted them to remain ignorant and not to change their status

"It was against religion … the loss of a pearl was a punishment to those who left their stations".

"Each man and woman is like a soldier send by God to guard some part of the castle of the universe." Pg 68

D (iv) Lack of Education

Education was too expensive for Kino's race to afford.

- The colonizers are educated , have an upper hand, the doctor makes use of Kino's ignorance and lack of knowledge, to poison Coyotito. Pg 45-46,
- Kino says, "My son will go to school"
- My son will read and open the books, and my son will write and will know writing. And my son will make numbers, and those things will make us free because he will know - he will know and through him we will know."
- Due to their ignorance, they were exploited by the pearl buyers, the doctor and the priest. Through education, however the little Indians, will be free.

Conclusion

IGEMBE
101/1
ENGLISH
(Functional Skills, Cloze Test and Oral Skills)
PAPER 1
TIME: 2 HRS
JULY/AUGUST 2018

1. Functional writing

You are the manager in Tala Fruits Company you sadly learn that one of the employees in your company has passed on in a fatal accident.

a) Write a memo to inform all the other employees of the news and remind them to contribute funds towards giving the deceased a good send off. (12 marks)

b) Write a condolence note to the spouse of the deceased. (8 marks)

2. CLOZE TEST

Read the passage below and fill in the blank spaces with an appropriate word. (10 mks)

Most parents innocently believe _____(i) parental guidance with regard to television watching means making sure that your child does not sit too close to the set. They believe that sitting close to the TV _____(ii) hurt their eyes. Unfortunately, the harmful effects of electronic media go much deeper _____(iii) just the physiological damage of x-rays on the brain and eyes. This is especially so with children under the _____(iv) of seven, whose senses are only _____(v) beginning to develop. Electronic media has been discovered to hamper young children's _____(vi) to create their own inner pictures - which is the foundation of all creativity.Imitation is the key _____(vii) this early age. A child can only to be truly human from human beings themselves; not from electronic gadgets, _____(viii) do faithfully represent humanness. Studies show consistently how watching TV slants creative play in young children. Nightmares _____(ix) ensue from the violent scenes watched.Television anaesthetizes our higher brain function _____(x) disrupts the balance and interaction between left and right hemispheres.

Question 3.

1. a) Read the poem below and then answer the questions that follow:-

SWEET AND LOW

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

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

(Alfred lord Tennyson)

Questions

i) State any two pairs of rhyming words from the poem above. (2 marks)

ii) Apart from rhyme, with illustrations from the poem, identify any other two techniques that have been used by the poet to create rhythm in this poem. (2 marks)

iii) If you were to classify the above poem as a song, in which category would you place it and why? (2 marks)

iv) Comment on the number of syllables used in the last line of each stanza. What does this tell you about rhythm of this poem? (2 marks)

v) If you were to recite this poem to its target audience, how would you recite the last line of the last stanza. (1 mark)

vi) From the poem, identify any two words containing the vowel sound / ^/

(1 mark)

b) For each of the following set of words, underline the odd one out.
(4 marks)

i) Pose paws pores pours
ii) Heel hill heal he'll
iii) core corps cause
iv) told toed towed toad

c) Assume you are taking part in a group discussion. Explain how you would ensure you observe the rules of turn-taking.
(3 marks)

d) Study the following situations and write down what you would say in each case.
(6 marks)

i) When walking along a corridor, you accidentally bump into somebody out of your own clumsiness.
ii) You are engaging in a conversation and you catch yourself interrupting the other person.
iii) You want to introduce a point during a discussion which contradicts what the other person has said.

e) In the words given below, underline the part that should be stress.
(2 marks)

i) challenge
ii) advice

f) Identify four examples of onomatopoeia in this text. 2 marks)

The car screeched to a sudden stop. This was followed by screams and howls as the passengers banged their heads against their seats in front of them or smashed through the windscreen.

g) Rodgers was to attend a graduation ceremony for his daughter in Mombasa. Being his first time in the city, he asked Mark his son-in-law who lives in Mombasa for directions to the graduation venue. But it turned out that Rodgers never reached his destination. Give any possible reason for this. (3 marks)

IGEMBE
101/2
ENGLISH
(Comprehension, Literary, Appreciation and Grammar)
PAPER 2
TIME: 2½ HRS
JULY/AUGUST 2018

1. Read the following passage and answer the questions that follow:-

What is educational success? Many people associate this with passing exams and advancing one's academic achievements. They think it is scoring As and transiting from one level to another. Others think it is enrolling more children in school.

This definition emphasizes the blanket assessment of a group of students with little regard for individual achievement. There is great difference between going to school and getting an education. Youth can go to school but never acquire an education. Not all children can score grade "A" but that does not mean that they are not educationally successful. So, is there another way to determine educational success for each student?

There are three ways to do this. First, emphasis should be placed on students' motivation to go to school. Youth who have their own reason for going to school and have set their goals tend to excel in academics. Young people can push themselves to succeed academically to avoid difficult situations or pull themselves up to change the state of their lives.

There is also the extrinsic motivation from parents and society. Parents who want their children to succeed are supportive and encouraging. Young people often work hard to please their parents and guardians and to be recognised by society. Every child should enjoy educational success at every step of their journey rather than focusing continuously on top students and institutions and their achievements" for their achievements. Successful communities boast successful schools.

The second aspect of educational success is school engagement; which makes a student enjoy learning, feel appreciated and part of a community, and that they are gaining from the experience. Youth who are engaged in their school work will do all that they can to ensure that they achieve their goals.

Studies have shown that schools with a good climate (high expectations, parent involvement, staff development, intimate learning environments and connection of learning with student's interest and career plans) are more likely to have better academic achievement than those with more personnel.

This means that schools that blame their underachievement on lack of teachers should change their focus to ensure that they have a good school climate with the resources they have. Third is the future goals of the student. Most students who transition through primary and secondary school want to further their life goals. This may include enrolling in a tertiary institution for vocational training to gain skills for the purpose of getting employment. It is important for youth to associate academic learning with their future goals.

So, what really is educational success? It should be a subjective report from each student on their personal desire to go to school, a report of enjoyment of learning as well as a belief that they are attaining something beneficial for their future.

Educational success is first and foremost individualized achievement and secondly, community success. Every child should enjoy educational success at every step of their journey rather than focusing continuously on top students and institutions and their achievements.

The focus should be on each student and the firm belief that they can contribute to the development of self, family, and community at every step of their academic journey.

(Daily Nation Monday January 18th, 2016)

Question

a) How is educational success defined by different people?
(2 marks)

b) From the 2nd paragraph, explain why the writer does not conform to the above definitions.
(2 marks)

c) According to the passage, how can one ensure academic success in the youths?
(3 marks)

d) What role can parents play as a contribution to educational success?
(3 marks)

e) In note form, explain other contributors to educational success of the students.
(4 marks)

f) What does the writer mean by ".....school with good climate....."
(2 marks)

g) How does the definition of educational success change towards the end of the comprehension?
(2 marks)

2. Read the except below and then answer the questions that follow.

Growing up under the tutelage of a woman such as Akoko was a demanding job. She believed that a young woman had to be intelligent, fast on her feet and hard working. Intelligent because according to her, stupidity in a woman was a sin only greater than stupidity in a man, for a man can always find an astute wife to cover his folly, but there is no man born who can cover a gaping hole left by a foolish woman; fast because were in his wisdom gave only so many hours in which to get one's work done and time never waited for any one. And hardworking because the greatest eyesore in the world was an idle woman.

"My daughter, should it ever be said of you that you are as lazy as your mother,
I will turn in my grave."

Nyabera was a very popular girl for she was generous to a fault. She always had a gang of children at her heels who she insisted should share her meals. God knows there was enough, for by now her mother's wealth was staggering even by the standards of today. Her herds were so vast that it was necessary to build a special dam for them separate from everybody else's. It was said of the herds that should they get to the water to drink before you drew your water then you had to wait for almost two hours before they drank their fill. And to this day if you go to Sakwa near Ndwara village and ask for Yap Oband (Obanda's dam) it will be shown to you.

Not only was she rich in cattle but her granaries were full to bursting so that during the lean season, people coming to barter their cattle in exchange for food were rested and fed fully before they were given grain to take back to their villages. Everything Akoko Obanda touched simply thrived and multiplied. It could therefore be noticed that her jealous brother-in-law and his entire family hated her to an epic degree. They could barely hide their joy when Obura died and their fingers itched to lay hold of that covered wealth. Otieno by now had twelve sons, the eldest of whom was ready to marry. He had married off his eldest daughter at barely sixteen but the bride's wealth paid for her simply evaporated in that greedy sixteen but the bride's wealth paid for her simply evaporated in that greedy household. So eyes were being cast on Owuor to provide the cattle. After all he practically had no sons of his own so why not extend the largesse to his nephew?

As Nyabera approached her eighteenth season, suitors started to call. Some arrived with good intentions, but some who knew the situation of the family were simply young men on the make - for human nature is the same the world over.

Questions

a) Briefly explain what happens before and after this excerpt. (4 marks)

b) State the reasons Akoko could not stomach a stupid woman. (4 marks)

c) From what you have read in the novel, identify two similar tragedies that Akoko and her daughter Nyabera to through.

d) Briefly identify and illustrate Akoko's character traits as brought out in this extract. (4 marks)

f) Identify and explain one stylistic device present in this extract. (2 marks)

g) Akoko decided that she would not allow her daughter to go through what she herself had gone through." Rewrite the sentence using 'decision'. (1 mark)

h) Invert the following sentences. (2 marks)

i) They could barely hide their joy when Obura died.

ii) Growing up under the tutelage of a woman such as Akoko was a demanding job (A.....

i) Give the meaning of the following as used in the excerpt. (2 marks)

i) Tutelage

ii) Largesse

3. Poetry

Read the following poem and answer the questions that follow.

Cold
the clammy cement
sucks our naked feet.
a rheumy yellow bulb
lights a clamp grey wall

the stubbed glass
wet with the three o'clock
is back with glitter edges;

we sit on a concrete
stuff with our fingers
the sugar less pap
into our mouths
then labor elect

from lines;
steel ourselves into fortitude
or accept an image of ourselves
numb with resigned acceptance

the grizzled senior warder comments
"Things like these
I have no time for;

They are worse than rats;
You can only shoot them,"

Overhead
the large frosty glitters of the stars
the southern cross flowering low;

the chains on our ankles
and wrists
that pair us together

jangle
glitter

we begin to move
awkwardly **(*Dennis Brutus*)**

QUESTIONS

a) What is this poem about? (4 marks)

b) Identify the speaker in the poem. (2 marks)

c) Explain the two themes evident in this poem. (4 marks)

d) With illustrations from the poem, identify two aspects of style evident in the poem. (4 marks)

e) Explain the meanings of the following lines as used in the poem. (4marks)

i) "Things like these
I have no time for;

ii) 'the grizzled senior warder'

iii) 'dummy cement

iv) 'the sugarless pap'

f) Describe the tone of this poem. (2 marks)

4. Rewrite the following sentences according to the instructors given. Do not change the meaning. (4 marks)

a) The bell was rang at 8.00 a.m (Rewrite in active voice)

b) The ladies were tired with walking. They sat down to rest. (Combine using a participle)

c) Illiteracy can impede development. (Form an interrogative statement)

d) Chirchir has a daughter who is eighteen years old. (Begin: Chirchir has an .....

ii) Complete each of the following sentences with the correct form of the word in brackets. (3mks)

a) It is unwise to appear for an interview .....dressed (appropriate)

b) Their bodies had suffered .....as a result of malnutrition (contort)

c) The driver nearly caused a ..... accident when the car rammed into a bus. (fate)

iii) Replace the underlined words with the appropriate phrasal verbs. (3 mks)

a) The county commissioner and the Governor <u>quarrelled</u> after the public rally.

b) Grace <u>removed</u> her shoes.

c) The doctor remarked that the little girl <u>resembled</u> her father.

iv) Fill in the blanks with the appropriate 'time' preposition. (2 mks)

a) Could we meet in the office .....exactly nine in the morning.

b) .....Tuesday next week, we shall have completed the task.

v) Each of the following sentences has an error. Identify the error and rewrite the sentence correctly (3 marks)

a) The new building had it's roof blown off.

b) He hanged his trousers under the sun.

c) I'm not understanding what you are talking about.

IGEMBE
101/3
ENGLISH
PAPER 3
JULY/AUGUST 2018
(Creative composition and essay based on set texts)
TIME: 2½ HRS

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1. IMAGINATIVE COMPOSITION

EITHER

a) Write a story ending with:
..... when tears began to well up in her eyes, I turned and walked away.

OR

b) "Technological advancement has impacted negatively on the society, especially the youth." Discuss.

2. COMPULSORY SET TEXT

DRAMA: Bertolt Brecht, Caucasian Chalk Circle.
"It was wrong for Azdak to break the law which he was supposed to uphold as a judge." Using illustration from the play. Causasian chalk circle, write an essay in support of this statement.

3. OPTIONAL SET TEXT

EITHER

a) Short stories.
Memories we lost and other stories by Chris Wanjala.
Courage in the face of adversity helps the narrator to overcome cancer. Write an essay to illustrate this statement with reference to the short story. "No Need To lie" Rolf Schmid.

OR

b) Drama
Francis Imbuga's <u>Betrayal in the city</u>.

The violation of human rights leads to suffering among the citizenry. Write an essay in support of this statement.

c) The Novel

John Steinbeck's The Pearl

The society in John Steinbeck's, The Pearl is made of individuals who are materialistic and out to enrich themselves at all cost. Write a composition to justify this statement.

IGEMBE
MARKING SCHEME
ENGLISH (101/1)
Paper 1
JULY 2018

1a) Points of interpretation

I) Must be memo if not deduct up to (4mks)

Format (4 marks)

- Name of the institution ½
- The term internal memo ½
- Name of the person the memo is being sent to ½
- Name of the person (title) sending out the memo. ½
- Date the memo is written. ½
- Reference number of the memo. ½
- Subject (No RE = 0mk)
- Body (1mk)
- Sender's signature, name and designation (1)

II) Content (4 marks)

- Information about the demise of the colleague worker through fatal accident when it occurred. (2 marks)
- Information on collection of funds to support funeral expenses and when the money should be handed in.(2 marks)

III) Language accuracy

A - 4
B - 3
C - 2
D - 1

b) i) Expect a condolence note, If not deduct up to. (4 marks)

- Salutation (If address present accept)
- Content - expression of your condolence
- say something positive/what made the deceased memorable to you.
- Express willingness to offer assistance towards burial expenses
- Closing tags.

ii) Language accuracy (4 marks)

A - 4
B - 3
C - 2
D - 1

2. CLOZE TEST

i) That
ii) can/could
iii) than
iv) age
v) just
vi) capacity/ability
vii) at
viii) which
ix) often/may
x) and

3a) low, blow
breast/nest
moon/soon
rest/nest
For each pair maximum (2mks)

ii) Mark any of the following styles if identified with a relevant illustration.

- Repetition - sweet and low, sleep and rest,
- Alliteration - wind/western, breath, blow, silver, sails
- Assonance - l<u>o</u>w, bl<u>o</u>w, r<u>e</u>st, br<u>ea</u>st
- Consonance - rest breast
- Use of rhyme - l<u>o</u>w bl<u>o</u>w

Rest low sea soon
breast blow me moon
west

nest

iii) Lullaby (1mk) Any feature of a lullaby evident in the poem.
e.g - use of mono syllabic words, soothing words
- short
- repetitive

iv) Contain equal number of syllables (1mk) has a regular rhythm. (1mk)

v) By lowering the voice and using a soothing tune so as not to awaken the body. (1mk)

vi) Come, under (1 mk)

b) i) pours
ii) hill
iii) cause
iv) told (4 mks)

c)
- By being a good listener so as to observe pauses and prompts to speak.
- By letting others have their say so as not to dominate the conversation.
- By waiting for your turn to contribute instead of interrupting others. (3 mks)

d) i) I'm sorry - Excuse my clumsiness (2mks)
ii) Sorry, you were saying something/proceed please. (2 mks)
iii) I beg to differ/allow me to give a different opinion/what if we looked at it from this angle...../That's a good point, but ...../fair enough, but ..... (2mks)

e) i) <u>cha</u>llenge
ii) ad<u>vice</u> (2 mks)

f) Screeched
Screams (any four)
howls
banged
smashed (2 mks)

g)- The instructions were not clear and precise.
- Did not use appropriate distances.
- Did not use specific direction terms e.g left, right, north, west, east, south.
- Instructions were not systematic.
- He may have forgotten some instructions.
- He did not listen keenly. (Any 3) (3 marks)

IGEMBE
MARKING SCHEME
ENGLISH (101/2)
Paper 2
JULY 2018

1 a) - Passing exams and scaring As
- Advanced academic achievement
- Transiting from one level to another
- Enrolling more children in schools. (2mks)

b) - The definition has little regard for individual achievement
- Not all children can score an A but this does not mean that they are not educationally successful.

c) - Emphasis to be geared on students motivation to go to school.
- Have youths reason why they go to school and set their own goals.
- Ensure young people pull together to change their state of lives.

d) The parents should be supportive and encouraging since young people often work hard to please their parents and be recognized by the society.

e) - School engagement makes students enjoy learning.
- School experiences.
- Good working environment.
- Associate learning with future goals.
- Being appreciated by the society and community.

f)- Means that the players in a school: parents, staff and learners are working in harmony to create a conducive environment for learning. That there should be a connection between learners' interest and career plans.

g) - Education is community success.
- Education is individualized achievements.
- Education success is a student's personal desire to go to school and attain their goals for the future.

2 a) Bofore
- Nyabera comes out of the mourning period after a struggle and with the help of Akoko (Obura had died)
- She unearths the bracelet that the messager had brought and wears it on her arm.

After
- Nyabera and Okumu get their first child but after two years she dies.
- Thereafter, they get two boys who survive.
- We are also told of Okumu who could not raise the bride price. (4 marks)

b)- It was a sin for a woman to be stupid.
- An idle woman is an eyesore in the world.
- A man can always find an astute wife unlike the reverse of that.
- Were gave limited hours for one work and time never waited for anyone. (4 marks)

c)- Both suffer the loss of their husbands; Akoko loses Chief Owuor Kembo while Nyabera's husband Okumu dies.
- Nyabera's children die, one after the other; Akoko has also lost Obura in white man's war and Owang' Sine who chokes to death on a meal of fish and ugali.
- They both have only one serving daughter i.e Akoko has Nyabera while Nyabera had Awiti. The two women decide to leave their matrimonial homes and join Christianity. They therefore leave for Aluor where they live, die and are buried.

(4 marks)

d)- Hardworking: She was not only rich in cattle but her granaries were full to bursting.
- **Forthright** - She explains to her daughter what she believes about an intelligent woman.
- **Stern/strict**- growing up under her tutelage a demanding job.
- **Responsible** - Advices her daughter not to ever be lazy.(4 marks)

e) Contemptuous - He had married off his eldest daughter at barely sixteen but the wealth evaporated in that greedy household.

(2 marks)

f) Irony: - It is ironical that Akoko's brother-in-law and his entire family rejoices over the death of Obura instead of mourning.
- Akoko tells her daughter that it shouldn't be said that she was as lazy as her mother yet Akoko was so hardworking that she was rich in cattle and her granaries were full to bursting.
- **Hyperbole:** - Akokos herds are said to have been so vast that it was necessary to build a special dam for them and that if the herds got to the water to drink before you drew your water you had to wait for almost two hours before they drank their full.

(2 marks)

g) Akoko made a decision not to allow her daughter to go through what she had gone through. (1 mark)

H i) Barely could they hide their joy when Obura died. (1 mark)

ii) A demanding job it was to grow up under the tutelage of such a woman as Akoko.(1 mark)

I) a) tutelage - care/charge/guardianship

b) largesse - generosity

3. POETRY

a) The poem is about prisoners who are subjected to dehumanising conditions, for example, sitting on cold cement and are on bare feet. Their meals are pathetic. The poem too highlights the oppressive conditions they undergo. (2 marks)

b) The speaker is a prisoner. The chains on our ankles and wrists". he grizzled.

c) Themes evident in the poem:

i) Oppression/exploitation - labour elect, they are overworked and this causes their resignation. They are overworked and this causes their resignation. They are poorly fed - they stuff sugarless pap in their mouths.

ii) Dehumanisation - the cold cement sucks their naked feet

- their wrists and ankles are chained and prisoners are paired together.
- Movement is inhibited.

(Any other well illustrated theme)

d) - Personification √ - clummy cement sucks our naked feet

This highlights the extent of oppression √(1)

- Alliteration√ (1) - cold clummy cement. It creates (1) rhythm or musicality.

e) i) 'Things' refer to prisoners and brings out how senior √(1) warder looks down upon the prisoners.

ii) Old or wrinkled√ (1)

iii) Sticky/clummy - concrete floor √(1)

iv) gruel/porridge that has no sugar √(1)

f) Tone is desperate/helpless/frustrated. They have chains in their wrists and ankles, they walk awkwardly.

- Resigned tone - they have accepted the image of themselves "numb with resigned acceptance.

(2 marks) (Any one well illustrated)

GRAMMAR

4. (i a) They/he/she rang the bell at 8.00 a.m.

b) Tired with walking, the ladies sat down to rest.

c) Can illiteracy impede development?

d) Chirchir has an eighteen - year old daughter.

ii) a) inappropriately

b) contortion

c) fatal

iii) a) fell out

b) took off

c) took after

iv) a) at

b) by

v) a) The roof of the new building was blown off.

b) He hanged his pair of trousers in the sun.

c) I do not understand what you are talking about.

IGEMBE
ENGLISH- MARKING SCHEME
Paper - 101/3
July 2018

1. Imaginative Essay

a) - It must be a story, if not deduct 4mks AD
- The given statement should came at the end of the composition; if not deduct up to 4mks AD for irrelevancy.
- The candidate should present a credible scenario culminating in the statement.

b) Points of interpretation
- The composition must be a continuous form. If not deduct (4 mks AD)
- The candidate argument must be realistic and factual e.g pornography, help in exam cheating etc.
- The candidate must expose/show negative or harmful effects of technology of social values in society. If not deduct (2 mks) AD
- Points should flow fluently and logically.
- Award credit for creativity in the execution of ideas.

NB: There must be a concluding paragraph in advice or a recap, if missing deduct (2mks) AD

2. It was wrong for Azdak to break the law which he was supposed to uphold as a judge. Using illustrations from the play. The Caucasian chalk circle, write an essay in support of this statement. Mark a relevant introduction (2 marks)

- Azadak orders the invalid to pay a fine of five thousand piaster's, yet he is the wronged party. The doctor had operated on his right leg, yet the rheumatism was on the left leg. The limping man merely gets a bottle of rubbing alcohol and compensation. The doctor is acquitted. Thus, Azdak breaks the law by punishing the victim.
- Azdak also breaks the law by accepting bribes. He takes money from the blackmailer and the innkeeper. As a judge, he is expected to uphold justice and shun corruption, yet he breaks the law.
- Azdak fails to get justice for the farmers whose cows have been stolen by the bandit. Instead, he fines them five hundred piaster's each, and offers vodka and wine to the bardit, the guilty party, whom he acquits.
- He accuses Lodovika of assaulting the stableman with a dangerous weapon while he acquits the stableman.
- Azdak does not refer to the status book, instead, he sits on it.

3 a) Memories we lost and other stories by Chris Wanjala.

Courage in the face of adversity helps the narrator to overcome cancer.

Introduction

Faced by the adversity of a devastating disease in the name of cancer, the narrator courageously battles the illness and triumphs. This is evident from Rolf Schmid's short story. No need to lie.

NB: Accept any other relevant introduction

i) My will power was strong and determined
- He thought Rolf, if it is cancer, you can battle an win but if it were AIDS .....
- 'I have children, a wife, a business and a future No I am not going to die."
- He prayed and took a deep breath when he went for radiation treatment.

ii) He had an ardent personality.
- His ardent personality kept him from giving up.
- "When I was at my lowest, I summoned the faces of my children one by one as a visual reminder of the reasons I had for living."
- He kept telling himself.
  "you can't die, not now."

iii) He came up with an innovative feeding method because he would not eat.
- He would go to the bedroom with half inch rubber pipe, insert it in my throat and pour the fluid food and water through it right into his food pipe.
- It was painful and torturous but he did it to beat cancer.

iv) He goes through the chemotherapy sessions with courage.
- When the doctor tells him he has to go through chemotherapy he comes to terms with it.
- He knew how sick it made patients feel, hair loss even going bald.
- His friend Alberto tells him his survival and reaction depended on mind over matter.
- He decides to prove that cancer is a process that requires a strong will power, food and optimism.

Conclusion
- In a nutshell the narrator successfully battles cancer through will power, physical strength and mental strength.

3 b) Introduction
- The violation of human rights leads to suffering among the citizenry. This is evident in Betrayal in

the city (Accept any other relevant introduction) (2 mks)

Content

The killing of Adika in a peaceful student demonstration asking for political right is an unjust action. The students have a right to a peaceful demonstration but the government responds by killing a student and employing more expatriates.

Jusper's detention in a mental hospital as a means of avoiding violence after his brother's death is a violation of his rights. He is not proved to be mentally unstable and detention without trial is unjust.

The use of rehabilitation centres as torture centres for political opponents and their consequent elimination is unjust for instance, Askari says that he had killed somebody in the cells.

Lecturers are denied freedom of expression during Adika's burial. When Mosese disobeys these orders an speaks his mind, a kilogram of opium is planted in his car and he ends in jail for a crime he has not committed.

The government interferes by stopping Doga and Nina from conducting Adika's shaving ceremony. This is interference with their community's customs and consequently their rights. They are later killed for challenging a government directive.

All the killings of Adika, Doga and Nina and Kabito are violations of human rights to life. The families and friends of the dead suffer pain and hopelessness. For example Jusper says he cannot rest with the murder of his entire family in his mind.

Conclusion

In conclusion, human rights violation is rampant in Betrayal in the city and the citizens are the ones who suffer - like we have seen with Mosese, Doga and Nina and the rest.

c) THE NOVEL: The Pearl, John Steinbeck

Introduction

The society in The Pearl is portrayed to be driven by selfishness. A number of characters are out to do everything so as to gain from the discovery of the pearl. This makes them materialistic as discussed. (Accept any other) (2mks)

- Kino develops greed and selfishness when he got the pearl. He spent long hard hours searching the ocean floor for a plan. He wanted to take his son to the hospital but later he became so materialistic. When people ask him what he would buy when he became rich, he would quickly give a long list of items he wanted of which were about himself.
- The doctor is another character who is greedy. He visits Kino's house to treat Coyotito when he gets news that Kino got the pearl. The narrator says the doctor is treating a woman whose sickness is old age only but he doesn't tell that truth because he needs to make many from the poor soul. Even the beggars describe the doctor as money loving.
- The priest is interested in exploiting Kino's wealth as everyone else. He hopes he can find a way to persuade Kono to give him some of the money. He wants them to pay for their Church wedding and also baptise Coyotito.

The pearl buyers try to buy Kino's pearl for less cost. They exploit the villagers by buying pearls at a very low price.

The trackers, a group of violent and corrupt men are exploitative and materialistic. They attempt to steal the pearl from Kino. They even followed the family to get an opportunity to steal from them.

Accept any 4 points x 3 mks each - 12mks

Accept any relevant conclusion - 2mks

Language - 4mks

WESTLANDS
FORM FOUR END OF SECOND TERM EXAM
ENGLISH
Paper - 101/1
July 2018

1. Students in your school have raised concern about their safety. In a bid to address these concerns, the Principal appoints a four member committee to investigate the state of student safety and recommendations.
You are chosen the secretary of this committee. Write down the report that you will present to your Principal.(20 marks)

2. Read the passage below and fill in each blank space with an appropriate word.
Nothing has changed the face of the global economy (1)_____than the expansion of international trade. (2)_____ impact has been decisive on large and (3) _____ economies alike. Most global trade is among industrialized countries, but (4) __ countries are gaining an increasing share of world trade.
However, globalization is not without its problems. Many countries seek to (5)____ local industries from increased competition. Inevitably, one country's exports are (6) _____ country's imports, but whereas expanding export markets are seen as beneficial (7) _____ economic growth, increasing openness to (8) _____ is often seen, by both governments and ordinary people, as threatening the goods and (9) _____ produced in the home country. Governments shield local industries from (10) _____ competition through such measures as putting tariffs on imports and subsidizing production.
Adapted from : The Knowledge Book, National Geographic, Washington D.C. 2008.

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

O whisper, O my soul! The afternoon
Is waning into evening, whisper soft!
Peace, O my rebel heart! For soon the moon
From out its misty veil will swing aloft!
Be patient, weary body, soon the night
Will wrap thee gently in her sable sheet,
And with a leaden sigh thou wilt invite
To rest thy tired hands and aching feet.

The wretched day was theirs, the night is mine;
Come tender sleep, and fold me to thy breast.
But what steals out the gray clouds like red wine?
O dawn! O dreaded dawn! O let me rest
Weary my veins, my brain, my life ! Have pity!
No! Once again the harsh, the ugly city! *By Claude McKay*

i. Explain how the poet achieves rhythm in the poem above.
(4 marks)
ii. Briefly explain how you would perform the first two lines in this poem.
(3 marks)

b. The following sentences contain a highlighted word. In each sentence underline the part of the word that is stressed to convey the meaning intended.
i. The county assembly agreed that the country's **pro.duce** will be marketed locally.
ii. The citizens **re.ject** the proposal to divide them along tribal lines.
iii. Why didn't you **re.cord** the speech for me?
iv. The **sur.vey** revealed that most unemployed youth have skills that can be gainfully used.

c. You have been appointed to chair a class discussion on M. Ogallo, 'The River and the Source'. After the discussion, your classmates comment that you steered the discussion very well. Write down four things you did right. (4 marks)

d. Underline the word that is said differently from the sets of words given below:
(5 marks)

(i)	fairy	ferry	furry
(ii)	floor	flower	flour
(iii)	toe	two	tow
(iv)	pear	pare	peer
(v)	canal	kernel	colonel

e. You attend a talk on 'Peer Pressure' organized by your school. The speaker is audible and interesting, but you find it difficult to concentrate fully. What factors could have led to your inattention? (4 marks)

f. The following is a dialogue between Doreen and her mother. Read it carefully and answer the

questions that follow:

Doreen : Mom, what did you decide about my camp?
Mom : What camp, Doreen?
Doreen : Oh mom, you mean its not important to you? I already told you about the St. John's club camp that our school is organizing.
Mom : Oh, that one? Remember we discussed it. But remember we also agreed that I would pay for it only if your grades…
Doreen : I knew it! You always use my poor grades as an excuse not to do anything for me.
Mom : That is not true, Doreen. You know I do a lot for…
Doreen : Stop it! You don't love me! That is why…
Mom : I will not allow you to speak to me like that, Doreen.

Identify three weaknesses in Doreen's negotiation skills, and explain briefly how she can address them. (6 marks)

WESTLANDS
101/2
ENGLISH
Paper 2
(Comprehension, Literary Appreciation and Grammar)
July 2018
Time: 2½ Hours

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

The irony of this being a country that floods heavily when it rains and also being one of the world's most water –scarce countries is not lost on Kenyans. Recently, water scarcity has been a concern for Kenyans, from government officials to citizens trying to eke out a living in a decent and clean environment.

Access to safe drinking water is a critical determinant of the health of individuals and households. Kenya still has a long way to go. Some 27 million people lack access to improved sanitation. When it comes to quality of water, 41 percent of the 47 million Kenyans still rely on unimproved water sources such as rivers or streams, dams, ponds, lakes, unprotected wells and springs and water vendors.

Improved water sources such as piped water, rain harvested water, borehole water and protected wells are less prone to contamination and hence are safer.

In 1963 when we attained independence, there was almost 2.4 million litres of water available for every Kenyan per year. This drastically shrunk to 461,000 litres by 2014, and it is estimated that in 2005, our population will so strain water sources that only 235,000 litres of fresh water per capita will be available. Tanzania, across the fence, is at 1.6 million litres per capita.

Deforestation, degradation and encroachment of water towers and other catchment areas as well as wanton logging have undermined our country's capability to quench its thirst, and effectively to enjoy food security.

We can reverse this through legislative, household and private sector interventions. Rain water harvesting, waste water recycling, water tower conservation, tree planting, reduction in river pollution and reduction of water wastage are some of the measures we can take and scale up.

Scarcity of safe drinking water and sanitation has a reverberating effect on the lives and livelihoods of communities. For women, children and sometimes even men, fetching water becomes a daily time-consuming activity. They walk long distances and queue long hours, and some children drop out of school.

In urban areas, residents of water scarce neighborhoods access water at exorbitant rates. As a recent study revealed, a family in the slum pays 172% more for water compared with a family living in a formal estate. Most of the family income is therefore diverted to cater for water needs.

1. According to the first paragraph, what is odd about the water situation in Kenya? (2 marks)
2. Why is access to safe drinking water important? (2 marks)
3. Comment on the use of statistics in the second paragraph. (3 marks)
4. Make notes on improved water sources. (3 marks)
5. Compare Kenya's water situation as it was at independence and as it was in 2014. (2 marks)
6. What are the effects of water scarcity on communities? (3 marks)

7. Discuss the irony evident in the access to water in urban areas.
   (3 marks)
8. Give the meaning of the following expressions as used in the passage.
   (2 marks)
   (i) eke out :
   (ii) interventions :

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

"A year is not very long you know, honey. We will survive. I know you don't trust me — but do you have to show it so blatantly?"

"Of course I trust you! What a thing to say! Its just that you always seem to be having an emergency just when we need you most."

"OK, I'll tell all my patients to postpone their illnesses for one year — till you get back. How about that?" He smiled in to her blazing eyes. "A joke — and not a good one, I can see. How about if I asked my sister Mary to come and live with us? It would be good for her too. I don't like the idea of her living in a poky flat in Eastlands with only a female room mate for company". To Wandia, it was like a light at the end of the dark tunnel. Mary had just completed a secretarial course and didn't have a well paying job yet. And she was a sensible young lady— thanks to Elizabeth who had acted as an antidote to Mark's brazen spoiling of 'his little girl'.

"You think she would want to come ? She may not want to lose her independence you know."

"I am sure she'd delighted to come."

"Maybe we should also get an extra house help to assist Tabu in running the house."

" Good idea," answered Aoro.

She was silent for a long time, then she shook her head a little and stood up.

"It's a long time since I saw Elizabeth. Would you drive us over there this weekend? I am sure she'd love to see the children and I'd like to talk to her."

Aoro looked at his wife with interest. The relationship between her and his mother was a constant source of amazement and amusement to him. In fact the two made him feel as if he was the outsider. Once he told her:

"I thought mothers and daughters-in-laws were supposed to hate each other's guts?"

"Are you jealous?" asked Wandia cryptically.

"Of course not!" he had answered hastily.

1. What has made this conversation between Wandia and Aoro necessary?
   (3 marks)
2. " — thanks to Elizabeth who had acted as an antidote to Mark's brazen spoiling of 'his little girl'. From elsewhere in the text, state ***three*** ways in which Mark had treated Mary differently from his other children. (3 marks)
3. What do we learn about Aoro's character from this excerpt?
   (5 marks)
4. Make brief notes on the children that Wandia talks about in this excerpt.
   (5 marks)
5. Identify and state the effect of two stylistic devices evident in the excerpt.
   (6 marks)
6. What is the significance of the statement ' To Wandia it was like a light at the end of a dark tunnel.'? (2 marks)
7. 'Would you drive us over there this weekend? Rewrite as a statement.
   (1 mark)
8. Explain the meaning of the following expressions as used in the excerpt.
   (3 marks)
   (i) poky .....
   (ii) antidote
   .....
   (iii) the outsider
   .....

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

It is hard to remain human on a day
when birds perch weeping
in the trees and the squirrel eyes
do not look away but the dog ones do
in pity.
another child has killed a child
and I catch myself relieved that they are
white and I might understand except
that I am tired of understanding .

if this
alphabet could speak its own tongue
it would be all symbol surely;
the cat would hunch across the long table
and that would mean time is catching up,
and the spindle fish would run to ground
and that would mean the end is coming
and the grains of dust would gather themselves
along the streets and spell out:

these too are your children this too is your child.
by Lucille Clifton

1. Who is the persona? (3 marks)
2. Briefly explain what the poem is about. (4 marks)
3. What suggests that the events in this poem are unusual? (3 marks)
4. Comment on the society depicted in this poem. (2 marks)
5. Briefly discuss the tone of this poem. (3 marks)
6. Discuss one stylistic device used in this poem. (3 marks)
7. Explain the significance of the line:
"these too are your children this too is your child. (2 marks)

4. A. Rewrite the following sentences according to the instructions given after each. Do not change the meaning.

(4 marks)

(i) It was raining heavily. We went to the hospital. (Join the sentences, beginning : Although….)
(ii) The bus we have been waiting for is coming. (Rewrite beginning : Here …)
(iii) "We shall all avail ourselves for the meeting tomorrow," Joel said. (Rewrite in reported speech)
(iv) The Red Cross personnel rescued the little baby from the debris. (Rewrite in the passive)

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

(i) Jillian's mother _____ of Jillian wearing very tight clothes to church. (approve)
(ii) We were _____ about the cabinet secretary's visit and were ready for him. (warn)
(iii) The _____ of the travellers was hindered by the poor roads. (mobile)

C. Supply a phrasal verb that means the same as the underlined words. (3 marks)

(i) He misses home so much that he <u>cries</u> when he talks about it. .....
(ii) The bereaved families <u>accepted</u> their loss and moved on. .....
(iii) Mary <u>invented</u> the story in order to impress the panel. .....

D. Supply the correct form of the verb given to complete the following sentences. (3 marks)

(i) The masons will repair the fallen wall if Joseph _____ (supply them) with the required materials.
(ii) The hen has just _____ (lay) an egg.
(iii) You shall be paid all dues _____ (accrue) to you once you finish this task.

E. Give the difference in the meaning of the following pair of sentences. (2 marks)

(i) The houses which were renovated last month are up for sale.
(ii) The houses, which were renovated last month, are up for sale.

WESTLANDS
FORM FOUR END OF SECOND TERM EXAM
Kenya Certificate of Secondary Education

ENGLISH
Paper - 101/3
Creative Composition and Essays based on set texts
July 2018
Answer three questions only.

1. Imaginative composition. *(Compulsory)* (20 marks)

Either

(a) Write a story ending in the following:
Looking at their grateful faces, I realized that all the trouble I had gone through was worth it.

Or

(b) Write a composition on the impact of tribalism on our nation and explain how the youth can help overcome it.

2. The Compulsory Set Texts. (20 marks)

Bertolt Bretch, The Caucasian Chalk Circle.
"What goes around comes around."
Write an essay to illustrate this saying drawing from the Caucasian Chalk Circle.

3. The Optional Set Texts. (20 marks)

Answer any **one** of the following three questions

Either

(a) The Short Story

Wanjala Chris, Memories we Lost and other Stories.
Using Leila Aboulela's story "Missing Out", write an essay on how Majdy's stay in London alienates him from his people.

Or

(b) Drama

Francis Imbuga, Betrayal in the city.
'The friends of Boss are real problem in Kafira'
Write a composition to show the truth of this statement drawing from Imbuga's 'Betrayal in the City'.

Or

(c) John Steinbeck, The Pearl

Write an essay to show the truth of the saying ' What you see is not always what you get'.
Use illustrations from John Steinbeck's ' The Pearl'.

WESTLANDS
FORM FOUR END OF SECOND TERM EXAM
ENGLISH
Paper - **101/1**
July/August 2018
Marking Scheme

1. Report writing.
Format : (Total marks : 8 marks)
Title - 1 mark
(Report on the safety situation... etc.)
Introduction - 1 mark
Method - 1 mark
Findings - 1 mark
Summary & conclusion - 1 mark
Recommendations - 1 mark
Report compiled by / etc. - 1 mark
Date - 1 mark
Content : 8 marks.

i. Who commissioned the report / why 1 mark
ii. Constitution of investigating committee 1 mark
iii. Methods of gathering data 1 mark
iv. Findings - at least two well presented 2 marks
v. Summary & conclusion 1 mark
vi. Recommendations - 2, related to findings
(Must offer logical solutions to findings ; be in order of appearance) : 2 marks

Language : 4 marks (tied too performance in body / format)
Language and tone
- Must be formal language
- Check for correct grammar etc.
(Total score 20 marks)

2. 1. More
2. Its
3. small
4. developing
5. protect
6. another
7. to
8. imports
9. services
10. foreign

3. (i) rhyme - afternoon / soft / night
Moon / aloft / invite
Assonance - soon ....moon
Misty .....will .... Swing
Wrap ......sable
Alliteration - waning ... whisper
O dawn, O dreaded dawn
Any 2 1 mark identification, 1 mark illustration.)
ii. - Use a soft gentle voice when saying ' O whisper, O my soul' - to capture the calm mood.
- Close my eyes / open them only slightly - to capture the mood of calmness / soothing spirit/ comfort
- Place my hand on my breast / chest to show that I am addressing my soul
(Expect all 3 points)

c.
(i) Ensured that everyone got a chance to participate.
(ii) Saw to it that nobody interrupted another when it was their turn to speak.
(iii) Ensured that all discussion / participation was through the chair.
(iv) Moderated the discussion so that it remained focused on the discussion topic.
(v) Concluded the discussion by summing up the points made / giving a summary / concluding remark.
(vi) Ensured that members used cordial language all though, and that all remarks / contributions were respected
(any IV points)

d. (i) furry
(ii) floor
(iii) peer
(iv) canal

e.
(i) The room is stuffy and / hot, hence uncomfortable.
(ii) There is noise around the venue / whispering / throwing notes, etc.
(iii) People are moving about / around you.
(iv) You have a pressing need to use the washroom / quench your thirst, etc. (biological need).
(v) You do not listen deliberately / let your mind wander / daydream, etc. any $4 \times 1 = 4$ marks)

f.
(i) She is rude e.g. Stop it! - Shouting at her mother.[1] She needs to learn to use polite expressions and control / moderate her temper. [1]

(ii) She cuts in to her mother's speech / rudely interrupts e.g. if your grades.../ I knew it)[1] She needs to wait for her turn to speak or interrupt politely.

(iii) She is a selfish negotiator who wants to have her way and not honor her end of the bargain - she does not keep her promise to improve her grades [1] . She must aim at creating a win-win situation where she honors her part of the deal.

(iv) She does not respect her mother's values [1–] her mother attaches value to her education, but Doreen does not respect that. She must establish what is of value to her mother and respect it so as to achieve a middle ground.

(Any 3 well explained weaknesses and solutions)
$(3 \times 2 = 6$ marks)

WESTLANDS
FORM 4 END OF TERM 2 EXAMS 2018
ENGLISH
Paper 2
July 2018
MARKING SCHEME

Q1.Comprehension.

1. It is odd that Kenya has abundance of water when it rains (tick)[1] - evidenced by the flooding - yet it is also among the world's most water-scarce countries. (tick)[1]
2. It is important because safe water is key in determining the health (tick)[1] of people in a household/ and communities. (tick)
3. The statistics help to emphasize / draw attention (tick)[1] to the severity of the water problem (tick)[1] by helping us appreciate the number of people (tick)[1] without safe drinking water.
4. * Improved water sources :
   (i) examples are piped water, borehole water and rain harvested water / protected wells.
   (ii) - are less prone to contamination.
   (iii) - are safer sources of water. (expect all three points)
5. At independence, the water situation was secure, with almost 2.4 million litres of water per Kenyan per year. (tick)[1]. however the situation was precarious in 2014, as the water available per person per year had shrunk to 461,000 litres (tick)[1]
   (student must use a word of contrast or comparison)
6. Women children and even men , spend a lot of time daily fetching water.
   - it is tiring as people have to queue long hours / walk long distances.
   - Some children drop out of school. (Expect all 3 points)
7. It is ironic that the poor - those living in slums - spend a lot of money - 172% more - for water yet their counterparts in formal estates do not. (Double tick)[2]
   - This shows the serious impact of water scarcity / its impact on poor households. (tick)[1]
8. (i) eke out - make a living
   (ii) interventions - measures to curb / actions put in place to prevent / secure.

Q2.1. Wandia has secured a scholarship to study haematology (tick)[1] at John Hopkins Hospital in Baltimore Maryland. (tick)[1] . The two have to plan on how to take care of the family while she is away / during her one year absence. (tick)[1]

2 (i) Every time he got in to the house he would enquire where Baby Mary was. (tick)[1]
(ii) Mary was taken to a private school (tick)[1] when everyone else had gone to a public school.
(iii) Mary was dropped to school in Mark's car (tick) / Mark drove Mary to school every day.
(iv) She was never punished by Mark.
(v) Mark did anything that Mark asked of him.

3. Aoro is :
   (i) Caring - He is concerned about his family's well being and helps figure out how everyone is going to be taken care of. He suggests asking Mary to come over / etc.
   (ii) Humorous : He light heartedly says that he will request his patients to postpone their illness for one year / chides Wandia about her relationship with Elizabeth.
   (Any 1 well illustrated trait)
   - responsible / concerned / observant - with illustrations.
4. (i) Johnny who is now in class seven - Becky's son
   (ii) Alicia, now fifteen , also Becky's child.
   (iii) Lisa, Aoro and Wandia's daughter.
   (iv) Daniel , Aoro and Wandia's first child, who had downs syndrome but is doing fine.
   (v) Mugo who is only four years old. (expect all five, with a short description of each)
5. (i) Dialogue : "I sure she'd be delighted..."
   " Maybe we should also get extra ..."
   - reveals the cordial relationship there is between Aoro and Wandia , also the concern for their family's welfare in the face of Wandia's leaving for further studies.
   (ii) Use of humour - OK, I'll tell my patients to postpone their illness for one year - " Helps to lighten the otherwise serious conversation between Aoro and Wandia / helps to bring out Aoro as humorous.
   (iii) Description - of the relationship between Wandia and Elizabeth, " ...a constant source of amazement and amusement. ..." - It shows that Elizabeth and Wandia had become very close / good friends , almost like a mother and daughter.
6. It was a source of hope that they may get a solution to their problem of managing the house in her

(Wandia's) absence.

7. Kindly / please drive us over there this weekend.
8. (i) Poky - uncomfortably small, cramped, too squeezed up.
   (ii) antidote - the remedy, one who countered.
   (iii) the outsider - the one who did not belong.

Q3.1. A black or colored[1] (tick) person who witnesses / a white child kill another white child (tick) .
Evidence : He / she is relieved that the children are white (tick)[1]
(Expect all three points)

2. It is about a bad /eerie / strange day when a white child kills another. (tick)[1]
The persona says that it is an occurrence that disturbs the order of things (it is hard to remain human) /
The persona is assuaged by / the persona's distress is diminished when he / she learns that the children
involved are white (tick) [1]. However, this relief is short –lived as her /his conscience bothers him / her.
(tick)[1]. (S) He observes that were things different in the society and they would all recognize that the
white children are also their children, and so sympathize with them as their own. (tick)[1]

3. - The persona says that it is hard to remain human on such a day (tick) [1] suggesting that
- The birds are said to perch weeping (tick) [1] - suggesting that they too are pained by the events.
- The squirrels eyes are said not to look away (tick) [1] but the dogs look away in pity (tick) [1] - all these images portray the gravity of the events. (any two with an explanation = 3 marks)
4. A society divided along racial lines / Racist (tick)[1] society.
The persona admits to being relieved upon realizing that it is a white child who has killed another white child (tick) suggesting a level of indifference / discriminative treatment.
5. Sombre tone - the persona says that it is hard to hold oneself together due to the killing.
- Treats the whole matter with great seriousness / weight
- The persona analyzes how he / she feels very honestly and is conscious of his / her own discriminative tendency / eventually concludes that all humanity is alike. (any one well explained tone)
6. (i) Repetition - and that would mean / and that would mean - emphasizes how things would be if society was more equal /
things were let to be as they were meant to be.
Personification - birds perch weeping - suggests great sorrow.
- The grains of dust would gather themselves and spell out...that the earth would declare ....
(any 1 - 1 mark identification ; 1 mark illustration ; 1 mark explanation)
7. The line suggests that humanity is the same / we are all alike (tick)[1] and hence there should not be a division / one should not care more for one race and not the other (tick) [1] / not discriminate.

Q4.

A.
(i) Although it was raining heavily, we went to the hospital.
(ii) Here comes the bus we have been waiting for ! (mandatory exclamation mark)
(iii) Joel said that they would all avail themselves for the meeting the following / next day.
(iv) The little baby was rescued from the debris by the Red Cross personnel.

B.
(i) disapproves
(ii) forewarned
(iii) mobility

C.
(i) breaks down
(ii) came to terms with
(iii) made up

D.
(i) Supplies
(ii) laid
(iii) accruing

E.
(i) Only the houses that were renovated last month are up for sale (although there are more houses)
(ii) All the houses were renovated last month and they are all up for sale.

WESTLANDS
FORM FOUR END OF SECOND TERM EXAM
ENGLISH
Paper - **101/3**
July/August 2018
Marking Scheme

1. (a) Must be a story
   - Must end in the statement given, i.e. ...Looking at their grateful faces, I realized that all the trouble
   I had gone through was worth it. (* if not, treat as irrelevant, deduct 4 marks)
   - The events in the story must culminate naturally in to this conclusion.
   - Check and award for good use of language.
   (b) The candidate must show the effects of tribalism on the nation and explain the role of youth in overcoming it.
   - If not treat as irrelevant and deduct 4 marks.
   - Candidate may explore 3 to 4 points ; however , points of merit are in the use of language to explain / argue convincingly.
   In both :- Use KCSE /KNEC guidelines to award.
2. Bertolt Bretch : The Caucasian Chalk Circle
   Introduction : The good one does often comes back to them; likewise, the evil one does often has consequences for the individual. This is true in the CCC, where various characters reap from their actions.
   Georgi Abashwili his cruelty when he is murdered mercilessly.
   * Expect an interpretation of the question that is based on the text / contextualized.
   Award up to 2 marks

1. **Georgi Abaswili is a cruel leader.**
- On Easter Sunday his servants beat off the beggars and petitioners to make way for him.
- From the petitioners, we learn that he forces young men to war, where they are maimed and killed.
- He plans to pull down slums to expand his palace, in total disregard of his subjects /the poor.
- he is paid back for his cruelty when he is killed by the Fat prince
- (NB : Candidate must give full details of whatever point he/she picks . This applies in all points)

2. The Fat Prince is also very cruel.
- He oversees the beheading of Georgi Abaswili.
- He callously orders the soldiers to nail Georgi's head properly, in the middle of the door.
- He himself is beheaded in a similar manner.
- His head is also carried on a lance around Grusinia . His cruelty comes back to him.

3. **Natella's egocentric nature / selfishness** is paid back in full measure. On the Easter Sunday Natella is only bothered about herself, clothes and shoes and not a bit about Michael
- She leaves behind her child Michael as she flees the unrest , only to claim him back in order to gain access to Georgi Abaswili's estates.
- Her selfishness comes back to haunt her when she is denied Michael , and also loses the Abaswili estates.

4. Azdak reaps from his good deed of saving the Duke when he is appointed judge, and in the process, saved from death.

- Azdak unknowingly saves the grand Duke during the coup.
- He even gives him some cheese and teaches him how to eat like a peasant.
- He does not turn him over to Shawa.
- Later, when the Duke comes back to restore order in Grusinia, he appoints Azdak judge.
- Thus, Azdak's good deeds are rewarded.

5. Grusha saves Michael on the day he is left behind by his mother/ during the coup.
- He goes with him to the Northern Mountains, risking her life in the process.
- Grusha's selflessness is rewarded when Azdak gives her custody of Michael.
- (Any 4 points × 3 = 12 marks)
- Other relevant points
- St. Banditus } the court cases
- The Doctor }
  - Conclusion - up to 2 marks , tied to score in body.
  - Language - 4 marks

3. (a) "Majdy's stay in London alienates him from his people"

Introduction

- Majdy is at first unhappy when he gets to London.
- He pleads to come home, but his mother pleads with him to stay on and read.
- Eventually, Majdy becomes distant from his people. He drops their practices and sets his mind on staying in London.

Intro - up to 2 marks.

Intro : When Majdy first goes to London, he writes letters home to say that he would like to come back.

He threatens to give up his studies and return home. However, his prolonged stay in London transforms

him. He becomes detached from his family and people.

i) Majdy abandons his people's prayer habit while in London.
- When Samra asks him for a prayer mat, he confesses he does not have one.
- He does not even know the direction of the Ka'ba or where the Qibla is.
- Samra is appalled ; she cannot comprehend that Majdy has been in London for a whole year without
- praying. He doe not even observe the mandatory Friday prayers.
- it is obvious that he has distanced himself from the practices that he grew up with among his people.
- He argues that in London, prayer is a distraction, an interruption and inconvenience.

ii) Majdy considers London civilized , and Khartoum backward. He feels the structured life makes his time more blessed.
- Majdy does not want to go back home. He even enrolls for a PhD.
- He feels London gives him security to build his life; unlike home where coups , new laws, petrol
- shortages and doctors strikes disrupt the order of life.
- He is unable to appreciate the more relaxed, simple and rich family life back home. Unlike his early
- days, he does not to go back to his people.

iii) Majdy is so indifferent to his people that he is not able to sympathize with his mother. Samra
- informs Majdy of her struggle when she went to call him at Central Post Office.
- She could not get transport due to petrol shortage.
- She got burnt by the sun till in desperation, she stood in the middle of the road and stopped the first car
- in sight. The young driver took her home at her request.
- Majdy blames the system back home and is determined to stay away. Samra accuses him of disloyalty, of indifference.

iv) Majdy is eventually so distant from his people that he does not desire to go back home.
- When he is almost done with his PhD, he is invited to a conference in Bath.
- He feels that he has worked so hard at his studies that the only logical thing for him to do is to stay in London and reap what he has sown.
- He feels a childish sense of exclusion, of being left out of life at home. However, he has no desire to go back home.
- (Any 4 points × 3 = 12 marks)

b) DRAMA : Betrayal in the City.
- **Introduction**: Bose's close confidants help him make important decision in Kafira.
- they misinform him in equal measure, and this leads to serious abuses of the citizens' rights / power abuse. Such friends are Kabito, Tumbo and Mulili.

Body.

i) Mulili

- Is Boss's closest confidant, and claims to be his cousin. He is the most dangerous of Boss' men. He misadvises him e.g. to kill Kabito as he is a 'green snake in the grass'
- Due to the lies he tells Boss regarding Kabito,Kabito is killed.

(Candidate may cite another example of Mulili misadvising Boss, award full marks for good illustration)

ii) Tumbo

- He is extremely egocentric and wants to benefit fully from his association with Boss.
- He is tasked with organizing a play to entertain the visiting head of state, but instead of organizing a competition he corruptly gives the job to Jusper. This illustrates how deals are awarded corruptly.
- Argues that he has enriched himself this way, and encourages Jusper to wait till he has a voice in order to speak for others/ any other illustrations of his opportunism in total disregard of the masses.

iii) Kabito

- Is also in government to enrich himself, not to help Boss serve the nation.
- He is also a key advisor of Boss, like Mulili and Boss reveal.
- Uses position to engage in corrupt dealings e.g. the milk tender.

iv) Nicodemo

- Is a chief advisor of Boss, alongside the others.
- He is selfish and evil, and worsens the leadership of Kafira. While serving in the entertainment
- committee, his first interest is on the money / 'potato' they will be paid.
- He is the one who set up Mosese by planting one kilogram of opium in his car.
- Mosese suffers jail for a crime he did not commit, but in order to silence the masses.

(4 well illustrated points × 3 = 12 marks)

Conclusion : Award for a good conclusion.

Candidate should sum up his / her points and echo the thesis statement.

Language - up to 4 marks

C. The Pearl - John Steinbeck

'What you see is not always what you get'

Introduction = 2 marks

- Expect a contextualized intro
- At times looks can be deceiving / judging things / people at face value is erroneous
- Clearly shown in the Pearl that Kino finds.
- He thinks it is good fortune but brings evil to his family.

Body:

1. The Pearl has an outward appeal, the promise of riches and comfort ; however it brings miser
   - Leads to death of Coyolito.

   * (Candidate must elaborate fully)

2. The doctor is supposed to treat Coyolito of the scorpion sting, He instead comes to make him more ill,

   wants a part of the Pearl's good fortune / He spies on where the pearl is buried and sends an intruder to steal it.
3. The pearl traders pretend they want the best price for Kino. They have, however, conspired and agreed on the price. They even dismiss the pearl / downplay its worth.
   - Kino is frustrated by their price ; he opts to go to sell in the city.
4. Others - The priest - pretends he has come to bless and celebrate the finding of the pearl. Underneath, he is thinking of the repairs that the church need/ etc.
   - The beggars
   - The neighbors

   * Any 4 points × 3 = 12 marks

Conclusion : - Expect a summary of points.

- Candidates to echo thesis statement.

(Up to 2 marks)

- Language - (4 marks)

KIGUMO SUB-COUNTY CLUSTER EXAM
FORM FOUR END OF TERM TWO EXAMINATION 2018
101/1
ENGLISH
(Functional skills)

1. **FUNCTIONAL WRITING**
   (20MARKS)
   You are the school captain in your school. The school has been performing dismally and you are asked to visit a top performing school for bench marking for three days. Write a report of your findings and give recommendations that would benefit the school.
2. **CLOZE TEST (10 MARKS)**
   Read the passage below and fill in each blank space with an appropriate word.
   Gender 1. …against the African woman is not 2 ….very widespread but also deeply embedded in African Societies. Several factors combine to 3. …..the African woman. First, we have primitive and irrational 4……about the natural inferiority of the woman. 5. ……, many negative cultural practices, female genital 6…., bride price and confinement to specified spaces, injure, humiliate and 7. …..the person of the woman.Thirdly , the abject poverty and abysmal ignorance prevailing

in many 8. .....societies deny the African woman the means, the knowledge and the power to make 9. ……..decisions about her life.
Last but not 10. ……., the African man's chauvinistic greed for power and insensitivity to the needs of his mother, daughter, sister and companion is a regrettable hindrance to female emancipation.

3. ORAL SKILLS
(30MARKS)

a) The Bride
Why do you wear that dress so white?
Why do you wear the veil so light?
Why do your young eyes shine so bright?
Is it your wedding?

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

i. Using illustrations , show how rhythm has been achieved in the poem (4 marks)
ii. How would you perform to distinguish stanza I from stanza 2. (2marks)
iii. What is the rhyme scheme of this poem? (2marks)
iv. Describe the tone you would use in performing the last line of the song. (2marks)

b) Give another word pronounced the same as the following. (5marks)

i. Heal –
ii. Elicit –
iii. Beach –
iv. Moor –
v. Shagreen –

c) **Explain the emphatic stress on the underlined words in the following sentences. (4marks**)

i. Jim slapped Jane yesterday.
ii. Jim slapped Jane yesterday.
iii. Jim slapped Jane yesterday.
iv. Jim slapped Jane yesterday.

d) Identify the odd one out in each of the following sets. (5marks)

i. Enough , staff, dough, graph
ii. Depot, rapport, report, debut
iii. Watched, wanted, laughed, rushed
iv. Wept, debt, receipt, doubt
v. Machine, chef, chess, machete

e) You are stranded at a bus stop. You decide to ring your principal to report that you cannot arrive in school in time for class. Below is a part of the telephone conversation. Fill the other part. (6marks)

You: ---------- (1mark)
School secretary: I'm sorry the principal is in a meeting and cannot speak to you at the moment.
You ---------- (1mark)
School secretary: May I know your class teacher please?
You: ……(1mark)
School secretary: Oh I'm sorry Mrs. Mwangi is already in class. Can you please leave a message?
You: ---------- (1mark)
School secretary: Oh Mrs, Muli's is your house mistress? Just hold on as I connect you to her.
Mrs. Muli: Hello, what can I do for you?
You:---------- (1mark)
Mrs. Muli: Sorry, I'll inform your class teacher about your predicament. Bye for now.
You: ---------- (1mark)

KIGUMO SUB-COUNTY CLUSTER EXAM
MOCK
FORM 4 END OF TERM 2 EXAM 2018
101/2
ENGLISH
Paper 2

(Comprehension, Literary Appreciation and Grammar)
TIME: 2 ½ HOURS
Read the passage below and answer the questions that follow
(20 marks)

Like a termite destroying a structure, stress undermines the body, mind and emotions and the effect can be obvious on your skin. While dermatologist are still debating whether stress actually causes skin disorders, they seem to agree that stress definitely triggers or aggravates skin conditions such as acne, hives, eczema, psoriasis, rosacea, warts, cold sore and blisters. Did you know that one of the first places stress is on your skin? The skin is the largest organ and also the busiest immune part with direct and indirect connections to the brain.

Whenever we feel anxious or overwhelmed, our bodies produce cortisol, a major stress hormone is pumped into our system, it communicates with all our organs and causes inflammation as a reaction to stress. Inflammation produces oxidants that damage the cells.

What does that mean to the skin? When a pore is inflamed, it becomes thick and swollen and is more likely to become clogged. When collagen becomes inflamed the matrix breaks down and results in acne, wrinkles, dryness and itchiness appears with the inflammation. They are telltale indications of what is really going on inside

All too often, we try to blame external influences such as eating too much chocolate, dust, even the weather for the state of our skin. But the real cause a so called “bad skin day” is often emotional.

That’s the thing about the skin: you have to deal not only with how you feel, but also with how others react to you. The flip side is that once your skin starts to mend, people notice immediately and tell you that you look great.

Stress management is possible if you can talk about what is going in one’s life with a friend or relative. Binging or eating of junk food too pays off. Exercise raises the level of endorphins thus the mood is raised. A time off the hectic life to relax, a massage, soft music or even meditation is healthy for stress levels to be lowered. Cortisol levels are at their lowest when one sleeps.

Questions

a) Why is stress destructive?
(3mks)
b) How does someone look when stressed?
(2mks)
c) Make notes on the process by which stress affects our skin
(4mks).
d) A part from stress, what other factors are blamed for the condition of the skin
(2mks)
e) You have to deal not only with how you feel, but also with how others react to you.
(Begin….Not only…….)
f) How does one know that one has started managing stress?
(2mks)
g) Why is exercise important during stress?
(2mks)
h) Give the meaning of the following words and expressions as used in the passage.
i)Telltale (1mks)
ii) Bad skin day (1mk)
iii) Binging
(1mk)
iv) inflammation (1mk)

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

1. THE RIVER AND THE SOURCE (25MKS)

Read the excerpt below and answer the questions that follow.

That following year there was a record five candidates in the house and tension once again reigned supreme. Vera and Becky were doing their Advanced Level Examination, Aoro his Ordinary Level, and the twins Opiyo and Odongo their Certificate of Primary Education. Books and papers were all over the place and tempers were short. Vera at nineteen had undergone a metamorphosis from a gawky thin faced teenager into a striking young woman and the boys, who had previously had eyes only for Becky started to take notice. Becky of course noticed this and was jealous. Vera herself was unaware since all the neighborhood boys were afraid of Mark, who had been known to throw ardent admirers bodily across the fence. He had not been a soldier for nothing and no young pup was allowed to nose around his precious girls. Naturally he had quite forgotten what he himself had been like a quarter of a century before. Short is the human memory.

One particularly persistent young man called Tommy Muhambe however kept coming back until Vera who was not only unaware, but was totally lacking in feminine wiles, became aware of him.

He was in university studying Veterinary Medicine and was twenty one. More important he was madly in love – with that passion which only first love can arouse. One Sunday, he actually asked her to go to the movies with him. She was quite impressed by his temerity because the thought of Mark was usually enough to cool off the most ardent of young men. She thought of the tomes waiting for her and the triple A's she wanted to score in maths, physics and chemistry and decided one movie wouldn't kill her. So she broached the subject after dinner that night while her open mouthed siblings waited for the sky to cave in at such audacity.

"Father, Tommy asked me to the movies next Saturday. May I go? I would really like to." She looked at him levelly but not antagonistically – one adult to another. Mark could not ignore that gentle challenge. He would have loved to steal a quick look at Elizabeth – for guidance and inspiration – but obviously could not.

"Who is this Tommy?"he asked to buy time. He knew Tommy very well. He was Mike Muhambe's son at the university – a nice enough young man were it not for the fact that he was a Luhya and was eyeing his eldest daughter. Vera was not given to making unreasonable demands or causing trouble for trouble's sake, therefore she could not be denied off-hand. She would simply come up with any number of convincing arguments. Even the tendency to spill tears seemed to have waned as she approached adulthood.

"He is the Muhambe's son who does Vet Medicine at the university. I thought you knew him." The other children hung on to her every word filled with excited admiration. Becky would have fainted first before facing up to her father. Aoro remembered only too clearly what a tussle with Mark could lead to.

QUESTIONS

1. When had similar tension been experienced in the house? (2mks)
2. How can we tell that Vera was different from Becky from the information given in the first paragraph? (2mks)
3. What is ironical about the way Mark is treating young men? (3mks)
4. Which metaphor reveals Mark's attitude towards the young men? (3mks)
5. Which characteristics do Vera and Tommy have in common? (5mks)
6. "Father, Tommy asked me to the movies nest Saturday," Vera said. Rewrite in reported speech. (1mk)
7. Why would Mark not dare steal a quick look at Elizabeth? (2mks)
8. What do we learn about Mark from this excerpt? Illustrate your answer. (4mks)
9. Explain the meaning of the following expressions as they are used in the excerpt: (3mks)
   a) metamorphosis -
   b) to cool off -
   c) hung on to her every word –

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) Classify the above narrative. (1 mk)

(b) What are the characteristics of the above classification? (2 mks)

(c) What is the function of this narrative? (1 mk)

(d) Identify and illustrate any <u>three</u> features of oral narrative evident in the story. (6 mks)

(e) Give <u>one</u> economic activity that is undertaken by the community referred to in this narrative. (2 mks)

(f) Describe the character of the following:

(i) The young man (2 mks)

(ii) His father (2 mks)

(d) Whom do your think would be the most appropriate audience of this story? (2 mks)

(h) What is the moral lesson of this narrative? (2 mks)

4. GRAMMAR.

a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the sentence.

(2mks)

1. He crawled like a snake and moved towards the dimly lit house.(Begin: Crawling……)
2. He will not regain other peoples respect unless he stops drinking irresponsibly.(Begin….Only…..)

b) Fill in the blanks with the correct form of the word given in brackets.

(3mks)

i. Living in the ……(industry)part of the town can be very distressing.
ii. ……(friend) people are rare these days.
iii. .I did not sell the ring .I was told it was ……(worth).

c) Fill in the blanks with the correct preposition.

(3mks)

i. Jane has a special liking ……Mathematics.
ii. The host has a dog that answers……the name snoopy.
iii. I have placed the coffee table……the shade of that tree over there.

d) Punctuate the following sentence.

(1mk)

i) Dominic why do you always quarrel Paul he asked.

e) Replace the words in brackets with an appropriate phrasal verb.

(3mks)

i) We hope that our plans will---------- (succeed)
ii) Judy was---------- (deceived) by a smartly dressed man.
iii) She looked carefully at the document but couldn't (understand) ---------- -------what it meant.

f) Give two meanings of the following sentence

(1mk)

i) Did you see the girl with a telescope?

g) Write one word to replace the underlined words in the following sentences.

(2mks)

i) The School President reproduced the Principal's speech word for word.
ii) Mr.Gachau is unable to pay his debts.

KIGUMO SUB-COUNTY CLUSTER
101/3
ENGLISH
Paper 3
(Creative Composition and Essays on Set Texts)
TIME: 2 ½ HOURS
FORM 4 END OF TERM 2 EXAM 2018

1. COMPULSORY: IMAGINATIVE COMPOSITION (20 MARKS)

Either,

a) Write a story beginning with the words:
I had not thought it was a big problem until I got involved .....

Or

b) Discuss the measures you would take to curb flooding in our Kenyan urban areas.

2. THE COMPULSORY SET TEXT: 'THE CAUCASIAN CHALK CIRCLE' BY BERTOLT BRECHT.(20 MARKS)

'Lust and greed for power are detrimental to society.' Using Bertolt Brecht's 'The Caucasian Chalk Circle'; show the truth of this statement.

3. THE OPTIONAL SET TEXTS. 20 MARKS

Either,

Drama:

a) 'We keep our friends close but our enemies even closer.' Support this statement with illustrations from Francis Imbuga's ' Betrayal in the city'

Or

SHORT STORY

b) When a teenage girl is brought up by an absentee mother, she is bound to face countless challenges. Justify this assertion basing your answer on Lesley Nneka's story 'Light' in 'Memories we Lost and Other Stories' by Chris Wanjala.

Or

The NOVEL

c) The greed exposed in various sectors in today's society is the same one seen in the 'The Pearl' by John Steinbeck. Using illustrations from the text show the truth of this statement.

KIGUMO SUB-COUNTY CLUSTER
101/2
ENGLISH
Paper 2
PP2 Marking scheme Form 4
Question 1

a) It is destructive because it undermines the body, mind and emotions leading to the destruction of the skin
b) When one is stressed, the skin looks bad, because it develops acne, wrinkles and dryness
c) i) The body produces cortisol
ii) Cortisol causes inflammation
iii) Inflamed spore gets clogged
iv) Matrix breaks down causing skin conditions
(Must be in point form or else deduct ½ of the total mark scored)
d) Other factors include eating too much chocolate, dust and the weather (any 2 xl = 2 mks)
e) Not only do you have to deal with how you feel but also with how others react to you.
f) One knows this when other people notice and begin to tell you that you look great.
g) It raised the level of endorphins which in turn raises the mood
h) (i) telltale- indicators/obvious signs
(ii) Bad skin day- a day when one's skin does not look healthy
(iii) Binging – overindulging/ excessive consumption
(iv) congestion of blood vessels

QUESTION 2

1. Similar tension had been experienced in 1972 (two years earlier when Vera and Becky were sitting for their Ordinary Level examination and Tony for his Certificate of primary education. (2mk)
2. We can tell that Vera was different from Becky because whereas Becky could tell what Tommy's intentions were, we are told that Vera was "unaware". In other words, Vera was quite naïve about boy-girl relations but Becky was worldly-wise. (2mks)
3. Mark's treatment of the young men who aspire to relate with his daughters is quite ironical because when he was their age, he had done exactly what they were doing now. He would be expected to appreciate the fact that the boys' behavior is normal. (3mks)
4. "…. no young pup was allowed to nose around …" This metaphor shows how much Mark resented the young men's schemes. They are compared to puppies which is extremely contemptuous. (3mks)
5. Tommy and Vera are very focused. Vera is determined to score A's in her examination and Tommy wants to win Vera's love regardless of the obstacles. They are very courageouSs. Tommy is not deterred by Mark's reputation. Vera, too, boldly faces her father and requests to be allowed to go to the movies with Tommy. Her siblings are amazed by her bravery. In the excerpt, we are told that both of them are good people. (5mks)
6. Vera told her father that Tommy had asked her to the movies the following Saturday. (1mk)
7. Mark would not dare steal a quick look at Elizabeth because it would have betrayed his indecision. He wanted to give the impression that he was in charge. (2mks)
8. We learn that Mark was very protective of his family and would do whatever he thought was necessary to keep them safe. He instilled fear in the young men who were trying to attract his daughters' attention. Sometimes he sought his wife's counsel and softened his stand if necessary. (4mks)
9. Meanings of expressions:
   a) Dramatic transformation - radical change
   b) Scare - discourage
   c) Listened very intently (3mks)

QUESTION 3.

a) Dilemma narrative
b) . Characteristics
- The action taken is unpleasant
- involves two or more causes of action
- They present a situation hard to decide.

c). Function-Test ability to make decisions
- used to discover heroes in society
- To teach a moral lesson

d) Features of oral narratives;
- Opening formula – "There was a certain town…"
- Closing formula – 'Here ends the story'
- Dialogue – 'This man said to his son, 'Come let us go and catch the squirrel'

- fantasy
- timelessness
- Repetition

e)

- Hunting 3 features + illus = 6 mks
- Livestock keeping – The chief gave his sons horses worth ten pounds
- Slavery – He called his slaves to take him and have him washed and shaved.
- Blacksmithing – axe Identify + illust = 2 mks

(f) - 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

g) 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.

h) We should learn to forgive

Question 4.Grammar

A) i.Crawling like a snake,he moved towards the dimly lit house.
ii)Only when he stops drinking irresponsibly will he regain other people's respect.

B) i. Industrial
ii) friendly
iii) worthless

C) i.for
ii.to
iii)in

D) i) "Dominic,why do you always quarrel Paul,"he asked.

E) i .go through
ii) taken in
iii) make out

F) i.The girl who had a Telescope machine
ii) Using a telescope machine

g) i)verbatim
ii)bankrupt

KIGUMO
MARKING SCHEME
101/3
ENGLISH FORM 4
END OF TERM 2 2018

Imaginative composition

1 a) - must be a story if not deduct up to 4 marks
- Must begin with the given statement if not deduct 2 marks
- Must NOT exceed two pages if it does deduct 2 marks

b) - it must be a discursive essay if not deduct 4 marks
- The linguistic competence of the student should be paramount and not ignored at the expense of the points discussed.

2. The compulsory set text:'The Caucasian Chalk Circle' by Bertolt Brecht.

Introduction 2 marks

Accept any relevant introduction. It can be general of specific or a combination of the two.

Body 12 marks

- Greed for power is evident when prince Kazbeki and other princes stage a revolt against the Grand duke and his governors. They murder the governors including Georgi Abashwili whose head is hang at the center of the palace door.
- When Kazbeki takes over, he is now hunting down the governor's heir, Michael in order to kill him so as to consolidate his power. He fears his challenge in future.
- Kazbeki wants his nephew Bizergan Kazbeki appointed judge so he can try the Grand Duke in the Princes favour. The soldiers however appoint Azdak.
- The Princes are said to have used the Persian war to enrich themselves. Azdak as the Grand Duke says that soldiers lost the war, but the Princes gained materially. Wealth is power and the Princes are sure to remain in power.
- Georgi Abashwili is motivated by greed and materialism. He fails to give attention to a petition against the heavy taxation by his government, plans to meet the architects to plan to construct a new East wing to the palace and ignores a messenger from the capital who is carrying important military news. Because of his greed, he loses his life in the process. Consequently, many innocent citizens die and others suffer. Cost of living goes up among other negative effects.

Conclusion

Accept any valid conclusion

Grammar presentation 4 marks

3. The optional set text

a) Betrayal in the City by Francis Imbuga

Introduction 2 marks

Accept any relevant introduction

Body 12 marks

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 escape and Jere ends up in jail. Jere had also earlier threatened to shoot Mulili.

2. Mulili and Kabito
- They are in the same visitor's entertainment committee as Boss views them as his supporters.
- Kabito refers to Mulili as a thief and later on Mulili misreports him to Boss that he robbed him the milk tender. He says that Boss has ruined the economy among other accusations leading to Boss eliminating a loyal hardworking officer.
- Mulili 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 eyes and ears on the ground. He puts him on various committees as his spy and close loyal friend and cousin.
- During the play within a play when 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 of Kafira.

4. Jusper, Jere, Mosese versus Boss.
- The three actors would want the Boss to take the role and give them actual guns instead of the props only to turn against him.
- They get excited for the achievement of holding Boss at ransom and want to shoot himbut instead shoot Mulili who had attended the dress rehearsal.

5. Kabito and Nicodemo

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

b) The Short story: 'Memories we lost and other stories' by Chris Wanjala
'Light' by Lesley Nneka Arimah
Introduction 2 marks
Accept any plausible introduction.
Body 12 marks

- Getting physically lost ; Enebeli had separated for hours during chaos in the market lace
- Unanswered questions may be demonstrated by the wrong people; Enebeli had to handle them though even then he wasn't the right person to do so.
- Biological developments are not clear thus could have humiliating episodes.; the girls first monthly period seeped all through the mattress.
- It leads to family conflict and disintegration; Enebeli is always at loggerheads with the wife because of the girl.
- Breakdown of communications eventually sets in between mother and daughter making a bad situation worse. The girl stopped talking with the mother.
- Relationships with other family members is affected; The aunt to the girl

Conclusion
Accept any valid conclusion.

3 c) 'The Pearl' by John Steinbeck
Relevant introduction 2 marks
Body 12 marks

i. Health sector

- Doctors are charging exorbitantly thus only focus on the rich who can afford good medical care.
- The doctor wanted to treat Coyotito so as to get part of the pearl if not all of it.

ii Church sector

- Pastors are hunting for those with money and are willing to render services to them.
- The pastors wanted to marry them and baptize the child in church.

iii business sector

- They are all after hitting the jackpot
- They are all waiting for Kino to sell the pearl.

iv family members.

- Kino's brother and his wife also wanted to benefit for the pearl.

v neighborhood

- They also want their share. Kino's neighbor could accompany him when he went to sell the pearl
- Beggars were also hopeful

Conclusion 2 marks
Any relevant conclusion

KIENI JOINT EVALUATION EXAM
101/1
ENGLISH PAPER 1
TIME:2 HRS
JULY/AUGUST 2018 EXAM

1. FUNCTIONAL WRITING (20 MARKS)

You have been confirmed as the president of the student council. The Deputy Principal is away on official duties. Write a **REPORT on** the current situation on discipline in the school and what the student council membership is doing to enhance positive student conduct. Be sure to include:

- Class attendance
- Time keeping
- Student conduct in the Dining hall
- Student conduct in the dormitories
- Noise levels

2. CLOZE TEST (10 MARKS)

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

Kenyans (1) _____ a lot from the newly elected government. All the promises (2) _____ during campaigns ought to be (3) _____. (4) _____ it is quite unrealistic to expect a lot out of nothing. We all need to work extra hard in our respective activities so as to (5) _____ on dreams. Things will never fall (6) _____ above. (7) _____ of all of us are needed to realize vision (8) _____ meeting our basic needs. Above all that, we must (9) _____ national unity and (10) _____ for the progress of all.

3. Read the narrative below and answer the questions that follow.

THE STUPID MONKEY

Once upon a time, a tribe of monkeys made their home in the pleasure garden of the king. In certain holiday when the drum was beaten to call the people together, the King's gardener, hearing the drum, said to himself, "Even though it is holiday, the garden must be watered. Accordingly, I will ask the monkeys to water the garden for me so that I can be off to enjoy myself and keep holiday with the rest." So he called the monkeys and asked them to water the garden. When the monkeys had promised to water all the young trees faithfully, the gardener gave them water skins and the wooden pot with which to perform the task.

After the gardener had gone, the monkeys took up the water skins and the watering pot and began to water the young trees. But the leader of the monkeys stopped them. "Wait," he said," we must be careful not to waste water. Before you water them, you must first pull up each tree and look at the size of the roots. Then you must give plenty of water to those which have long, deep root. For when this water is finished, we shall have hard work to get any more.
"To be sure," said the other monkeys," that is what we must do." So, they pulled up all the trees just as their leader had told them to do and all the young trees died.

QUESTIONS

a) What would you do to prepare your audience to listen to the above story?
(2 mks)

b) What two oral devices would you use in narrating this story effectively?
(4 mks)

c) What two things would indicate that your audience is following the story?
(4 mks)

d) You are one of the students chosen to negotiate in a dispute involving members of your class and another class. What negotiation skills will you employ to ensure an amicable resolution is reached.
(5mks)

e) Put the words below in correct column according to pronunciation of the vowel sounds.
school, floor, you, write, oar, night

/ai/	/u:/	/ɔ:/

(3 mks)

f) Identify the silent letters in the following words.
(4 mks)
i) Boutique _____
ii) Plumber _____
iii) Bough _____
iv) Bouquet _____

g) Indicate how you would address each of the following officials to express courtesy.
(2 mks)
i) President -

ii) Judge -
iii) Pope -
iv) MP -

h) You are attending a debate club competition in your neighbouring school. When a student from your school takes the podium, you notice that he/she is afraid. Write down three indicators that would tell you that the student is afraid and suggest how to overcome them.
(6 mks)

KIENI SUB-COUNTY EXAM
101/2
ENGLISH PAPER 2
TIME:2 HRS
JULY/AUGUST 2018 EXAM

1. COMPREHENSION

Read the comprehension passage and then answer the questions that follow

CORRUPTION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Corruption is an i**ntractable** problem. It is like diabetes; it can only be controlled or eliminated. It has a corrosive impact on our economy and that is why it should be eliminated.

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

2. <u>THE RIVER AND THE SOURCE (25 MARKS)</u>

<u>Read the following excerpt and answer the questions that follow</u>

"May the proceedings of this tribunal begin and may God save the King," intoned the DO. The twins looked at him with interest. He was actually white – not cloud white, but an undefinable translucent colour with spots of red on the cheeks, the ears and the tip of his long nose. His hair was an amazing yellow and wonder of wonders his eyes were blue. Nevertheless, he was human and spoke with a human if strange voice – rather resonant with an unusual timbre, somewhat harsh to the ear.

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

The DO was lost in thought for a few minutes. He had lived in this part of the country since the end of the war and he was well aware how deeply these people were steeped in their tradition – they called it *Chik*. *Chik* governed every aspect of the life of the people. It was the glue which held the people together, thus preventing disintegration of the fabric of society, and chaos. Without *Chik* to tell each person where he fitted in the exact order of things, where he came from and where he could expect to go, there would be confusion and apprehension. Very few rebelled and were ou8tcast, cut off from the people like a branch from a tree. The majority were glad to avail themselves of the surety it offered; to do and to be done by.

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

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

Akoko and her nephews left the tribunal and went back to their benefactor's home. They discussed the DO's decision.

"You mean there is a bigger white chief than this Diyo?" Odongo asked.

"Looks like it," replied the twin.

"Don't you think he should have decided? Aunt's case is after all so clear."

"Maybe he should have taken a longer time to think."

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

"My sons," said Akoko. "Do not decide the wisdom of a man by the brevity of his quiet or the multitude of his words. It is only a wise man who does not hide his folly behind many words. I think this *Diyo* will help me.

Questions

a) What had happened before this extract? (3 mks)

b) What did the boys find wondrous about the DO? (1 mk)

c) In not more than 50 words summarize the traditional practices of the community in this excerpt. (5 mks)

d) Identify and illustrate two stylistic devices employed in this extract. (4 mks)

e) Akoko tells her nephews that she thinks this 'Diyo' will help her. How does this happen later in the story? (4 mks)

f) "I think this 'Diyo' will help me, "(Rewrite the sentence and add a question tag) (1 mk)

g) What is the name of the benefactor mentioned in the extract? (1 mk)

h) Akoko's journey to Kisuma is seen as a beginning to her liberation. Referring from elsewhere in the novel discuss another journey where she is involved and how the two journeys are her source of liberation. (6 mks)

3. POETRY

Read the poem below and then answer the questions that follow

A TAXI DRIVER ON HIS DEATH BED (by TIMOTHY WANGUSA)

When with prophetic eye I peer into the future
I see that I shall perish upon this road
Driving men that I do not know,
This metallic monster that now I dictate,
This docile elaborate horse,
That in silence seems to simmer and strain,
Shall surely revolt some tempting day,
Thus I shall die; not that I care
For any man's journey,
Nor for proprietor's gain,
Nor yet for love of my own.
Not for these do I attempt the forbidden limits,
For these defy the traffic-man and the cold cell,
Risking everything for the little more.
They shall say, I know, who pick up my bones,
'Poor chap, another victim to the ruthless machine' –
Concealing my blood under the metal.

Questions

a) What is this poem about? (3 mks)

b) What is the attitude of the persona towards his fate? (2 mks)

c) With illustration, identify the persona in the poem. (2 MKS)

d) What is the irony in the poem? (2 mks)

e) With illustrations identify and comment on any other two stylistic devices used in the poem. (6 mks)

f) Comment on the following lines
   i. "Poor chap, another victim of the ruthless machine?" (2 mks)
   ii. Risking everything for the little little more

g) How will the persona's death come about? (2 mks)

GRAMMAR (15 MARKS)

a) Rewrite the sentences below according to the instructions given after each without changing the meaning (3 mks)
   i. Mochumbe had hardly completed his assignment when the lights went off. (Begin: Scarcely…)
   ii. I have never heard a more ridiculous story (Rewrite beginning with: That is…)
   iii. The Principal gave the Education Officer the forms. (Write in passive voice)

b) Fill in the blanks with the appropriate form of the words given in brackets. (3 mks)

c)
   i. There is little evidence of _____ (diligent) in his school work.
   ii. In summary writing, you should observe both accuracy and _____ (brief)
   iii. For us to win the game we had to take part in several _____(strain) exercises.

d) Fill in the spaces below with little, a little, few, a few
   i. The demand he placed before us left us with _____ options but to yield.
   ii. Since I was punctual, I found _____ people had already gathered.
   iii. Kamau is diabetic so he uses _____ sugar in his tea.
   iv. _____ respect is all that is needed for a student to excel.

e) Use a participle to connect the sentences below
   i. The manager sank into his _____ (wooden, new, comfortable, Kenyan) chair.
   ii. I had to wear _____ (grey, leather, expensive) jacket.

f) Explain the difference in meaning of the following pairs of sentences. (2 mks)
   i. Mutunga has ten-day-old puppies in his kennel.
   ii. Mutunga has ten day-old puppies in his kennel.

KIENI JOINT EVALUTION
101/3
ENGLISH PAPER 3
TIME:2 HRS
JULY/AUGUST 2018 EXAM

CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS TIME: 2½ HRS

INSTRUCTIONS

Answer **THREE** questions in this paper. Questions **ON**E and **TWO** are C**OMPULSOR**Y. Choose the third question from the book you are well prepared in

1. IMAGINATIVE COMPOSITION (20 MARKS)

a) Write a composition ending with the words:
Though I had met Pendo by accident, I can never regret it.
OR

b) Write a story to illustrate the saying
April showers bring May flowers

2. COMPULSORY SET TEXT (20 MARKS)

DRAMA*: The Caucasian Chalk Circle* by Bertolt Brecht
Azdak is the epitome of atypical judge. With vivid illustration from the play, write an essay in support of this proposition

3. OPTIONAL SET TEXTS (20 MARKS)

EITHER

a) The short story: *Memories we lost and other stories*
Using adequate illustration from the story Almost Home by Barvy Mc kinley, write an essay with the little 'The Challenges of illegal Immigration

OR

b) DRAMA: *Betrayal in the City* – Francis Imbuga
When the evil man suffers, he can never get sympathisers. With clear illustrations from the play write an essay showing how this is true.

OR

c) The Novel: *The Pearl* – John Steinbeck
'Great expectations make frustrated men'. Using illustrations from the novel, write an essay supporting this statement.

KIENI
ENGLISH PAPER 101/1
JULY/AUGUST 2018
MARKING SCHEME

1. Report writing
sample guidelines
- must be a report (if not deduct up to AD4 marks)
❖ main heading - 1mk
❖ subheadings introduction - ½mark
❖ Findings - - ½mark
❖ Conclusion/recommendations - 1mk
❖ Signing out 1 Mk
Content- introduction - 2 mks
Body/findings - 10 mks
Language -4 mks

CLOZE TEST

1. expect
2. made
3. fulfilled
4. However
5. realize/attain
6. from
7. Efforts
8. besides
9. uphold
10. strive

3. a) I would introduce the story by conventional formula understood by my audience e.g
- I am going to tell you
- Take a story
- Story is coming (2 mks)

b) i) Voice/Tonal variation – I would try to differentiate the portions where the narrator speaks from the portions where the characters speak.
ii) Mimicry: I would use facial expression of the head monkey as he instructs them –"he feels wise," and also use it to show agreement on the part of the other monkeys.
iv) Gestures: I would show the way the monkeys pulled the trees before watering them.
v) Body movement: Imitating the way a monkey jumps about
(Mark any two of the above) (2 x 2 = 4 mks)

c) Indicators of attention in the audience:
- Eye contact with the narrator
- Body language e.g nodding, smiling, sitting posture that shows alertness.
- Appropriate emotional responses that shows alertness
- The general response at the end of the story
Mark any two of the above. (2 x 2 = 4 mks)

d) Paying close attention (listening carefully)
- Taking turns to allow one to make a point
- Interrupting and disagreeing politely
- Presenting facts and opinions precisely
- Asking for clarification politely#
- Making compromise work/ceiling/accommodating others views
- patience
- Firmness 5 x 1 = 5 mks

e) /ai/ /u:/ /ɔ:/
Night, write school, you oar, floor 3 x 1 = 3 mks

f) i) o
ii) b
iii) gh

iv) t 4 x 1 = 4 mks

g) i) Your excellency
ii) Your lordship
iii) Your Holiness
iv) Honourable MP 4 x ½ = 2 mks

h)

- Trembling hands
- Beads of sweat on the forehead
- Stammering and trembling lips
- Avoiding eye contact with audience
- Shaky paper or reading material he/she is holding Any 3 x 1 = 3 mks

How to overcome

- Taking a deep breath before presentation
- Organizing the presentation/points in a logical manner
- Looking over the student instead of direct look
- Rehearsing well before presentation

Any 3 x 1 = 3mks

KIENI
ENGLISH PAPER 101/2
JULY/AUGUST 2018
MARKING SCHEME

1. COMPREHENSION

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

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

c) The citizens do not show an intense public outery against corruption.
- An absence of strong public forum to oppose corruption allows corruption to reign over citizenry.

d) A political elite that believes in interest oriental rather than nation – oriented programs.
- Change in the value system
- Lack of public participation in fighting corruption
- Illiteracy and a poor economic structure.
- Poor pay structure not commiserate with the education or experience.
- Politicians buy influence
  Any two points 1 mk each

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

f) No, it is an intractable problem that can only be controlled but not eliminated
  (Answer 'No' - 1 mk, Explanation 1 mk)

g) Fool proof laws should be made so that there is no room for discretion for both politicians and bureaucrats.
- The co-operation of the citizenry should be sought
- More courts to dispense justice promptly
- Local bodies independent of the government like Lokpals, Lokadalats and vigilance commissions should be formed to provide speedy justice with low expenses.
- Right to information should be introduced
- State funding of elections expenses for candidate alongside strict reinforcement of statutory requirements like holding in-party elections.
- Any 4 points 1 mk each

h) Fleecing – stealing from/acquiring illegally e.g money
  Malevolent – ill, wishing harm to others
  Endemic – prevalent/widespread
  Intractable – Not easily managed or controlled

2. a) Akoko had set out to go to Kisuma to seek the DO's intervention over her brother-in-law's mistreatment of her after her husband's death
- On reaching Kisuma they are met by a Kinsman who hosts them in his house for the night so that he can take them to the DO's office the following day.
- The two young men, Apiyo and Adongo accompanying her to Kisuma are mesmerized by all they see in Kisuma especially the clerk's dressing.
- After lodging their complains they were asked to return in three days when they meet the big white chief, the DO, the tribunal and an interpreter.
- (Any 3 x 1 = 3 marks)

b) That his eyes were blue

c) This community practises hereditary chiefdom.
- In case the heir is a child a custodian of the chief's stool is chosen until the child comes of age.
- Women shouldn't own material.
- It pays bride price in marriage.
- A brother should inherit his brother's widow
- Going against chik is a taboo
  (Answer must be in prose form. If not deduct

d) dialogue – 'looks like it'
- proverbs/sayings – it is only a wise man who can decide quickly that he doesn't know and needs to seek more knowledge.

- Metaphor – Chik is the glue which held the people together.
  (Any two illustrated styles)

e) Within 12 days after they left, the DO sent messengers to Sakwa to investigate on the case
- Three months later the DO sent a messenger and two askaris to escort her to Kisuma to make the appeal before the DC.
- After Akoko convinced the tribunal that an injustice was committed, a contingent of askaris were sent to village to forcibly remove the chief.
- Otieno was meant to return all that he had grabbed from his sister-in-law
- A council of elders was appointed to rule on behalf of her grandchild until he came of his age.
- (Any 3 points)

f) I think this Diyo will help me,won't he? (1 mk)

g) Otuoma (1 mk)

h) The journey to Aluor mission with her daughter nephew and niece
- The journey to Kisuma liberates her from oppression from Otieno. (Otieno sits on the stool of rule with arrogance
- She goes to seek justice from the sirikal
- The second journey to Aluor mission liberates her from traditions that oppress especially the women.
- She gets baptised as Veronica. (6 mks)

3. POETRY

a) It is about a taxi driver who predicts his death due to careless driving. (3 mks)

b) A resigned/pessimistic attitude – the taxi driver predicts that his death will be caused by an accident and he accepts it. (2 mks)

c) The personal is a taxi driver – The title

d) The taxi driver predicts that his death will result from a road accident yet he is still doing the job (irony must be brought out clearly)

e) Metaphor – metallic monster – taxi is the monster
This shows that the taxi will lead to his death just as a monster eats its prey
Alliteration – that in silence seems to simmer and strain – It enhances rhythm, musicality making the poem memorable and interesting.

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

g) In a road accident through overspeeding "Attempt the forbidden limits.) (2 mks)

GRAMMAR

a) Scarcely had Mochumba completed his assignment when the lights went off.

ii. That is the most ridiculous story I have ever heard

iii. The forms were given to the Education Officer by the Principal

b) Diligence

ii. brevity

iii. strenuous

c) few

ii. few

iii. little

iv. a little

d) Having worked hard, I joined Belmont University

e) I) Comfortable, new Kenyan wooden
ii) expensive grey leather

f) I) Number of copies not given but the puppies were aged ten days.
i) puppies were ten in number each aged one day old.

KIENI
101/3 2018
MARKING SCHEME

Q1 a. Deduct 4 marks AD if the candidate does not end with the given words.
Q1 b. Deny marks if the meaning of the proverb is given. Meaning should be from the story.

SET TEXTS

1. Caucasian Chalk Circle

Introduction
Judge Azdak is the perfect example of a judge who contravenes all the conventional standards of a judge/ The social and professional expectations of a judge are unheeded by the judge in the play.

- Accept any other relevant introduction

- **Appointment**
  His appointment is not by merit of legal education/professional training. It is after a mock trial by the iron shirts. The iron shirts say. The judge was always a rascal! Now the rascal shall be a judge. "New/better look..... Pg 84)
- **Cases**
  He listens to two unrelated cases simultaneously. "In consideration the large number of cases, the court today will hear two cases at a time." Pg 75. He listens to the case of Black mailer, the invalid, limping man e.t.c and determinations are made when hearings are incomplete. He tells Ludavica to bend to demonstrate the rape. He punishes the innocent and acquaints the guilty.
- **Statute Book**
  Unlike conventional judges who make reference to statutes, he sits on the book. He tells Shauwa to "bring the big book I always sit on... This is the statute book and I have always used it ...." Pg 84
- **Bribes**
  He openly receives bribes before hearing any cases. He keeps on saying/ accept – pg 75-78. He says the court is touched by the mention of estates e.t.c
- **Dress code**
  He fails the test of dress code. He is in torn clothes, revealing his inner wear. (iron shirts and farmers tears Azdak's gown. His torn underwear is visible (pg 89)
- **The Bandit**
  He welcomes a bandit in his court room and orders for a glass of Vodka. He says the court welcomes the foreign Hermit pg 80
- **Judgements/Rulings**
  His cases are determined without consideration of the tenets of low. In the chalk circle, Michael is placed in the circle and the mother is to be determined by grabbing him. Even when he settles the case, he has followed no principles in law. Black mailer is told to surrender half the proceeds to the public prosecutor, the doctor is acquainted through guilty e.t.c
- **Conclusion**
  It is deducible that Azdak is an unconventional judge.
  Accept any other relevant.
  Mark 3.3.3.3

2. SHORT STORY

Individual who unlawfully move to a foreign county are bound to suffer certain challenge/ by moving to Ireland illegally, Ali Mah fouz experience a multitude of challenges.
Any other relevant introduction

- **Impersonation** - Ali impersonate a medical student. He told people he was a medical student. His face book picture shared an eager young man standing outside the college of surgeon with a bundle of books two of which are telephone directories. He buys an iPad even though he doesn't know how to load the device with music. - pg 74
- **Odd jobs** - He worked for two Egyptian brothers, slicing kebab meat into a half moon pan. He powers washed cars, scrubbed pots, wiped down tables, sold Christmas trees door to door, worked in meat packing plant.
- **Arrests-**he makes his first attempt to escape an arrest by jumping and running to a French woman who doesn't help him. He alarms other passengers by calling out he is a terrorist. He in another escape attempt, ducked down and dashed under the body of a trailor, barely dogging the moving wheels. When he pushes between tourist buses and is caught by a tow bar, the pain is instant and crippling.
- **Tarrants fist**
  Ali is hit by Tarrant - ..... and ran straight into Tarrant's fist, a wall made of bone and skin. Ali licked his laps and tasted blood.
- **Ferry**

Although the "felt …. cut the Mediterranean like scissors through close, Ah, or remembering what awaits him back home himself 'and now three years in jail ahead of him …. He swallowed a mouthful and then he swallowed some more….."

- **Conclusion** Those who illegally move to foreign countries experience a number of challenges.

Mark 3.3.3.3. introduction – 2 conclusion. 2 grammar 4

3. BETRAYAL IN THE CITY

- **Introduction**
  Mulili lives a life of intimidating others/threatening others/harassing others by the same measure, he gets as death. / When one fails to be considerate of others welfare, rather uses an oppressive way to deal with it, he ends up suffering a similar fate.
- **Doga and Nina**
  Mulili and Jere are sent to stop the sherry ceremony. The two differ when Jere pleads wife Mulili to let the ceremony be carried on, which Mulili declines later. Mulili executes the old couple. He tells Boss he is an old laid in killing people. "Remention the old couple…"
- **Jere's imprisonment**
  Mulili is the mastermind behind Jere's imprisonment when Jere threatens to shoot him (buy shoots in the air), Mulili tells him he will pay for it.
- **Milk Tender**-When Kabito wins the tender to supply milk to the university – though through dubious means for he spent the whole night being nice to people he loses to Mulili calls Boss to have the tender revented to him. Sharp differences arise between them. He betrays him resulting to Kabito's death.
- **Boss betrayal**-In enactment when Jusper, Mosese and Jere are about to topple boss, Mulili betrays Boss saying that he has money on foreign bank accounts has ruled for long e.t.c.
- **The meeting** -During the entertainment committee's meetings, Mulili is best at ordering people around. He says that "we ask for holiday, then every movable adult to line the road, not only children." pg 55. He says that university students should be forced to stage a play. "Who do they think they are not to co-operate? We pay …… we should can force them to acting." Pg 56
- **Conclusion**
  In conclusion, Mulili is the thorn in Kafira's flesh this when he is executed, no one sympathises with him.
  Accept any other
  Mark 3.3.3.3.

THE PEARL

- ✓ **Scorpion**
  When Coyotito is stung by the scorpion, Kino and Juana rush him to the doctor. Although Kina is aware that the doctor was not of his people, and could kill the doctor more easily that talk to him. (pg 26) Later when the doctor learns Kino had found the pearl of the world, he has great expectations of benefiting from the pearl. He even goes to treat Coyotito at home.
- ✓ **Priest**
  When father heard that Kino had found great fortune, a great pearl, he goes to Kino's home and tells him that he hoped "they will remember to give thanks, my son, to him who has given them this treasure…." Pg48. Expectations were that if the pearl was not bought, it could have been given to the church. (pg 42,63,68)
- ✓ **Beggars**
  When grapevine reaches beggars about the pearl of the world, they have great expectations for "they knew that there are no alms given in the world like a poor man who is suddenly lucky" pg 42, Every man suddenly became related to kina's pearl and kina's pearl went into the dreams, the speculations, the schemes, the plans, the future, the wishes, thre heeds, the lusts, the hungers…." Pg 43
- ✓ **Thieves**
  Attempts are made by thieves to make away wife Kina's pearl. The night before he goes to sell his pearl, a thief comes to steal it but bothy Kino and the thief are hurt. (pg 59-61) The thieves also pursue Kino his family as they go to sell the pearl.
  Before he leaves the house, he is attacked and searched. When Juanas went he throw the pearl away, Kino attackers her. He is as well attacked by an assailant when he kills. (pg 86-89)
  He is further pursued to the mountains where he kills his assailants and his son Coyotito is killed. (pg 115-116)
- ✓ **Kino's family**
  Kino and his family have great expectations from the pearl. In the pearl he saw Juana and Coyotito and himself standing and kneeling at the high alter…. being married, …how they were dressed. Juana in a shawl stiff with newness…" Then to come with little things Kino wanted …… pg 44-45 . He knew the pearl would see Coyotito join school.

- ✓ **Pearl buyers**
  The pearl buyers had great expectations on Kino's pearl. "They got out papers so that …….. they put their pearls in the desks for it is not good to let an inferior pearl be seen beside a beauty" pg 69 When they negotiate, 'the dealers hand had become a personality." pg 71 when Kino grabs the pearl from them, the dealers "knew they had played too hard they knew they would be disciplined for their failure …" pg 75
- ✓ **Conclusion** When our expectations are high, so are our frustrations when they are not met.
  Mark 3.3.3.3

KIRINYANGA
SCHOOL BASED EVALUATION TEST FORM 4 - 2018
KENYA CERTIFICATE OF SECONDARY EDUCATION
101/1
ENGLISH
PAPER 1

(Functional Writing and Oral Skills)
JULY/AUGUST 2018

1. **Functional Skills**. (20 marks)
You are secretary of the drama club in your school. The chairperson has asked you to send out a notice of the second meeting to plan the staging of Francis Imbuga's play, Betrayal in the City. During the meeting, you will need to appoint the director of the play, set up a date for selecting the cast, discuss the budget for the play, and the dates of rehearsals and the final performance.

(a) Write the notice of this meeting which you would send to the members of the drama club. (12 marks)

(b) Write the agenda that you would attach to the notice. (8 marks). **Cloze Test.** (10 marks)

Fill each blank space in the following passage with the most appropriate word.

By far the (1) _____ obstacle to success, in my view, is a poor understanding of people. Most careers (2) _____ working with other people. You can have great academic intelligence (3) _____ still lack social intelligence - the ability to be (4) _____ good listener, to be sensitive (5) _____ others, to give and take criticism well.

If people do not like you, they may help you fail. On the other hand, you can get (6) _____ with serious mistakes if you are socially intelligent. How are you when it comes to working with people? Are you genuine and authentic, or do you (7) _____ put up a front? Do you listen to (8) _____, or do you do most of the talking? Do you expect everyone else to confirm to your wishes, your schedule and your agenda, or do you look for ways to meet people on their (9) _____? If you haven't learnt to get along with people, you will always be fighting a battle to succeed. (10) _____, making people - skills a strength will take you farther than any other skill you develop.

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

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

If we Must Die - Claude Mckay.

If we must die - let it not be like hogs.
Haunted and penned in an inglorious spot
While round us bark the mad and hungry dogs.
Making their mock at our accursed lot,
If we must die - oh let us nobly die
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honour us through dead!
Oh Kinsmen! We must meet the common foe;
Though far outnumbered, let us show us brave
And for their thousand blows deal one deathblow
What though before us lies the open grave?
Like men we'll face the murderous, cowardly pack
Pressed to the wall, dying, but fighting back!

Questions.

i. Describe the rhyme scheme of this poem. (2 marks)

ii. Which words would you stress in the last line of this poem and why? (3 marks

iii. Apart from rhyme, how else has the poem achieved rhythm? (2 marks)

(b) Your former school has invited you as a guest speaker to give a talk on discipline. At the end of the speech, the students comment that the talk was well delivered. Suggest reasons why they commented so. (4 marks)

(c) **For each of the following words, underline the part that is stress.** (3 marks)

col - league

re . gis . ter (verb)
ap . proach (noun

(d) **Identify and number any four pairs of words that are pronounced the same.** (4 marks)

plain	mourn	plane	mad	berry	mud
burrow	cat	bred	cut	bury	you
pool	ewe	pull	father	fool	farther
bread	moan	full	sea	further	see

(e) **Suppose you were asked to make a speech at a friend's graduation party. What would you do to capture the audience attention?** (4 marks)

(f) **Study the following item of oral literature and answer the questions that follow.** (2 marks)

Kot took Kot's coat, Kot went to court, the court told Kot to return Kot's coat to Kot.

Questions.

i. Identify the above genre. (1 mark)

ii. If the above genre was to be translated to another language, what would be the effect of translation? (1 mark)

(g) **Read the telephone conversation below and answer the questions that follow**. (6 marks)

Wanjala: Hello, is that Chaka Limited.
Sheila: (Picking the phone) Those shoes fit well. Hello, is anybody on this line?
Wanjala: Hallo, is that Chaka Limited?
Sheila: What do you want?
Wanjala: Please confirm for me whether I called the right place, Chaka Limited?
Sheila: (Shouting) Which other company has a similar phone number as this?
Wanjala: May I then speak to the Managing Director?
Sheila: I prefer the red shoes ... (on phone). What do you say? Oh, the Managing director can't talk to you.
Wanjala: Can I then leave a message which you can pass to him.
Sheila: Why can't you call him on his personal line ... (away from the receiver) go for the red ones.
Wanjala: (Surprised) Hello, excuse me madam. I am Wanjala Nicholas and I'm requesting to talk to the Managing
Director over an important matter concerning one of your employee...
Sheila: I told you Managing Director is not in. (hangs up)

Questions.

(i) Explain **three** things that make Sheila an ineffective communicator. (3 marks)

(ii) Explain **three** things that one should observe if they are to communicate effectively over the phone. (3 marks)

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KIRINYANGA
SCHOOL BASED EVALUATION TEST FORM 4 - 2018
KENYA CERTIFICATE OF SECONDARY EDUCATION
101/2
ENGLISH
PAPER 2
(Functional Writing and Oral Skills)
JULY/AUGUST 2018

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

Gender is probably the most important social issue in the world today. It affects and influences every aspect of our lives: politics, economics, religion and leisure. People in the 21st Century strongly believed that every project must get the gender dimension right in order to succeed. But what is gender?

Basically, gender is the expectation that people should do or not do certain things according to their sex. Every normal human being is either female or male. This is sex and it is a biological fact. Indeed, sex is the most conspicuous difference between human beings. The moment we look at a person, we can tell whether that person is a man or a woman, a boy or a girl. The question is if society should use this biological difference to tell people what they should or should not do.

Yet, since time immemorial, this is what human communities all over the world have done. Some African societies bring up their boys to believe that men must be fighters, take whatever they want- by force if necessary and never cry. If any one asks why they should or should not do this and that, the ready answer is always: you are a man, and that's what men are supposed to do. Girls are told to be gentle and quiet, to obey men, not to climb trees and not to eat certain kinds of food. A girl who asks why she should not climb trees or speak loudly in public is told, you are a woman, and women don't do that. In other words, society is always telling us what we can do and what we cannot do just because we are men or women.

In most cases, there is no physical or logical reason for a man or a woman to do or not do certain things. Any girl can climb a tree as smartly as any boy. If a boy wants to go into the kitchen and cook, there is no reason why he should not do so. Indeed, some of the best cooks in the world, called 'chefs' are men. Yet in some societies, it is a taboo for a man or boy to enter the kitchen. Similarly, some societies do not allow their women to build houses, even work at building sites, whereas in other societies' it is indeed the woman's role to build houses. Gender is thus society's assigning of roles to people according to their being male or female.

On the face of it, there is nothing wrong with sharing roles - indeed, there are many cases where it is logical to expect that certain people should do or avoid some activities. For example, it would not be safe for a woman in advance stages of pregnancy to go hunting wild animals or grazing livestock many miles away from home. However, this should not be taken as a blanket excuse to declare that all women must not hunt wild animals. The problem is even worse when some people use gender roles to exploit or oppress other people. Men for example, have for a long time invoked gender roles to force women to do certain things and to prevent them from doing things the women may want to do.

This oppressive practice may be called gender imposition, and it may be seen in all aspects of society.

In social relations, boys and girls are segregated from the earliest years of life. Members of each sex are strictly drilled into what 'feminine' or 'masculine' in behaviour, speech, dress and every activity. Boys and girls are told what work they should or should not do, what places they can or cannot go to. What games to play and even what foods to eat or not to eat; just because they are boys or girls. By the time a person is in his or her teens, he or she has learnt - from both example and direct teaching by older members of society - what exactly is expected of him or her as a man or a woman. These gendered roles often suggest that men should lead and command in everything, be 'tough' - meaning hard and even cruel - and 'strong', which often means aggressive and violent. The women on the other hand, are required to be soft and kind, submissive and unquestioningly obedient to men. Even in public affairs, such as politics or religion, the gendering of roles leads to some curious situations. In some places of worship for example, men and women are strictly separated. Several denominations do not permit women to preach in public or to be ordained as priests or pastors. Politics is widely regarded as a man's field.
Some societies insist that a woman cannot be a leader, like President or Army commander. The nagging question, which many women and enlightened men are asking today is: Why not?

This is the challenge to the conventional gendering of roles. Is there any logical reason why a man should not change the nappies of his child, or go into the kitchen and cook? Why can a talented woman not become a top soccer or rugby player, or a bishop or a top business executive? Is it fair to prevent people from eating such nutritious foods as chicken and eggs simply because they are women? Should children be denied the right to inherit their parents' property on the grounds of sex? Is it not pathetic seeing men inflict beastly violence on their wives and children, or one another simply because men are expected to be 'tough' and 'strong''?

To avoid such absurdities, advocates of gender equity demand that sex should not be the main consideration in dealing with people. Assigning roles to people on the grounds of biological differences is a form or evil discrimination, like racism. *A* more sensible way of dealing with men and women is to take them strictly on the basis of their individual abilities. A human being is a human being, whether man or woman and each should be given every opportunity to realize his or her full human potential. An enlightened approach to gender equity is suggested by the old English saying "What's good for the goose is good for the gander".

Questions

(a) According to the passage, what is the difference between gender and sex?
(2 marks)

(b) What is gender imposition? 1 mark)

(c) How are gender roles passed on? (1 mark)

(d) Add a question tag to the following:- (1 mark)
Any girl can climb a tree as smartly as any boy

(e) Identify a phrase in the passage that shows that it is not only women who are concerned with the problems created by gendering of roles.
(1 mark)

(f) In not more than 60 words write a summary on what women are not allowed to do simply because they are women.
(6 marks)

(g) In not more than three sentences, paraphrase the author's argument
(3 marks)

(h) Change the following question into a statement.
(1 mark)

Should children be denied the right to inherit their parents' property on the grounds of sex?

(i) What is the meaning to the following:- "What is good for the goose is good for the gander." (1 mark)

(i) Explain the meaning of the following words as they are used in the passage. (3 marks)

(i) Segregated
(ii) Absurdities
(iii) Blanket excuse

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

They arrived in a little late, for the matatu kept stopping to solicit even disinterested by-standers to get into their van named Apollo II - the rocket which took the first man to the moon. Between stops, the matatu hurtled down Waiyaki way at speed approaching the supersonic - in defiance of a sticker stuck on the wind screen just next to the driver entitled ; a speed song and which ran something like:-

80 K.P.H	Guide me oh thou great Jehovah
100 K.P.H	God will take care of you
120 K.P.H	Nearer my God to thee
140 K.P.H	This world is not my home
160 K.P.H	Lord I am coming home
Over 100 K.P.H	Sweet memories

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

"I think we'll take a bus back to campus."

"You can say that again," agreed Vera.

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

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

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

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

Later, they said the rosary, a prayer which she had spent her childhood trying to dodge but which now came automatically to her lips bringing unspeakable consolation. Later still someone gave a talk on work as a means of sanctification, but she didn't understand it. Work to her was something you did, enjoyed, hopefully earned money from, but which she could not connect with anything other than material well-being.

They walked out of the chapel and Mary Ann introduced her to a collection of people of every hue, colour and accent. They all shook her hand enthusiastically.

"Did you like it?" Asked Mary Anne as they waited for a bus.

"Well, I didn't know you were taking me to church. You sounded so mysterious!"

"Not mysterious. It was just hard to explain. A recollection is an experience which one has to go through to understand. In fact several experiences. Each time you have different problem, a different experience, a different level of participation. Of understanding. I am sure some of it did not make any sense to you."

You are right. To try to live one's faith is better, to let it permeate one's entire life - that makes sense. Otherwise going to church becomes a mere circus as it has for me; but that bit about work as a means of achieving holiness puzzles me."

"It is a matter of linking different thought processes. You have put the one half of it very well - faith permeating one's life. That's good. I like it. But what does one's entire life consists of? What does your life consist of, Vera?"

Questions

(a) Briefly explain what happens immediately before this extract. (2 marks)

(b) Why were the girls almost becoming sweet memories? (1 mark)

(c) (i)Identify and illustrate one of Vera's major character trait portrayed in this extract. (2 marks)

(ii) What is so ironical about the character trait identified in c(ii) above and Vera's later life. (2 marks)

(d) Write down **two** onomatopoeic words found in this extract. (2 marks)

(e) Apart from the feature identified above, illustrate any other **three** features of style from the extract. (3 marks)

(f) Identify and illustrate any **two** thematic concerns evident from the extract. (4 marks)

(g) Why didn't Vera understand the talk on "Work as a means of sanctification." (2 marks)

(h) Read the sentence below from the extract and answer the question. (1 mark)

"Well I didn't know you were taking me to a church. You sounded so mysterious!"

(Rewrite into reported speech)

(i) Explain the meaning of the following words as used in the extract. (3 marks)

(i) Hazy

(ii) Punctiliously

(iii) Resplendent

(j) Briefly explain what happens immediately after this extract. (3 marks)

3. **POEM**

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

Illegal Brew

Dr. Noah K. Ndosi

He was a man
of favoured health,
whose speech was clarity
- a successful player
in the mysterious game
of fluctuating life.

The beginning
was only a few sips;
but each time,
he hit the fullness
of bulging calabashes.

Time pulled on;
his head entered a pot
and remained
firmly stuck in;
his head flooding
with intoxicating
currents of alcohol,

he is now the last
to leave the beer markets.
Despite floods of warnings
from families and friends,
he firmly transplanted
his young life
on the lip-burning
illegal brew.

Of late,
his bowels have become
visibly distended;
his breath short
and shallow,
he also drags thickly
swollen limbs.

Beyond despair,
he sees the leveller coming
to add him to a list
like some heedless neighbour
who perished the same way.

Questions.

(a) What is the subject matter of the poem?
(3 marks)

(b) Who is the persona in the poem? (2 marks)

(c) Describe the current condition of the man in the poem.
(3 marks)

(d) Identify **two** figures of speech from the poem and comment on their effectiveness.
(4 marks)

(e) What does the poet mean by:- (1 mark)
"Each time he hit the fullness of the bulging calabashes."

(f) Explain the contrast brought out in the first and the stanza. (2 marks)

(g) Explain the meaning of the following terms used in the poem.
(2 marks)
(i) distended
(ii) heedless

(h) Describe the tone of the poem. (2 marks)

(i) Give the poem another appropriate title.
(1 mark)

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

A **Rewrite the following sentences beginning with the underlined words.**
(2 marks)

(i) I have never felt so angry in my life.
(ii) If we had been informed about the meeting, we would have attended it.

B **Use the correct form of the word in brackets to complete the sentences.**
(4 marks)

(i) The employer _____ his employees to increase their production. (pressure)
(ii) His _____ behaviour has made him to be very unpopular. (scandal)
(iii) Punishing innocent students is _____ (warrant)
(iv) You need to listen to his _____ (argue) first.

C **Fill in the blanks space with the correct preposition.**
(4 marks)

(i) Its not advisable for anyone to live _____ his means.
(ii) Spread the sheets _____ the sun.
(iii) _____ the skin, people irrespective of their races, are the same.
(iv) I always strive to live _____ my means.

D **Rewrite the following sentences according to the instructions given after each. Do not change the meaning.**
(2 marks)

(i) The baby arose. The mother left for the market. (Begin: Hardly ...)

(ii) If you do not arrive at school punctually, you will be punished. (Begin: Unless ...)

E (i) "What are you waiting for now?" Mary asked.(Rewrite in reported speech)
(1 mark)

(ii) Go out and warn them. (Supply a question tag)
(1 mark)

(iii) Mr. Mweru is teaching English. (Rewrite beginning: English ...)
(1 mark)

KIRINYANGA
SCHOOL BASED EVALUATION TEST FORM 4 - 2018
KENYA CERTIFICATE OF SECONDARY EDUCATION
101/3
ENGLISH
PAPER 3
(Functional Writing and Oral Skills)

JULY/AUGUST 2018

Answer three questions only.

1. **Imaginative composition (compulsory)** (20 marks)

EITHER

(a) Write a composition beginning with the following statement.
"As I walked out of the gate that day, I knew it was the beginning of a good life ...

OR

(b) Write a composition to illustrate the saying:
"You reap what you sow."

2. **The Compulsory set Text.**
Bertolt Brecht, The Caucasian Chalk Circle.
(20 marks)
"Everyone in the society gets what they deserve, whether good or bad"
Write an essay in support of this statement drawing your illustrations from the play, The Caucasian Chalk Circle.

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

EITHER

(a) **The Short Story.**
Chris Wanjala; Memories we lost and other stories.
"Discontentment can lead to self-destruction. "With reference to the short story, 'How much land does a man need' by Leo Toistoy, write an essay to support this statement.

OR

(b) **The play:**
Francis Imbuga, Betrayal in the City.
"Those who speak their minds out in Kafira are silenced."Validate this assertion with illustration from the play "Betrayal in the City.

OR

c. The Novel.
John Steinbeck: The Pearl.
Using illustrations from the novel, The Pearl, by John Steinbeck, write an essay to support the proverb: "All that glitters is not gold" referring closely to, the pearl, the priest, the doctor and the pearl dealers.

KIRINYANGA
KENYA CERTIFICATE OF SECONDARY EDUCATION
SCHOOL BASED EVALUATION TEST
MARKING SCHEME ENGLISH 101/1 FORM 4 – 2018

1. (a) Notice (12 mks)
Must be a notice. If not, deduct 2 mks AD.
Format - *4 mks.*

- Must bear the label 'NOTICE' *(1 mk)*
- Must have a logo / state the name of the club meeting at the head / top. Heading must have name of the club. *(1 mk)*
- Signing off
- Must mention name of who issued notice. $^1/_2$ *mk*
- Must bear indication of designation e.g club secretary. $^1/_2$ *mks*
- Must have a signature - $^1/_2$ *mk*
- Must have a border line - $^1/_2$ *mk*

Content - 5 mks

- Must state that it is meant for the members of the named club. *(1 mk)*
- Must an indication that it is the second meeting. *(1 mk)*
- Must state the date (and day) and time of the meeting.
  Date - $^1/_2$ *mk*
  Time - $^1/_2$ *mk*
- Must state the venue - *1 mk*
- Must state that the purpose of the meeting. *(1 mk)*

Language - 3 mks
Should be formal and precise.
Sample

NOTICE√1
MASOMO DRAMA CLUB
Notice is hereby given of the second meeting of the Masomo Drama Members to be held on Saturday, 31st September, 2018 in the School Auditorium at 4.30 p.m to consider the matters on the agenda attached herewith.
James Mugendi

Club secretary.

(b) Agenda *(8 mks)*

- To be separate from notice.
- Must be an agenda. If not, deduct *2 mks* AD

Format *(2 mks)*

- Must have the heading of the club.
- Must have an indication that it is an agenda. *(1 mk)*
- Must have validation. (signing off)
  - Name - $^1/_2$ *mk*
  - Signature - $^1/_2$ *mk*

Content - 6 mks

- Must show evidence that this is a follow-up meeting (2nd meeting) by indicating there are minutes of the previous meeting. *(1 mk)*
- Must list down FIVE agenda. *(each @ mk)*

Sample.
MASOMO DRAMA CLUB
AGENDA
The following will be the agenda for the 2nd meeting:-

1. Preliminaries.
2. Confirmation of previous minutes.
3. Matters arising.
4. Appointments of the play.
5. Date of selection of cast / auditioning.

6. Date for rehearsals.
7. Date of final performance.

Please be punctual. Thank you
James Mugendi
Club secretary

2. **Cloze test.**

1. greatest / biggest
2. involve
3. and / but
4. a
5. towards / toward
6. away
7. continually / usually / frequently / often
8. others
9. terms
10. However

3. **Oral skills.**

(i) Rhyme scheme

- ab ab cd cd ef ef gg √$^1/_2$ *mk*
- Regular rhyme scheme √$^1/_2$ *mk*
- It brings musicality √$^1/_2$ *mk*
- It makes the poem memorable

(ii) Stressed words.

- Pressed, wall, dying, fighting back√$^1/_2$ *mk*

NB: *Must mention all.*

Explanation:-

- These are content words√*1 mk* They bring out the person's determination to fight on without giving up.
- The line summarises the argument of the poem.*(1 mk)*

NB: *Must identify√and explain.√*

(iii)

- By use of repetition√*1 mk* - The poem repeats the line;√*1 mk* 'If we must die' to show how much they do not want to be killed by the enemy yet they have to.
- By use of assonance - dying but fighting back.
- Use of same line soft same length.
- Consonance

(b) Must have used:-

- Effective voice projection.
- A captivating introduction and conclusion.
- Effective tonal variation.
- Appropriate choice of words.
- Effective non-verbal cues.
- Had good mastery of his / her content.
- Been neat and composed.
- Involve students, for example, by asking questions at the end.*(1 x 4 = 4 mks)*

(c) col . league
re . gis . ter verb
ap . proach *(1 x 3 = 3 mks)*

(d) plain plane
bury berry
you ewe
father further
see sea
bread bred *each 1 mk x 4 = 4 mks*

(e) *In order to capture the audience attention. I would do the following*:-

- Maintain eye contact.
- Adapt a posture that is authoritative because this might illicit a positive response.
- Begin with a surprising question.
- Clap or ring a bell.
- Start by telling a joke.
- Begin with a famous quotation or a proverb *(1 x 4 = 4 mks)*

(f) (i) Tongue twister.

(ii) - Loses the alliteration. *1 mk*

- The sound pattern is lost. *1 mk (1 x 1 = 1 mk)*

(g) (i) *Things that make Sheila an ineffective communicator.*

- Sheila is rude she asks "What do you want"
- She is not a keen listener / she is a poor listener. She picks up the phone but goes on talking with someone else.
- She is impatient. She hangs up before Wanjala finishes talking.
- She does not introduce herself or even the organization she works for.
- She interrupts Wanjala at the end. *(each @ 1 mk)*

(ii) *Things that one should observe if they are to communicate effectively over the phone. (3 mks)*

- Use polite language.
- One should introduce his / herself.
- Greetings to help in creating rapport.
- Be keen so as to get the details by the other person.
- Observe turn - taking. *(3 points 1 mk = 3 mks)*

KIRINYANGA
SCHOOL BASED EVALUATION TEST FORM 4 - 2018
KENYA CERTIFICATE OF SECONDARY EDUCATION
MARKING SCHEME ENGLISH 101/2 FORM 4 – 2018

1. **Comprehension.**

(a) The difference between gender and sex is that gender is the expectation that people should do or not do certain things according to their sex while sex refers to either male or female.

(b) Gender imposition is using gender roles to exploit or oppress other people.

(c) Gender roles are passed on from the examples or direct teaching from the older members of the society.

(d) Any girl can climb a tree as smartly as any boy, can't she?
NB: If comma is missing = 0
If capital letter 'C' = 0
If no question mark = 0

(e) ...Many women and enlightened men ...√1

(f) *In 60 words write a summary on the things women are not allowed to do simply because they are women. (6 mks)*

(i) Women are not allowed to climb trees. √1

(ii) They are forbidden from eating certain kinds of food.√1

(iii) They are not allowed to speak loudly in public.√1

(iv) They don't preach publicity or be ordained priests.√1

(v) Some communities prohibit women from building houses.√1

(vi) Some communities prohibit women from being leaders.√1

Sample summary.

Women are neither allowed to climb trees √1 or eat certain kinds of food. √1 They are not allowed to speak loudly in public and therefore this ensures they don't preach publicly or be ordained priests. √1 Moreover, some communities prohibit women from building houses.√1 This is considered work for men. Lastly, some communities prohibit women from being leaders. (57 words)

- If in note form, deduct 50% at each point.
- Word limit - 60 - Any word beyond should not be marked.
- Penalize with a glimmer for faulty expressions per sentence.

(c) One's ability and no sex should be the main consideration in assigning roles / A human being whether man or woman should be given a chance to realize their full potential.√3

(h) Children should not be denied the right to inherit their parents' property on the ground of sex. √1

(i) It means that what is good for the male (man) is good for the female (woman) √1

(j) (i) Segregated - separated - (tense must be observed)
(ii) Absurdities - unreasonable things.
(iii) Blanket excuse - taken generally.

2. (a) Mary Ann, had invited Vera to join her to a recollection centre√1
It was on Sartuday morning when Vera and Mary Ann were going to the recollection center. They walked to the university bus stop and boarded a matatu van headed for Kangemi.√1
(2 mks)

(b) They were exposed to the danger of accident from an over speeding matatu.*(1 mk)*

(c) (i) Irreligious:1 When the priest comments that some people pray when they think it's worthwhile, she wondered if the priest was reading her mind. She had spent her childhood trying to avoid rosary.
(1 mk for identification, 1 mk for illustration)
(ii) Due to her irreligious nature, we would not expect her to become a non-marying member of the opus-dei later in life something that first even shocked her own father. *(2 mks)*

(e) (i) thud
(ii) screeched*(2 mks)*

(f) (i) Use song - the speed song. *(1 mk)*
(ii) Dialogue - between Vera and Mary Ann. *(1 mk)*
(iii) Personification; the speed of the matatu is said to be defiant of a sticker stuck in the windscreen. *(1 mk)*
(iv) Rhetorical question "What! Is the guy reading my mind or something?" (1 *mk)*
(v) Vivid description: The description of the church and the journey. *(1 mk)*
(1 mk identification; 1 mk illustration)

(f) (a) Religious√1 - Vera and Mary Ann√1 in the chapel praying and the priest giving his speech they also say a rosary.

(b) Love and friendship.√1 We see friendship between Mary Ann and Vera. Mary Ann had invited Vera √1 to the church.

(1/2 mk identification; 1/2 mk illustration)

(g) Because work to her was something you did, enjoyed, hopefully earned money from, but what she could not connect with anything other than material well-being. *(2 mks)*

(h) Vera told Mary Ann that she did not know Mary Ann was taking her to church and that she sounded so mysterious. *(1 mk)*

(i) Vera says that she has her lectures, her assignment and her work and Mary Ann tells her that her faith has no permeat her work since she has nothing else to offer an all loving benevolent God. Her work should become her prayer since she is neither a nun nor recluse who can pray all her life.

(k) (i) Hazy - Not clear *(1 mk)*

(ii) Punctiliously - perfectly *(1 mk)*

(iii) Resplendent - brightly coloured in an impressive way. *(1 mk)*

3.

(a) The poem is about a man who had a good life and good health but started taking alcohol despite the many warnings from friends and relatives. He has deteriorated in health and awaits his death.

(b) The persona is an observer describing the life of this man. "He was a man of favoured health ... He firmly transplanted his young life.

(c) - His bowels have become visibly distended.
- His breath is short and shallow.
- He has swollen limbs.

(d) Hyperbole: His head entered a pot and remained firmly stuck in effect: To show how badly addicted the man has become to the brew.
Metaphor: Floods of warnings from family and friends.
Effect: To emphasize on the many warnings that he received from friends and family.

(e) Each time the man drunk more and more.

(f) In the first stanza, the man is described as having favoured wealth, with a clear speech and as being successful in life.
This is sharply contrasted with the desperation that has finally enveloped him. A tinge of resignation / hopelessness is depicted as he patiently awaits his inevitable death, just like his neighbour who perished away the same way.

(g) distended - swollen
Headless - inattentive, unmindful, careless.

(h) Sympathetic / pitiful: Brought out by the way the man has deteriorated despite the many warnings.
Resigned: In the last stanza the man has given up hope and is just waiting for his death.

(i) Effects of alcohol.
Alcohol addiction or any other appropriate title.

4. **Grammar**

A (i) Never in my life have I felt so angry.

(ii) Had we been informed about the meeting, we would have attended it.

B (i) pressurized

(ii) scandalizing

(iii) unwarranted

(iv) argument

C (i) beyond

(ii) in

(Iii) Beneath

(iv) within

D (i) Hardly had the mother left for the market when the baby arose.

(ii) Unless you arrive at school punctually, you will be punished.

E (i) Mary asked him/her what he / she was waiting for then.

(ii) ,will you?
NB: award no mark if no comma / question mark.
- Award no mark if 'w' is capital.

(iii) English is being taught by Mr. Mweru.

KIRINYANGA
SCHOOL BASED EVALUATION TEST FORM 4 - 2018
KENYA CERTIFICATE OF SECONDARY EDUCATION
MARKING SCHEME ENGLISH 101/3 FORM 4 – 2018

Imaginative composition.

Paper 101/3 is intended to test the candidate's ability to communicate in writing. Communication is
established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality.
Within the constraints set by each question, it is the linguistic competence shown by the candidate thatshould carry most of the marks. Examiners should not hesitate to use the full range of marks for each essay.
It is important to determine first how each essay communicates and in which category A, B, C or D it fits.

(a) **Point of interpretation.**
- Must be a story: If not deduct upto (4 mks)
- The story must begin with the given statement. If not deduct (2 mks)
- Must be told in the first person.
- - Must present a credible scenario emanating from the sentence given - can either present a scenario depicting a pleasant surprise, a good fortune before him because of some major achievement.

(b) Must be a story. If not deduct upto (4 mks) AD.
- The story must be illustrated of the saying / if not deduct (2 mks) AD
- The candidate should make no attempt to define the saying. If it happens deduct (2 mks) AD

2. **THE COMPULSORY SET TEST.**

Bertolt Brecht, The Caucasian Chalk Circle.
"Everyone in society gets what they deserve, whether good or bad."
Introduction.
Everyone in life gets what is due to them depending on the effort they make and their commitment towards achieving a certain end.
People who refuse to take responsibility end up losing what they would have benefited with.
accept any other introduction) - (2 mks)
It can be
- a paraphrase.
- an outline
- Contextualized
- A general introduction.
- Specific to general introduction.

Do not award a mark if:
(i) The candidate provides a definition.
(ii) The candidate joins the introduction to the body of the essay.

Body / content.

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

(ii) Governor Georgi Abashwili in motivated by greed and materialism hence ends up being beheaded. He has no feeling for the many beggars and petitioners who crowd the entrance to the church on Easter Sunday. He plan to meet architects to plan the construction of a new East Wing to palace and ignores a messenger from the capital who has important military news. Prince Kazbeki stages a coup against the Grand Duke and his governor is arrested and beheaded. Because of his greed and ignorance, he loses his life thus getting what he deserves.

(iii) Natella lacks motherly love and instinct, hence ends up losing her baby Michael. During the coup, she orders a servant to place Michael on the floor so that she (servant) can pack up Natella's essentials. All along she pays attention to her clothes and shoes and not Michael. Grusha is the one who is human enough to remain behind and look after the baby till dawn and opts to take him with her. Eventually because of lack of motherly love, Natella loses the baby, she gets what she deserves.

(iv) Grusha, a kitchen maid, who picks up abandoned Michael, deserve to get the baby at the Chalk Circle Test. It is Grusha who displays a strong motherly instict by risking her own life for Micheal. She crosses a dangerous bridge, minds Michael for two years, giving him a roof over his head by marrying a 'dying' man, Jussup. At the end of play, she cannot bring herself to pulling Michael

violently thus harming him but the mother does not care. Azdak, the judge, rules in favour of Grusha, because she deserves to keep Michael.

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

(vi) Azdak passes judgement in favour of the poor although he receives bribes from the rich. Azdak was sympathetic to the poor and was even termed as the poor man's magistrate. He broke the rules to save the poor. Thus Azdak fines the rich invalid, the blackmailer, the inkeeper and the farmers all of whom have wealth and land. They all get what they deserve.

Conclusion.

In conclusion, the events in the play reveal that unless we take responsibility, finding meaning in life will elude us. Man reaps what he sows.

Accept any valid conclusion - 2 mks

Awarding of marks.

If the body scores	1 - 4	language scores	1
	5 - 6	language scores	2
	7 - 8	language scores	3
	9 - 12	language scores	4
If the body scores	1 - 5	conclusion scores	1
	6 - 12	conclusion scores	2

3. (a) Memories we lost and other stories.

Introduction.

Though ambition is good and motivates us to keep working, not being contented with what one has can lead to self destruction in the story, how much land does man need is good example of this.

NB: *Show general understanding of the question and then tie to the text.*

(i) Poham, a farmer owns 123 acres of land and pasture. He also had a big house in which five family members lived in as he kept farming the number of the cattle kept increasing. However, he was not contented with this, he thought that his land was not big enough. He wanted wider and more fertile lands. He had a desire to farm widely and to keep more livestock. This made him leave his vast lands in search of more. He dies in his quest and loses whatever he owned.

(ii) Pohom kept thinking about only one thing. How can i have more lands? He loses an opportunity to enjoy what he had remained restless. "I have to go there and buy land."

(iii) Pohom kept walking under the hot sun in order to get the largest and best land above all people. He has to take off his coat and the shoes because of the heat. His desire to get more land above every one made him lose even the comfort he would have enjoyed. He was in a regular sweat and very thirsty.

(iv) Even after he had walked enough and knew he was supposed to go back, a desire to get the hallow made him not to turn. He kept going in order to get more land. He was never satisfied. He kept walking without thinking until it was too late. The only thing that made him stop and turn back because of his greed for more.

Even after he realized his body was drained of all energy, he began to run for fear of losing all. His mouth was perched his breast was working like a blacksmith's bellows, his heart beating like a hammer. Though afraid of death, he could not stop. He ran on and on. At this point he should have stopped but the thought of gaining more land made him push himself to the end loosing the land and his life.

Conclusion.

From the above illustration, it is true to say that our desire to get more and more can make us lose even what we have.

2 : 3 : 3 : 3 : 3 : 2
2 : 12 : 12 : 4 : 2 = 20
16 + 4 = 20

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

Introduction:

Several characters in the play speak their minds. Unfortunately they are silenced either though imprisonment or death.

- Mosese speaks out his mind during Adika's burial. He is clearly against the fact that politicians have turned the burial ceremony into a political rally. This does not go down well with the government agents given that there were restrictions already spelt out; that the burial should not

take more than ten minutes, weeping is illegal for academic staff and students were not supposed to carry the coffin. This led to the imprisonment of Mosese who spoke out his mind. He goes to prison because a kilogram of opium, an illegal drug was planted in his car by Nicodemo.

- Adika's silenced by being gunned down with four bullets to his chest. This happens during a university students demonstration against the employment of expatriates at the expense of the natives by the government. Jusper observes that Adika was killed for the truth; for asking whether or not the country of Kafira was on the right train.
- Doga and Nina lose their son Adika and they insist on conducting a shaving ceremony on the grave, something that the government has outlawed. It is Mulili and Jere who are sent to stop the ceremony. There is a bitter exchange of words between the old couple and Mulili. Nina even threaten Mulili with stripping naked which is like a curse in the society. Mulili, later on organises for the murder of the old couple in their hut. They are silenced forever.
- During the committee meeting to organise for the entertainment of the visiting head of state, Kabito opposes the suggestion by Nicodemo and Mulili to have school student withdrawn from school to line up along Airport road to Government house in honour of the head of state. Kabito argues that it is the final school term and most of the children would be sitting the exam. This results into a heated argument with Mulili mistaking Kabito's idea to refer to him. He claims that Kabito has insulted him to referring to him as a primary school kid. Yet Mulili's issue with Kabito was about a milk tender that he had lost to Kabito. He uses this grudge to incite Boss against Kabito, who orders his death and Kabito dies in an arranged road accident. It is Mulili who silences Kabito through death.

Conclusion.

The government of any country should allow its citizens to speak their minds as some of their voice might be providing reason for the country. Let freedom of expression not be infringed.

Accept any other valid conclusion. (2 mks)

Body - 12 mks
Language - 4 mks
Introduction - 2 mks

(c) Using The Novel; The Pearl: John Steinbeck, write an essay to support the proverb, "All that glitters is not gold."

Some things happen in our lives and we think they are blessings. It is usually a rude shock when we realize that outward appearances can be deceptive. This is shown clearly in John Steinbeck's novel, The Pearl.

When Kino find the Pearl of the World, he has great dreams. He believes the pearl would drastically improve his life and that of his family. He hopes to marry Juana in church, buy new clothes, educate his son, replace his lost harpoon and buy himself a rifle. Unfortunately, his dreams are shattered. There are attempts to steal it and his life is threatened several times. He does not sell it at a low price offered by the pearl buyers. Consequently, Juana declares it evil and attempts to throw it back to the sea. Kino follows her and wretches the pearl from her hand and strikes her with his clenched fist and kicks her on the side. He later kills a man, his canoe is vandalized, their brush house is burnt down and they are forced to flee to save their lives. They lose their only child and return home broken only to throw the pearl back to the sea. The glitter in the pearl, finally brings them misfortune and they lose all what they had treasured.

The priest stands for the moral authority in La Paz. Kino's dream is to be married in his church. When he says that discrimination is God designed, Kino and Tomas take it as gospel truth. Unfortunately, we find that Kino and Juana are not married in church and Coyotito's is not baptized simply because they cannot pay. When the priest comes to their house he tactfully tells Kino that he is named after a great man and a great Father of the church. He tells them to remember to give thanks to Him who had given them the treasure. As a result his moral fiber becomes questionable since he is motivated by greed and hopes to benefit from Kino's pearl. This is contrary to the kind of person we expect of him.

A doctor's profession is admired by many people. When we meet him, he is sitting up in his high bed, dressed in a gown of red watered silk and he is taking breakfast from a silver tray with a silver chocolate pot and tiny cup of egg-shell China. Among the furnishing of his room are religious pictures and a large tinted photograph of his late wife. We are surprised to learn that he is discontented in life and harbours memories of high life with a mistress in Paris. Moreover, he refuses to treat Coyotito who has been stung by a scorpion because the family cannot afford his medical fee. When he learns that Kino has a valuable pear, he ironically says Kino is a client of his and that he is treating his child for a scorpion sting. His greed and opportunism is evident when

he makes the recovering child sick in order to treat him and be paid from the proceeds of the pearl. All the above prove that appearances can be deceptive.

The appearance of a person can appear to glitter when in real sense the character is rotten. The stout pearl buyer's face looks fatherly and benign and his eyes twinkled with friendship. He is a caller of good-mornings, a ceremonious shaker of hands, and a jolly man who knew all jokes. However, his deception is revealed when Kino entered his office to sell the pearl. His eyes become as steady and cruel and unwinding as a hawk's eyes while the rest of his face smiled in greeting. He cheats that he is going to value and give Kino the best price. After examining the pearl, he puts on a sad and contemptuous smile and declares it a fool's gold and a curiosity only suitable for a museum. He even invites other dealers to support his opinion. His presence is revealed when he, together with other dealers panic when Kino refuses to sell the pearl to him. He further offers to give one thousand five hundred pesos. This proves that his appearance is deceptive.
All the above illustrations support the proverb that all that glitters is not gold.

KANDARA
FORM 4 END OF TERM 2 EXAMINATIONS 2018
101/1
ENGLISH
Paper 1
(Functional Writing , Cloze test and Oral Skills)
Time : 2 hours

1. (a) You are a Form 4 student at Rafiki High School. You would like to pursue a course in Computer Programming after the KCSE examination. You have heard about Imani Computer College which offers such a course.
Write a letter of inquiry to the Principal, Imani Computer College inquiring on:
- Minimum educational requirements
- Subjects useful for this course
- Fee per semester
- Duration of the course. (13 marks)

(b) One month later, you receive a reply to your inquiry from the Principal of Imani Computer College. Write a thank you note appreciating him for the effort he made to ensure that all your queries are answered. (7 marks)

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

It is an indisputable fact that agriculture (1) _____ the backbone of the economy. It is therefore (2) _____ that we stop over-relying on the rain-fed agriculture. Israel is a classic (3) _____ of a country that has reclaimed its deserts and put them (4) _____ use. Land which was (5) _____ 'useless' has been turned around and (6) _____ useful. Egypt which solely depends on (7) _____ River Nile is a leading exporter of fruits and cereals. For our country to (8) _____ self-sufficiency in food production and to get a (9) _____ for export, land should be utilized to the (10) _____. This is only possible with irrigation.

3. (a) Consider the following riddle and then answer the questions that follow.

Challenger : I have a riddle, I have a riddle!
Audience : State it. We accept it.
Challenger : I have a wife. She never returns where she came from.
Audience : The water of a stream.
Challenger : No.
Audience : Rain.
Challenger : No.
Audience : A child from the womb.
Challenger : No.
Audience : We cannot get it.
Challenger : Give me a village so that I tell you the answer.
Audience : We give you Bulindo.
Challenger : Oh no! That little village is miserable. It is dry and infertile. And it is full of drunkards. I don't want it.
Audience : We give you Ggayaaza.
Challenger : Fine! So, then, I would settle there in my Ggayaaza, and I would fully relax there. And I would
fully relax there, be ruler of even the girls' high school.
And I would see for you that wife of mine who never returns to where she came from…. It is the leaf of a tree!

*(Adapted from **Oral Literature** by Austin Bukenya et.al. Nairobi: Longhorn Publishers, 2004)*

Questions

i. Identify the different parts of this riddle. (3 marks)
ii. Mention the non-verbal cues the challenger would separately use in response to the offer of the two villages, Bulindo and Ggayaaza and say why in each case. (4 marks)
iii. If you were the challenger, how would you deliver the solution statement? (1 mark)

(b) Identify the letter that is not pronounced in each of the following words. (5 marks)
(i) Could- _____

(ii) Sachet- _____
(iii) Sword- _____
(iv) Assign – _____
(v) Lesson- _____

(c) Underline the part that would be stressed in each of the following words. (5 marks)

(i) pro.blem
(ii) cha.nnel
(iii) spi.der
(iv) po.lish
(v) ta.ckle

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

Wanjiru: *(Dialing a number)*Is that Wananchi Wholesalers?
Voice 1: Sorry,wrong number.
Wanjiru: *(Tries several other numbers unsuccessfully and eventually gets it right)* Is that Wananchi Wholesalers?
Voice 2: Yes, it is. Can I help you?
Wanjiru: I want to order maize flour.
Voice 2: How many bales, Madam?
Wanjiru: Just a minute. *(Turns from the phone and asks her husband how many bags they need.)* Ten bales.
Voice 2: Any preference in the brand?
Wanjiru: Of course! Everybody goes for Jaza.
Voice 2: Anything else, Madam?
Wanjiru: No. But I want them delivered.
Voice 2: When and to what address?
Wanjiru: Before too long to shop number eighnifi, Keriko Shopping Centre.
Voice 2: Pardon, what was the number again?
Wanjiru: *(Impatiently and shouting)* 8-9-5.
Voice 2: We will deliver them in an hour's time. Thank you, Madam. It has been a pleasure doing business with you.

Identify any four shortcomings of Wanjiru's telephone skills in this conversation. (4 marks)

(e) You are attending a seminar with your friend. Halfway through the presentation by the speaker, your friend tells you she can hardly concentrate. Explain any THREE strategies you would advise her to employ so as to continue listening to the talk. (3 marks)

(f) In each of the sentences below, identify a pair of words that begin with the same consonant sound. (3 marks)

(i)The jet transporting gemstones and garments has arrived.
(ii)A psychologist visited her in the cold cell.
(iii)The chief chef shapes cakes beautifully.

(g) In each of the sentences below, underline another word with the same vowel sound as the italicized one. (2 marks)

(i) They were charged in a court of *law* for conning me.
(ii) Don't talk with your mouth full of food, you *fool*.

KANDARA
FORM 4 END OF TERM 2 EXAMINATIONS 2018
101/2
ENGLISH PAPER 2
(Comprehension, Literary appreciation & Grammar)
Paper 2
July/August 2018

SECTION A: COMPREHESION
Read the passage below and then answer the questions that follow.

As we stand, HIV/Aids pandemic is on the rampage, ravaging the young and old alike. It is time for people to decide for themselves what is good and what is not. And the earlier they do this is the better.

The youth, for instance, can rise up with the message of hope and assure everybody that it is possible for a remnant to remain by just abstaining from premarital sex. And how will they abstain if everywhere they look images of sex stare at them, beckoning alluringly?

The thing to remember is that it is their responsibility to censor the stuff that gets into their minds because this will definitely affect the kind of decisions and lifestyles they adopt. Before reading a pornographic book or magazine, they should pause and ask themselves, "Do I hope to become better after reading this?" The same consideration should be made before watching certain movies and listening to offensive music. Guarding one's mind against trash requires laying down very clear principles. Discipline is imperative.

For young people, it is important to choose friends wisely. They should determine what they will be doing when they come together. If a friend is not building them up, or is causing them undue pressure, they then should shun him or her. This pressure often takes the form of making those who choose to abstain from pre-marital or illicit sex feel inadequate.

Avoiding idleness is equally important. The wise say that an idle mind is the devil's workshop. The solution is to get busy with constructive activities be they academic, economic, physical or spiritual. Trying out new hobbies such as gardening, playing football, swimming, basket weaving, banking and volunteer work is a step in the right direction.

Parents must also take full responsibility of bringing up their children. They are the first counselors of their children especially in the formative stages. Unless they do something in good time, they will cry alone when the disaster of teenage pregnancies, abortion and HIV/Aids happens right under their own roofs. The onus is upon them to freely discuss issues of sexuality with their children.

Teachers too have a very crucial role to play in the lives of their students. The youth spend a bigger percentage of their waking moments with their teachers. The teachers not only equip them with academic knowledge but also with the right attitude and behaviour. And it is good thing that sex education has been introduced in the school curriculum. Studies by AMREF have shown that, contrary to popular belief, sex education does not promote promiscuity. Rather, it enlightens its recipients on reproductive health issues.

Moreover, places of worship must pitch in with their contribution. They are in an excellent position of imparting the correct moral values of their adherents. Besides, they can provide social and religious activities that will build youth up spiritually and mentally.

Finally, it is incumbent upon the government to put in place legislation governing what citizens, especially the youth, are exposed to in the form of print or electronic media.

In conclusion, the future generation is keenly watching us to see if we will wreck or salvage the boat of their survival. Every member of our society has a part to play in enhancing morality. It is only by doing this that we can hope to check the onslaught of HIV/Aids.
(Adapted from the "**The Christian Student**" Vol. 1/2001)

Questions

1. Why is there need to make a decision soon. (2 marks)
2. What is pornography and how do you think it influences one's behaviour.
   (3 marks)

3. Rewrite the following sentences in indirect speech. They should pose and ask themselves "Do I hope to become better after reading this?"
(1 mark)
4. Which words does the author use to show displeasure with some kinds of film music?
(2 marks)
5. What sort of friends does the writer appear to approve.
(2 marks)
6. In note form, give evidence to show that every member of the society has a role to play in enhancing morality. (4 marks)
7. What is the writer's attitude towards pornography (2 marks)
8. Explain the meaning of the following words and expressions as used in the passage.
(4 marks)
   i) Beckoning alluringly
   (ii) Adherents
   (iii) Incumbent upon
   (iv) Onslaught

2. Read the extract below and answer the questions that follow.

"She means everything to me". She looked at him steadily for a little while. "So do you -though I am beginning to think it's a waste of time. When are you going to propose if at all? We've known each other for six years. Six years? What I don't have by now I'll never get. I am twenty six years old and you are looking at the finished product. And I am tired of being asked when I will bring home the man from Ruguru- meaning the man from the west as my relatives refer to you".
"You do not mean it, don't you? It is not brain fever due to overwork and lack of sleep, is it?" He said it half in jest, half in earnest.

"You really are too much," she said getting up.
"Come on! Do have a sense of humor. It isn't every day a girl proposes to me. As a matter of fact this is the first time – so forgive me if I don't quite know what to say. But you know there's never been anyone else since I met you. To hell with it, since we are in the age of equality, why don't I just say that there's never been anyone else? The answer is yes I'll marry you. Any day you want. Today, if we can get anyone to marry us".

"You are really a comedian, you know. What are you still doing here- an underpaid intern? You should be out there earning your millions with bill Cosby and the rest."
This was how their conversation always ended. Two strong wills pitted against each other. She wondered if she was taking on more than she could manage. But he had a power over her- which even he did not know. There was no one else, there could be no one else. Still she was piqued by him.

"Point taken. But I am dead serious. You can tell your mum that I'll be over to pay my courtesy call as soon as this internship business is over. My intentions towards her daughter have always been good even if I am not a son of Mumbi and Gikuyu- the founders of your great tribe".
The alarm rang and cut him short.

"Yak ! I've got to run, honey. I have gallonfuls of blood letting yet to be done. I'll just walk you to the bus stop and then get on with the job at hand. "He grabbed his coat and opened the door. She understood. After all, she herself was an intern and at the mercy of the clock and the beck and call of others. It was one hell of a life and one hell of a courtship. Why couldn't she fall in love with an ordinary guy who worked ordinary hours? One doctor in the house was more than enough. She wondered if the marriage would survive the onslaught of medicine. Time would tell.

(a) Explain what happens immediately before and after this excerpt.
(4 marks)
(b) Identify and illustrate any one theme evident in this excerpt.
(2 marks)
(c) (i) She means everything to me" who is referred to as "she" in this sentence?
(1 mark)
(ii) What makes the 'she' age faster than she should have later in the story?
(2 marks)
(iii) I am twenty six years <u>old and you are looking at the finished product</u>".
Explain the meaning of the underlined phrase. (2 marks)

(d) Both Wandia and Aoro are interns in different hospitals. What challenges do they encounter as they serve as interns?
(4 marks)

(e) Which character trait is shared by both Aoro and Wandia in this excerpt?
(3 marks)

(f) Illustrate any two features of style used in the excerpt.
(4 marks)

(g) Where do Aoro and Wandia meet for the first time in the story?
(2 marks)

(h) "There's never been anyone else since I met you" (Beginning: Never.....).
(1 mark)

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

AN ELEGY

When he was here,
We planned each tomorrow.
With him in mind.
For we saw no parting.
Looming beyond the horizon.

When he was here,
We joked and laughed together.
And no fleeting shadow of a ghost.
Ever crossed out paths.

Day by day we lived.
On this side of the mist.
And there was never a sign.
That his hours were running fast.
When he was gone.
Through glazed eyes we searched.
Beyond the mist and the shadows.
For we couldn't believe he was nowhere.
We could not believe he was dead.
(Laban Erapu)

a) What is the poem about? (2 marks)

b) Give evidence in the poem to show that the death of the person referred to in the poem was not expected? (3 marks)

c) Explain the relationship between the persona and the person who is now dead.
(2 marks)

d) Rewrite the following in your own words "that his hours were running fast"
(1 mark)

e) Explain the image of the mist in the last stanza of the poem.
(2 marks)

f) What do you think is the importance of repeating the following line in stanza 1 & 2.
"When he was here" (2 marks)

g) Explain the meaning of the following line as used in the poem.
i) We planned each tomorrow. (1 mark)
ii) Through glazed eyes we searched. (1 mark)

h) "We joked and laughed together", Rewrite in inverted form.
(1 mark)

i) Give the poem another suitable title. (1 mark)

j) Comment on the major theme in the poem. (2 marks)

k) What is the mood of the poem? (2 marks)

4. a) Complete the blank space with the correct form of the word in brackets.
(3 marks)

i) Kimani has not yet recovered from his .....(dread) encounter with robbers.

ii) Besides the men, Mau Mau also had several ..... (hero) who fought for our independence.

iii) He..... (often) visits his grandmother.

b) Rewrite the following sentences according to the instructions given after each. (3 marks)

(i) She never came to school late last year. (Begin: Not once)

(ii) But for the pilot's quick action, the plane would have crashed. (Begin: Had it .....)

(iii) The council warned the traders repeatedly but they insisted on hawking in the restricted area. (use 'in spite of')

c) Replace the words in brackets with an appropriate phrasal verb. (3 marks)

(i) The driver who was driving at a high speed was ordered by the traffic police to .....(stop) the vehicle.

(ii) We hope that our plans .....(succeeds)

(iii) The grandmother .....(liked) her grandchildren.

d) Complete each of the following sentences by filling in the correct prepositions. (3 marks)

(i) My father deals ..... second hand clothes.

(ii) My sister is good .....swimming.

(iii)My brothers and I will share this piece of land ..... ourselves.

e) Form an adverb from the word

(i) Presume ..... (1 mark)

f) Explain two meanings of the following sentence. (2 marks)

(i) Flying planes can be dangerous.

KANDARA
FORM 4 END OF TERM 2 EXAMINATIONS 2018
101/3
ENGLISH
Paper 3

(Functional Writing , Cloze test and Oral Skills)
Time : 2 hours

1. Imaginative Composition **(20Mks)**

Either,

a) Write a story starting with the statement,
The news on the cancellation of my K.C.S.E results after being in Nuru High School for five years was received with shock and resentment …….

Or

b) Write an interesting composition to illustrate the saying.
A stitch in time saves nine.

2. The Compulsory set Text: *Caucasian Chalk Circle* by Bertolt Brecht.
"Those who cause others to suffer end up suffering for the same".
Justify the statement with adequate illustrations from ***Caucasian Chalk Circle.***

3. **The Optional Set Text**
Either

a) The Short story: ***Memories we Lost and other stories***
"Religious hypocrisy leads to exploitation of the ignorant in the society".
Validate the assertion above with relevant illustrations from ***The Folded Leaf*** by Segun Afolabi.

b) **Drama**
Francis Imbuga***: Betrayal in the City***
" Poor governance leads to suffering of the citizens in a country".
Discuss the statement in light of the text ***Betrayal in the City.***

c) Novel
John Steinbeck: ***The Pearl***
" A society driven by greed suffers a lot".
Justify using ***The Pearl*** by Steinbeck.

KANDARA
FORMFOUR – TERM 2 EXAM 2018
ENGLISH PAPER II 101/1 MAKRING SCHEME

Answers

1. a) format (4mrks)
senders address
date
recipient address
salutation
subject
ending
signature
name NB $\frac{1}{2}$ *each*

b) content(5mrks)
- intro- state reason for writing. (I am writing to inquire about…)
- -evidence writer a for/not done kcse
- body – facts to support the inquiry i.e details to support your request for in the inquiry
- minimum requirements
- subjects useful for the course
- -fee per semester
- duration of course

c) language (3mrks)
A=4, B= 3, C= 2, D =1
(TOTAL=12 MARKS)

1 B
Address (1mark)
Date(1mark)
Salutation(1mark)
Convey gratitude 1mrks,
Why?Reason 2mrks
Signing off(1mark)

2. cloze test

1. forms/constitutes/is
2. Necessary /essential/ vital
3. Example/case
4. Into/to
5. Apparently/seemingly
6. Rendered/made
7. The
8. Achieve/attain/realize
9. Surplus
10. Maximum/optimum

3) challenge – 1st speech by challenger
acceptance -1st speech by audience
riddle - stating the riddle
guesses - attempts to solve the riddle
prize- request for a prize offer of Bulindo
solution - acceptance of Ggayaaza village and stating the solution

ii) Bulindo – shaking his head, frown, (Appropriate gesture)
- To show he doesn't like drunkards
Ggayaaza- nod head, smile, relaxed posture

- To show he would get a wife who would not return to her home.

iii) Verbal – pause (…) for necessary dramatic effect

- Put special emphasis on 'leaf' because the one symbolized by 'wife'
- Rising intonation.

Non verbal – smile to show happiness, gesture that suggest leaf of a tree

b)
i. l
ii. d
iii. a
iv. g
v. o

3. c (i) problem – 2 constants between 2 vowels –
(ii)Channel – double constants separating 2 – between the double cons
(iii)Spider – single cons between 2 vowels – b4 the consonance if 1st vowel long
(iv)'polish -single consonance between 2 vowels – b4 the consonance if 1st vowel short
(v) Tackle – word ends with kle preceded by a consonance - before the consonance

d) Placing orders she says want instead of please
- should have known the quantity they needed before calling
- 'of course' is rude – assumes the other person knows her preference
- Not specific – time of delivery
- Repeats number impatiently and shouting
- Speaks indistinctly when giving address
- End – should have said thank you/ welcome (4 marks)

e) Correct sitting posture - leaning forward
Maintain eye contact with the speaker

f)
i. jet gem stone
ii. psychologist cell
iii. chef shapes

g)
i. court
ii. full

KANDARA
FORM FOUR END OF TERM TWO EXAMINATION
101/2
ENGLISH
PAPER II
July/August 2018

MARKING SCHEME
COMPREHENSION

1. There is need to make a decision soon as the HIV/Aids pandemic is on the rampage, ravaging the young and the old alike hence people need to save themselves from its rampages. (2 marks)
2. Pornography refers to books, magazines or other materials that can cause sexual excitement. It influences ones behaviour negatively as it pollutes ones mind to behave in a morally unacceptable way. (3 marks)
3. They should pause and ask themselves whether they hope to become better after reading that (book or magazine) (1 mark)
4. Trash
   Offensive (2 marks)
5. The author appears to approve friends that build each other up and those who do not exort undue pressure to others for instance, by making them engage in premarital sex. (2 marks)
6. (i) Youth – choose friends wisely
   (ii) Parents – counsel their children in formative stages.
   (iii) Teachers – Equip students with academic knowledge and the right attitude and behaviour.
   (iv) Government – Put in place legislation governing what citizens especially the youth are exposed to inform of the media.
   Instructions (If not in point form deduct ½ the total mark)
7. Attitude of disapproval, hate, dislike, critical, contemptuous (Wrong spelling – do not award) (2 marks)
8. (i) tempting, enticing
   (ii) followers
   (iii) responsibility of, obligation of, duty of
   (iv) invasion, attack

Question 2

(a) **Before**
Wandia has time off from Machakos Hospital to go and see her mother. On her way to Muranga she stops by to see Aoro her boyfriend in Nairobi. (2 marks)

After
Wandia meets her mother in Hospital she also visits her sister and spends the night there. Her intended marriage to Aoro is discussed by both her sister and mother.(2 marks)

b) Change (1 mark) - Wandia proposes to Aoro, a deviation from the norm since men normally propose to women
(1 mark). (2 marks)

(c) (ii) Wandia's mother. 1 mark
(ii) Because of worry, overwork and lately diabetes. (2 marks)
(iii) She is mature and ready for marriage and does not require any more time to develop(2marks)

(d) -they have no time to rest or eat.
-they have no time for social life
-they have no sleep and are overworked.
- They interact with rude and uncompromising consultants. 4 x1=4 marks

(e) Both are loving/ caring 3 marks
-Wandia proposes to Aoro(1)
-Aoro confesses to Wandia (1)
Identification -1
Illustration -2

(g) Humour – "I'll marry you. Any day you want. Today, if we can get anyone to marry us.
Rhetorical question- "why couldn't she fall in love? 4 marks

(g) At the university of Nairobi as they pursue medicine 2marks

(h) Never has there been anyone else 1 mark

3. POETRY

(a) The poem is about the unexpected death of a person who is part of a group of friends referred to in the poem as 'we'

(2 marks)
(b) No one in the group saw the possibility of his dying
Illustration – we saw no parting
- No feeling shadow of a ghost ever crossed our paths. (3 marks)
(c) Harmonious/cordial/peaceful/friendly- they joked and laughed together, they grieved after his death. (2 marks)
(d) His life was fast coming to an end. (1 mark)
(e) The gloom, despair, shock or disbelief that surrounds them after his death. (2 marks)
(f) To emphasize what an intimate friend the dead person was to the group. (2 marks)
(g) (i) They looked into the future together. (1 mark)
(ii) They suffered from grief and despair (1 mark)
(h) Together we joked and laughed (1 mark)
(i) Consider any relevant title (1 mark)
(j) Death – The poem portrays death as subjecting the bereaved to loss, grief and despair. (2 marks)
(k) Sad/sombre/melancholic – caused by the pain of losing a friend. (2marks)

4. (a) (i) Dreadful
(ii) Heroines
(iii) Often
(b) (i) Not once did she ever come to school late last year.
(ii) Had it not been for the pilot's quick action, the plane would have crashed.
(iii) The hawkers insisted on hawking in the restricted area in spite of being repeatedly warned by the council.
(c) (i) Pull over
(ii) Comes off
(iii) took to
(d) (i) in
ii) at
(iii) among
(e) Presumably
(f) Planes that are on board are dangerous
The work of a pilot is dangerous.

KANDARA
FORM FOUR END OF TERM TWO EXAMINATION 2018
MARKING SCHEME ENGLISH PAPER THREE 101/3

Question 1:
Points of interpretation

a) Expect a creative essay that begins with the input statement.
The story should revolve around a candidate's misery after spending five years in high school instead of the usual four years when results are announced then later cancelled.Deduct 2mks if the input statement is interfered with

- Deduct 4mks if it is not a story
- Deduct 4mks if the input statement is missing

b) Should be a story if not deduct 4mks
The story should revolve around an act of intervention which saved a situation or lack of it.

2 .Compulsory: The Caucasian Chalk Circle
Introduction(2mks)

- The candidate must demonstrate a good understanding and interpretation of the question which is inflicting pain or causing others to suffer or others may also suffer for the same (you reap what you sow) or face the consequences of your actions.
- Your actions may cause you negative consequences.
- Accept a general to specific introduction
- Accept an outline introduction
- Accept a contextual or specific introduction
- No defining of terms

Body

S1 Georgi Abashwili
- Ignores beggars and petitioners at his doorsteps
- He puts his interests in priority. Demolishing the slums, lashing the beggars
- Has very many servant, horses at the expense of the citizens
- He eventually gets overthrown and beheaded.

S2 The Fat prince
- Stages a coup motivated by greed for power. He is greedy to have absolute control when he chooses his nephew Kazbeki as judge
- Conspire to overthrow the current regime
- This breeds cruelty on his own brother hangs the brother and pins the head on the door way
- He pursues Michael to kill him
- He is eventually overthrown and beheaded and his head carried on a lance.

S3 Natella Abashwili
- Due to her greed for material well being she abandons the baby who is later taken up by Grusha.
- She regrets later that she can't access the estates
- The court scene
- Natella cruelly pulls the baby not minding his welfare ruthlessly
- She eventually looses both, the baby and the estates

S4 Mother-in-law
- She lines a cheap monk
- She changes her mind when she realizes the woman has a child and demands 200 piasters
- She eventually regrets when she realizes there are many people to feed and ends up spending more.

S5 Grusha and Jussup
- Aims to keep Grusha but he is so abusive to her. He calls her simpleton.
- He suffers a loss when she is divorced from him

S6 Three rich farmers
- Having lost the case to the old woman and having heard the Grand Duke is back to power
- They beat Azdak in readiness to hang him in revenge
- He is, however, reinstated by the Grand Duke.

Any other relevant point.

Conclusion: 2mks
It is true that those who make others suffer end up facing the same fate. In short you reap what you sow.
Accept any other relevant conclusion.
Mark any **four** well illustrated points: 3:3:3:3=12
Language ability: Up to 4mks

QUESTION 3: OPTIONAL SET TEXTS

3 a)The Short Story: **Memories We Lost**

The Folded Leaf by Segun Afolabi

Introduction 2mks

Several sects have emerged most of which exploit innocent followers by preaching the gospel prosperity and miracles. However, most religious leaders preach water and drink wine as seen in ***The Folded Leaf .***

Body

Ei Religious leaders take advantage of people's misery to make money. Pastor Adejola Ayemi aka Daddy Cool has become exceedingly rich. He owns helicopter and a jet. He has a home in several major cities in the world. He is always wearing dark glasses and no one has ever seen his eyes to show he has something to hide (hypocrisy).

Eii The poor flock are subjected to discrimination base on material well being. Upon arrival, the narrator's family are held back by aggressive bouncers while Mr and Mrs Ejiofoh are taken to the VIP area because they are rich. After all ,'God does not like the poor'.

Eiii Pastors extort people to give generously because to give is to praise the Lord. Papa distributes money to the family which they will offer to the pastor. It is hard earned money which they have been raising for many months at their local church. 'Give all you can. He sees into your heart. Don't cheat him oh.'

Eiv Pastor, capitalizes on 'miracles healings' to whip people's emotions. The pastor orders someone to rise from the wheelchair but the screens do not show it (casting doubt that it is real.) The crowd is so big that soon it becomes too hot and difficult to breath. Someone then says that a certain girl has been cured of cancer. Witnesses have indeed seen it fly away! An old woman has been cured and has just cast away her walking stick and is now dancing on stage.

Ev Gaining access to the man of God is ironically difficult since bouncers are at hand to forestall you. Only Bola succeeds to access the dais.

Conclusion 2mks

Indeed, pretence in church has made many flock to suffer exploitation.

Mark any four well illustrated points:3:3:3:3=12

Language- up to 4mks

3 (b).Betrayal in the City.

Introduction

- In the text Betrayal in the City, the masses go through a lot of tribulations due to maladministration/poor leadership.-must give a convincing preview; -must not just quote the wording of the question.(2mks)

Body

- **The people of Kafira suffer unfair incarcerations in jail.**
- This is seen through Mosese who is jailed for the ''possession'' of opium yet all he had done was to talk against injustice and demand for the freedom of speech during Adika's burial.
- While in jail he is caned and put in isolated cell.
- This suffering is due to bad leadership in Kafira.
- **The citizens suffer political assassinations.**
- When Kabito differs with Mulili during the entertainment committee meeting, he sets him up to the boss then he is killed.
- Doga and Nina after defying the government order that they should not continue with the shaving ceremony are also killed.
- All these culminate from the killing of Adika by Chagaga.
- These killings are due to poor governance in Kafira.
- **The people suffer from unemployment.**
- Poor governance in Kafira leads to the government employing expatriates who come to take up jobs meant for the locals.
- This leads to unemployment.
- The students in the university do a strike because of it and Adika is killed in the process.
- Lack of proper leadership in Kafira has led to lack of the jobs for the citizens of Kafira.
- **There is no freedom of speech in Kafira.**
- This is a suffering subjected to the citizens in Kafira by the leadership.
- The Askari in jail tells Jere that it does not pay to have a loud mouth in Kafira.
- Jere, Mosese, Adika, Jusper all suffer because there is no freedom of speech in Kafira.

(any 4 x3 well developed points)

conclusion

- In conclusion, the people in high offices in Kafira are responsible for the suffering of innocent people. Their misrule makes the people go through pain and suffering.

Mark any four well illustrated points:3:3:3:3=12

Language ability- up to 4mks

Question 3(c) The Pearl

Introduction 2mks

Avarice can turn good human beings into negative minded people who will go to any extremes to justify their actions. A society full of such people becomes sick and even gets destroyed.

Gi Kino's greed for wealth after his discovery of the pearl brings out the worst part of him

- When he discovers the pearl, he retreats into a man driven by the desire to guard his treasure even at the expense of life
- He even kills to protect his pearl
- Coyotito's life is lost as Kino pursues a better life

Gii The doctor is also driven by greed and this brings out the nasty inner man he is.

- He is painted as one of the inheritors of colonial evils-greed topping the list
- He IS REPULSIVE OF Kino and his like but when he hears about his discovery of the pearl, he makes a quick turn just to benefit

Giii The priest makes a quick visit to Kino when he hears about his discovery of the pearl(pg47)

- He speaks to him softly and flatters him
- His main interest is the pearl and he bluntly tells him he hopes he will "remember to give thanks"(pg48)

Giv The pearl buyers all salivate at making a kill when news of Kino's newly found treasure reaches them (pg63)

- They all strategize to exploit Kino even by dismissing the work of the pearl.(pgs. 70-72)

Conclusion (2mks)

It is more fulfilling to be content and seek wealth using justifiable means. A society driven by greed suffers a lot since there will be no harmony.

Mark four well illustrated points :3:3:3:3=12. Language ability- up to 4mks

GATANGA SUB-COUNTY EVALUATIONS TESTS
ENGLISH PAPER 1
101/1
(FUNCTIONAL SKILLS)
JULY/AUGUST
YEAR 2018
TIME: 2 HOURS

1. FUNCTIONAL WRITING (20 MARKS)

You are the chairperson of the school's environment conservation association. Your group has just come back from a visit to a national park in a neighboring country. Write a report to the patron about the trip. In your report indicate what you accomplished, the problems you experienced and what cautionary measures to take during future trips.

2. CLOZE TEST

Read the passage below then fill in each blank space with the most appropriate word. (10mks)

Stress, intonation and pronunciation are invaluable aspects of 1._____ for any fluent 2._____ of the English language. Any handicap 3._____ these three areas adversely affects the 4._____ of one's speech. One 5._____ hope to achieve competence in both spoken and 6._____ English if one has not mastered stress, intonation 7._____ pronunciation. In this book, the 8._____ have endeavoured to guide the reader to see the possibilities of working 9._____ their effective use of the English language.

With the rising popularity and usage, the correct use of the English language has been 10._____ compromised.

3.

a) Read the poem below and answer the questions that follow. (10 marks)

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 one of the poem and why? (2mks)
ii. How has rhythm been achieved in this poem? (4mks)
iii. What tone of voice would be appropriate in recitation of this poem? (2mks)
iv. How would you say the last line of this poem? (2mks)

b) Read the conversation below between two students from Masomo Mazuri High School and then answer the questions that follow:

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 din't get the score I had promised.

WAKONYO: come on, Kebu, you are taking your failure too much to heart. 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 at first you don't 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) Mmm.....

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 I am sure you will register a better grade next time.

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

(ii) Although interrupting a speaker is often taken to be impolite, there are times when such interruption would be welcome. Cite three such instances (3mks)

c) Underline the part you would stress in these words.

i. Frequent (adjective) ($^1/_2$ mk)

ii. Recruit (verb) ($^1/_2$ mk)

iii. Display (noun) ($^1/_2$ mk)

d) Identify the odd one out, considering the underlined letters

i. Ch<u>e</u>f Ch<u>ie</u>f Sa<u>ch</u>et ($^1/_2$ mk)

ii. <u>Bu</u>cket <u>Bu</u>rry <u>Be</u>rry ($^1/_2$ mk)

iii. <u>Po</u>rnography <u>Pho</u>tograph She<u>p</u>herd ($^1/_2$ mk)

e) Read the following conversation between a tourist and yourself. The former tries to get direction to the local tourists' attraction site. Complete it with a suitable response (8mks)

Tourist: Hello, how are you? Could you please help me?

You: ..... (2mks)

Tourist: I am James Anden from England and this is my son Joe

You: ..... (2mks)

Tourist: We would like to visit any park nearby to see wildlife.

You: ..... (1mks)

Tourist: How much does a taxi charge?

You: ..... (1mks)

Tourist: Alright. That's okay. Is there any hotel nearby that is not expensive?

You: ..... (1mks)

Tourist: Thank you so much. That is very kind of you.

You: ..... (1mks)

GATANGA SUB-COUNTY EVALUATIONS TESTS
ENGLISH PAPER 2
101/2
(COMPREHENSION, LITERARY APPRECIATION & GRAMMAR)
JULY/AUGUST
YEAR 2018

1. COMPREHENSION

FAILED EXAMS? DON'T DESPAIR; THERE'S HOPE.

We encourage our children to excel in examinations because that seems to be the main objective of our education system. Our society values success in all spheres of life. We thus talk about those who succeed and look down upon those who do not pass exams.

When a positive trait like success turns into an obsession it becomes a weakness. People attached to success become perfectionists or try to force their children towards that direction and thus miss their reserved place in nature's many niches given to each being according to their innate abilities. This is what Kenyan parents have perfected; we all want our children to go to university and study medicine, engineering and law. To satisfy demand, we have converted village polytechnics into university campuses at supersonic speed. If the trend continues unabated our professional standards will certainly fall in the long term.

We have demonized graded failure to the extent that our children would rather commit suicide when they fail than try to find another way to get on in life.

The 2014 Kenyan Certificate of Secondary Education examination results have just been released. As is the norm there are those who have excelled and plenty of applause has no doubt flowed their way. However, many more have fallen by the wayside as they were unable to secure good grades. Woe unto them because apart from the unpleasant feeling of failure,the society will condemn them to a dull future. No one will wipe their tears and appreciate their efforts.

Failure is the best teacher when taken positively. It gives one an opportunity to close one chapter and open afresh in other arenas one may be gifted in. Failure can catapult us to great heights in un-chattered skies by awakening our innermost being and making us realize the strength we never knew existed in us, freeing us from the mould society has squeezed us into. Success is going from one failure to another without feeling shame but maintaining focus on our dreams. It is hypocritical to talk of success in the absence of failure. Viewed this way failure is not necessarily the opposite of success; it is the other side of the same coin. The recognition of the potency of failure makes us work harder. It is in the battle against failure that we attain success. Failure therefore configures us to become risk takers ready to spread our wings and fly to our destinations through unconventional but nature-programmed routes.

The culture of perfection in modern society has killed the good attributes of failure and narrowed our definition of success. It is myopic to equate success to a high grade in a single examination. We should give success a broader definition and measure it, not by what we get but what we do with what we get.

Trial and error is a scientific method of knowledge of the importance of failure, which forms the basis for subsequent trials. Thomas Edison discovered the light bulb after experimenting 9,000 times with different filaments, thus confirming that failure is just a step in the ladder of success.

Sir Isaac Newton and Albert Einstein, the fathers of modern science, were once considered failures because of their poor grades. They refused to accept this and went on to lay the foundation for modern mathematical and scientific principles and laws.

a) What seems to be the main objective of our education system?
(2 marks)

b) What has been done to satisfy the demand for university education?
(2 marks)

c) What does the author mean by "We have demonized graded failure"?
(2 marks)

d) We, thus, talk about those who succeed and look down upon those who do not pass exams. (Replace the underlined words with one word)
(1 mark)

e) In note form, explain why according to the writer failure should not be taken negatively.
(5 marks)

f) How did Thomas Edison prove that failure is a step in the ladder of success?
(2 marks)

g) Supply an appropriate question tag to the following statement.
The recognition of the potency of failure makes us work harder.
(1 mark)

h) What is the writer's attitude towards failure?
(2marks)

i) Give the meanings of the following words as used in the passage.
(3marks)
a. Perfectionist
b. Catapult
c. Myopic

j)

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

Elizabeth came out of the bedroom unobserved, stood looking at the noisy gathering below. They were her children and their friends and behind her - fast asleep - her children's children, a wonderful sight indeed. She turned and pattered away quietly, but on an impulse decided to check on the little ones. She found them sprawled all over the place as only the very young can be. One rascal - her son Opiyo's son Mark, actually had his leg placed squarely on another child's neck. Elizabeth bent to remove it and felt the attack of dizzy breathlessness come upon her once again and with the sure knowledge of one who has lived long she knew that this ominous suffocation was a sign of the beginning of the end. She rested a little, holding on the door and then quietly went to join Mark in bed.

She stayed awake late into the night and as was wont to happen to her so much of late, memories of seventy years duration flashed effortlessly through her mind. There she was as a very little girl, clothed in nothing but the love of Were - the god of the eye of the rising sun; then she was sitting in the shadow of grandfather Oloo's largest bull missing her mother who had gone away to seek the new way. Again there she was with her cousin Owuor walking in single file between Maria in front and grandmother Akoko in the back. They were on their way to the mission at Aluor, a haven for heartbroken widows and bereft orphans who wanted to learn the ways of YesuKristu. And here she was studying in her cubicle at the teacher training college. A love letter comes flying in through the open window, it was from a fellow student whose name was Cosmas somebody or other and like so many others it declared his willingness to climb mountains, ford rivers and swim oceans in order to reach her and win her love. The guy must have drowned by now, thought Elizabeth her lips twitching. And, of course, there was a lifetime of memories with Mark Anthony - in her opinion still the best looking man around. She also remembered clearly the day Akoko had died and her conviction that is was all over. How mistaken she had been! For in truth it had only just begun and now she saw evidence of that great woman in so many of her grandchildren, but strangely enough most clearly in her daughter-in-law Wandia - the girl from the ridge country of the Kikuyu, who was no blood relative but who clearly if instinctively understood the true destiny of a woman - to live life to the full and to fight to the end.

i). Place this excerpt in its immediate context. (3 marks)

ii). Identify and illustrate any two aspects of style used in this except.
(4 marks)

iii). Briefly describe thematic concerns discussed in the novel that come through this excerpt.
(6 marks)

iv). "And here she was studying in her cubicle at the teacher training college." From elsewhere in the book why does Maria
panic at Elizabeth's excitement on receiving the college admission letter? What is Akoko's reaction to her daughter's panic?
(2 marks)

v). "It is in Wandia that Elizabeth sees most clear evidence of Akoko's greatness." Basing your answer from your knowledge
of the novel how is Wandia's character similar to that of Akoko?
(2 marks)

vi). "To live life to the full and fight to the end." Give two examples of Wandia's achievements that prove the validity of this
statement. (4 marks)

vii). She found them sprawled all over the place. (Add a question tag)
(1 mark)

viii). Explain the meaning of the following as used in the excerpt.
(3 marks)
a. Haven
b. Conviction
c.declared his willingness to climb mountains

Q3. **POETRY**

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

ONCE A UPON TIME

Once upon time dear son
They used to laugh with their hearts
And laugh with their eyes; but now they only
Laugh with their teeth
While their ice-cold-block-eyes
Search behind my shadow

There was a time indeed
They used to shake hands with the hearts
But that's gone son
Now they shake hands without hearts
As their hands
Search my empty pockets
'Feel at home.' Come again'
They say but when I come
Again and feel at home, once, twice
There will be no thrice-
For then I find the doors shut on me.

So I have learned many things, son
I have learned to wear many faces
Like dresses, home face, office face,
Cocktail face
'With all their conforming smiles
Like affixed portrait smile

And I have learned too
To laugh with only my teeth'
And shake hands without my heart
I have also learned to say 'goodbye'
When I mean 'good riddance'

To say 'glad to meet you'
Without being glad; and to say 'it has been
Nice talking to you 'after being bored
But believe me son want to be what
I used to be when I was like you

I want to unlearn these muting things

Most of all, I want to re-learn
How to laugh, show me how
I used to laugh and smile
Once upon a time when I was like you!

QUESTIONS

a) Who is speaking in the poem?
(2mrks)

b) What is the poem about?
(4mrks)

c) Identify any three images that emphasize what the persona is saying.
(3mrks)

d) Apart from the three images discuss any other two poetic devices.
(4mrks)

e) Explain the following lines as used in the poem,
(4mrks)

i. 'like fixed portrait smile
ii. 'I want to unlearn these muting things'

f) What is the relationship between persona and the son?
(2mrks)

g) What is the tone of the poem?
(1mrk)

Question 4: Grammar (15 marks)

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

i. Wanga wrote an article. He posted it on the website. (Join the sentence to begin: Having…)
ii. Those men have messed up our lives. (Change into passive)
iii. She asked me who I was. (Change into direct speech)

b) Supply the statements below with appropriate question tags.
(3 marks)

i) No one came.
ii) They must abide by the school rules.
iii) She hardly ever goes to church.

c) Fill in the blank spaces with the correct form of the words in the brackets.
(2 marks)

i) This is the _____of all the sums. (easy)
ii) He did not know the reason for his_____. (dismiss).

d) Explain the meaning of each of the following sentences.
(2 marks)

i) She found the farmer was small.
ii) She found he was a small farmer.

e) Replace the underlined clauses with prepositional phrases in the sentences below
(2 marks)

i) The girl <u>who is wearing a red dress</u> is my cousin.
ii) The animals <u>which have tusks</u> are endangered.

f) Fill in the blanks in the following sentences with the type of connectors shown in brackets.
(3 marks)

i) _____the hot weather, the scouts walked twenty kilometers. (Contrast).
ii) Many insects _____the praying mantis, can fly. (Illustration)
iii) I was exhausted _____ I sat down to rest. (consequence)

GATANGA SUB-COUNTY EXAMS
ENGLISH
PAPER 3
(CREATIVE COMPOSITION &
ESSAYS BASED ON GATANGA SUB-COUNTY EXAM
END OF TERM 2 EXAMS 2018
SET TESTS)
TIME: 2 HOURS.

1. IMAGINATIVE COMPOSITION (COMPULSORY)

Either

a) Write a composition ending with the following statement.
..... a final look at her made me realize that choices have consequences.
(20mks)

or

b) Write a composition that illustrates the proverb, "Once beaten twice shy!"
(20mks)

2. The compulsory set text: The Caucasian Chalk Circle by Bertolt Brecht.
Azdak's mode of administering justice represents the problems we have in the judicial system of our society today. Discuss the above statement, drawing your illustrations from **The Caucasian Chalk Circle by Bertolt Brecht**. (20mks)

Optional set texts

3. Answer only one question from this section

a) Memories we lost and other stories
"With great determination, self-acceptance and courage, we can overcome even seemingly critical situations" Referring to Mr. Rolf Schmid in **No Need to Lie**, discuss the truth of this statement.
(20mks)

b) Betrayal in the city by Francis Imbuga
leaders in African governments use their positions to achieve their own selfish interests. Discuss this assertion using illustrations from the play, Betrayal in the city.
(20mks)

c) The Pearl by John Steinbeck
to positively respond to wise counsel often leads to suffering and frustrations. Drawing your illustrations from The Pearl by John Steinbeck, discuss the truth of this statement.
(20 mks)

GATANGA SUB-COUNTY EXAMS
101/1 ENGLISH PAPER ONE MARKING SCHEME 2018
POINTS OF INTERPRETATION:

1. **Functional composition –** marked out of 20 marks.
It must be a
- - The candidate must include:
The name of
- the National park visited. $^1/_2$ mk
The group involved report.
Award marks for the following
- An appropriate heading (1mk)
- A relevant introduction $^1/_2$ mk
- Who requested for the report $^1/_2$ mk
- When the visiting took place $^1/_2$ mk
- The body – accomplishments – subheading 1 mk
Two accomplishments 2 mks
Problems experienced – subheading 1mk
Two problems mentioned 2 mks
Cautionary measures – subheading 1 mk
Two cautionary measures 2 mks
- Appropriate conclusion – 2 mks
- First person involvement – (we) 2 mks
- Language 4 A (maximum)
3 B
2 C
1 D

2. CLOZE TEST (10 MKS)

1) speech
2) speaker
3) in
4) quality
5) cannot
6) written
7) and
8) writer's
9) on
10) greatly

3. (a)
i. I $^1/_2$ mk and meditate $^1/_2$ mk. They are content words and emphasize the seriousness of thoughts going on in the persona's mind.
ii. Through the use of rhyme 1mk e.g.
mediate/levitate 1mk.
Alliteration 1mk Wells with 1mk
Close Closeness
Assonance 1mk simplest digit 1mk
1 mark for identification
1 mark for illustration
Any two 2 x 2 = 4 marks
iii. Optimistic tone (1mk) the persona hopes that with love and closeness, the simplest digit can be transformed into a magnified seed of a mustard tree 1mk
1 mark for identification 1mark for explanation max 2 marks
iv. Falling intonation for finality.
Slowly and deliberately
Stress the content words Mustard and tree
Any 2 1 x 2 (max 2mks)

(b)

i. She listens attentively to Kebu without interrupting (6mks)

- She 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 …"
- Empathizes with Kebu "… I am sorry …"
- Assures her all will be well

I am sure you will register a better grade next time.

ii. Interruption is welcome (3mks)

- When the speaker distorts facts
- When the listener wishes to seek for clarification.
- When the speaker digresses from the topic
- When the speaker is not audible
- If the speaker has missed a crucial part of the discussion.

(c)

i. Frequent (adjective) $^1/_2$ mk
ii. Recruit (verb) $^1/_2$ mk
iii. Display (noun) $^1/_2$ mk

(d)

i. Chief $^1/_2$ mk
ii. Bucket $^1/_2$ mk
iii. Photograph $^1/_2$ mk

(e)

Tourist: Hello, how are you?
Could you please help me?
You: **Hello, am fine, thank you.**
What can I do for you? (2mks)
Tourist: I am James Anden from England and this is my son Joe (2mks)
You: **pleasure to meet you**
Tourist: We would like to visit any park nearby to see wildlife (1mk)
You: **There is Nairobi national park**
Tourist: how much does a taxi charge? (1mk)
You: **It will cost between Kshs.1500 and 2000**.
Tourist: alright. That's okay. Is there any hotel nearby that is not too expensive (1mk)
You: **Yes, the Ole Sereni**
Tourist: thank you so much. That too kind of you (1mk)
You: **You are welcome. Not at all.**

GATANGA
SUB-COUNTY EXAMS
101/2 ENGLISH PAPER TWO MARKING SCHEME

Q1.

a. The main objective of our education system is to excel in examinations. (2 marks)
b. Village polytechnics have been turned into university campuses. (2 marks)
c. Failure has been taken as being very bad and evil.
Failure has been condemned / despised. (2 marks)
d. despise
belittle (1mark)
e.
- It gives one an opportunity to close one chapter and open another one in other gifted areas.
- Awakens our innermost being.
- Makes us realize the strength we never knew existed in us.
- Frees us from the world society has squeezed us into.
- Makes us work harder.
- Makes us become risk takers to explore new opportunities. (any five-(5 marks))

f. He discovered the light bulb after experimenting 9,000 times with different filaments. (2 marks)
g. The recognition of the potency of failure makes us work harder, doesn't it? (1 mark)
h. Appreciative; appreciates that failure is the other side of success.
Accommodating: He believes we should not demonize failure. It is a step in the ladder of success. (2 marks)
i. i) Perfectionist: One who obsessed with success. One who is only interested in success and nothing else.
ii) Catapult: Elevate /Raise
iii) Myopic: Unwise, simplistic,

Q2

a) Wandia had just graduated.1 Friends and relatives had gathered at their home for the celebration 1 Elizabeth falls sick and passes on. l
b) i) Flash back – Elizabeth's memories of 70 years duration flashed effortlessly through her mind.
ii) Use of parenthesis --love of Were
---fast asleep---
Any other relevant answer. Identification 1 mk illustration lmk
c) i) Religion /Christianity - Mention of Were the god of the eye of the rising sun.
Ii) Family relations - There were her children and their friends and behind her, her children's children
iii) Education - And here she was studying in her cubicle at the teacher training college.
iv) The place of woman in the society - who clearly if instinctively understood the true destiny of a woman. Identification lmk illustration lmk Accept any 3 = 2x3 = 6 mks
d) She felt that if she went away she may end up losing her through death
Akoko's reaction- she condemns telling her that she was acting with the selfishness of a child / she was ashamed of her for acting selfishly.
e) They are both pioneering - Wandia is the first one to get the PHD in medicine. Akoko makes the first epic journey to Kisumu. They are both determined to achieve what they want.
Wandia - is determined to be the best in medical school and emerges so.
She is determined to get married to Aoro and she proposes to him.
Akoko is determined to retain the chieftaincy in her family such that when Otieno abuses the stool she goes to seek the white man's intervention.
Both are hard-working.
f) Wandia is able to balance between her career as a doctor and at the same time maintain a stable family.
Wandia fulfills not only her dream to become a doctor but also her mother's who wanted her to become a teacher in that she becomes a professor in the medical school.
(any two well- illustrated achievements 2x2 = 4 mks)
g) She found them sprawled all over the place, didn't she?
Don't award if any of the following if:
I) Comma after the statement is missing.
II) Starts the tag in a capital letter.
iii) Question mark at the end is missing
h) Meaning of words and expressions
i) Haven - sanctuary
II) Conviction - belief
iii) Declared his willingness to climb mountains - willingness to do anything. ,

Q3 Poetry

a. Parent/mother/father
Dear son.
Believe son.
Show me son. (2mrks)

b.
- People used to be friendly but now they are not.
- People had feelings for each other but now they don't.
- People are not hospitable.
- People have become hypocritical.
- Genuine love has disappeared and people have become antisocial.

c. Metaphors
- Laugh with their teeth.
- ice – cold – block – eyes.]
- Shake hands without tears.

Similes
- Like a fixed portrait smile.
- Like dresses.

Nb/= identify either,
2 metaphors and one simile
Or 2 similes and one metaphor (3mrks)

d. Repetition: laugh- the act of laughing to emphasize the fake laughs and the genuine laughter.
Alliteration: hands…….hearts
- To make the poem musical.

Consonance: face house
- To make the poemmusical. (4mrks)

e.
i. Fake smile
ii. I want to change from insincerity to sincerity. (2mrks)

f. Cordial/friendly/close/intimate/open.
The father pours out his heart to the son. (2mrks)

g. Nostalgic: the persona remembers the good old past with nostalgia. (1mrk)

Q4. Grammar

a.
i. Having written an article, Wanga posted it on the website. (No mark if the comma is missing.)
ii. Our lives have been messed up by those men.
iii. "Who are you?" she asked (4 marks)

b. i) No one came, did they?
ii) They must abide by the school rules, mustn't they?
iii) She hardly ever goes to church, does she? (3 marks)

c .i) easiest
ii) dismissal (2 marks)

d) i) The farmer was small in size.
ii) The farmer practises small scale farming. (2 marks)

e) i) in a red dress
ii) with tusks (2 marks)

f) i) In spite of/ despite
ii) for example/ for instance
iii) so

GATANGA SUB-COUNTY EXAMS
101/3 ENGLISH PAPER THREE MARKING SCHEME
QUESTION 1

a) Points of interpretation
- Must be a story if not deduct AD 4 marks
- Must end with the given words if not deduct (2mks)
- The story must demonstrate a situation where the events that took place show clearly hows the choices made brought about results/ consequences.
- Deduct marks 2 AD if story exceeds two pages (NB).

b)
- Must be a story if not deduct 4 marks
- The story must be relevant to the saying if not relevant deduct upto 4 mks.

Questions 2:
INTRODUCTION
The judicial system in Africa is riddled with numerous ills such as immorality, unprofessionalism, corruption among others as brought out in the Caucasian Chalk Circle, through Azdak.
(Accept any other relevant introduction)

Ji Disrespect for the rule of law.
Azdak, instead of referring to the statute book, sits on it, and relies on his own unorthodox ways of administering justice.

Jii Corruption
Azdak openly declares that he accepts bribes. At the beginning of every session, 'he accepts'. He ends up exploiting the court clients for example, he fines Grusha and Simon for contempt of court and pockets the money.

Jiii Partiality
Azdak openly favours the poor at the expense of the rich, even when it is they who were in the wrong. For example, he favours the doctor and acquits him, while he fined the invalid one thousand piasters.

Jiv Dishonouring the court/ unprofessionalism
Azdak takes whisky in the court of law, and allows the Granny to sit on the judges chair, while he sits on the floor.

Jv Immorality
Azdak asks the prosecutor to drop a knife on the ground so that Ludovica would bend to pick it, to which he declares as a case of intentional assault with a dangerous weapon. He tells Grusha that instead of turning against him, she should be making eyes at him and wiggling her bachside to keep him in good temper.

(Accept any other relevant point)

CONCLUSION
In conclusion, it is clear that the judicial system in Africa has failed to serve the society in the manner that would be expected and has many loose ends that need to be tied.
(Accept any other relevant conclusion)

Mark 3 : 3 : 3 : 3
Introduction 2 mks
Conclusion 2 mks
Grammar 4 mks

Question 3a
INTRODUCTION
In the face of adversity, the most important thing is to face it bravely, remain positive with unwavering determination. This was the case with Rolf Schmid that led to his healing.
(Accept any other relevant introduction)

Di Acceptance
Mr. Schmid was so scared when he was told they would take the biopsy. He was scared at the thought of having cancer or Aids. But later he pulled himself from self-pity because he realized that his children needed him and he needed to see them grow up. He just could not let himself die. He convinced himself that he was too young to die. He had children, a wife, a business and a future. He repeated this over and over again in his mind as though he had to send this message to every cell in his body. His will power was strong and determined.

Dii Feeding
He was determined to eat in order to survive. After a wave of pain was over, he rushed to the kitchen, took some minced meat, vegetables, carrots, leeks and celery and 3 litres of water and cooked. It was so painful to let the fluid pass through the mouth, and yet he had to eat. He used a

rubber pipe to pass the food through his throat to the stomach. It was necessary to eat, and he did it as a weapon to fight cancer. And after finishing his meal, he would congratulate himself.

Diii Meditation

After eating, Rolf knelt in the bed put his head down and closed his eyes. In his imagination, he summoned his Japanese Judo senses in front of him. His mind was concentrated on defeating the enemy. This time he knew it was not about winning cups, medals, glory or fame. It was about winning the victory of his life, fighting cancer. This is a show of determination to fight cancer.

Div Chemotherapy

Rolf was informed by the doctor that he needed 4 sessions of chemotherapy to kill the cancer cells. He dreaded the word chemotherapy and all it stood for, including the loss of hair and becoming sick. He sought encouragement from his friend Alberto, who informed him he had to be very brave. This is when he decided that he was going to confirm to the nay-sayers that cancer is just a process that requires a strong will power, food and optimism. The first day after chemotherapy, he went to play a game with his friends at the polo club and really surprised his mates. The nurse was delighted with his progress.

Dv Operation

Rolf had to take a trip to stuttgart, Germany where professor Terrahe and his team waited for him for surgery. He worried about whether he would survive the operation. But he confirmed to himself again that he was not ready to die. At this point, he had lost about 40kgs, his face was hollow and he had lost half the amount of his hair to chemotherapy. When anaesthesia was administered, he felt no fear and no anxiety; just a wonderful carefree feeling of surrender to the deep anaesthetic – induced unconsciousness. After the operation, the doctors said they achieved the best possible results. He quickly lifted his left arm to confirm that he was not paralysed on the left side and the right to make sure he was able to play polo. He thanked God he was alive.
Accept any other relevant point)

CONCLUSION

From the above discussion, it is quite clear that Rolf went against all odds in pursuit for his health. He defeated cancer through his strongwill to live.
(Accept any other relevant conclusion)

Mark 3 : 3 : 3 : 3
Introduction 2 mks
Conclusion 2 mks
Grammar 4 mks

Question 3b

INTRODUCTION

African leaders are well known for misusing and exploiting their countries resources for their own selfish gain. This is well brought out by the leaders in Betrayal in the city.

Li Boss

Boss stashes money in his foreign accounts, thus ruining the economy of Kafira. He practices nepotism when he appoints his cousin Mulili to be his eyes and ears, so as to protect his interests. He hires expatriates instead of employing his own citizens definitely for his own gain.

Lii Mulili

Mulili organizes for elimination of his rivals so as to protect his interests. He organizes for Kabito's death so as to keep his milk tender. He blindly follows Boss' orders to kill the old couple, for he has been promised grade cattle and acres of land.

Liii Tumbo

Tumbo pays himself handsomely after conducting the playwriting competition. He declares Jusper the winner and gives him a third of the amount allocated while he takes two thirds to keep the records straight.

Liv Entertainment Committee

The members of the entertainment committee are more concerned about the size of the potato, and the number of days they would work so as to reap maximumly.
(Accept any other relevant point)

CONCLUSION

In conclusion, it is clear that for the African countries to progress, the leaders should be more concerned with serving of their citizens, rather than just exploiting the countries resources for their own selfish gain.
(Accept any other relevant conclusion)

Mark 3 : 3 : 3 : 3
Introduction 2 mks
Conclusion 2 mks

Grammar 4 mks

QUESTION 3C

INTRODUCTION

Sometimes in our lives we are given advice by our friends which we at times take for granted. Such action may lead to suffering and regrets.
(Accept any other relevant introduction)

Fi Juana

Juana advises her husband to throw away the pearl because according to her it was evil and it would destroy them. She suggested that they break it between stones, burry it and forget the place or even throw it back into the sea. Kino could not hear of it, and claimed that it was their only chance. He ended up losing the pearl which he intended to keep.

Fii Juana Tomas

Juana Tomas cautioned his brother, to be careful on the manner in which he handles the pearl. He suggests that Kino looks for a way of selling the pearl locally, other than using an agent like it had been done by other sellers who ended up losing. He also discourages him from going to the capital to sell the pearl. Kino does not follow the advice. He refused to sell the pearl. It later brought him problems and he ended up throwing it away.

Fiii The Merchants

The dealers advised Kino to take one thousand five hundred pesos for the pearl, which Kino thought was too little. According to neighbours a thousand pesos was not to be thrown away, the kind of money he had never handled before, and they thought he was a pig-headed fool for not accepting the offer. Kino does not take the advice and ends up losing the son in the process.

Fiv Kino

Juana had been advised by her husband, to stay in the cave and ensure that the baby does not cry. She however moved to the entrance of the cave and exposed the baby. When Coyotito cried, the trackers thought it was a Coyote and shot the baby. Failure to follow her husband's advice led to the loss of their son.

(Any other valid point)

CONCLUSION

In conclusion, it would be wise to follow advice given by sincere people to avoid regretting later.

Mark 3 : 3 : 3 : 3
Introduction 2 mks
Conclusion 2 mks
Grammar 4 mks

IMENTI CENTRAL SUB-COUNTY CLUSTER EXAMINATION
KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE)
101/1
ENGLISH
PAPER 1
FUNCTIONAL SKILL
JULY/AUGUST 2018

1) Functional writing [20 marks].

a] You are the chairman of the student's council in your school. Write an internal memo to all council members notifying them of the meeting to discuss the state of discipline in the school responsibilities and school routine. Copy the memo to the principal and deputy principal. (12mks)

b) Attach the agenda of the meeting. (8mks)

2. Cloze test

Read the passage below and fill in the blanks with the most appropriate word.

The food we eat seams to have profound i].....on our health. Although science has made enormous ii] .....in making food more fit to eat, it has, at the same time, made mercy foods unfit to eat. Somme research had shown that perhaps 80% of all human illness are related to diet and 40% of cancer is related to the diet as iii] .....especially cancer of the colon. Different culture are more prone to iv] .....certain illness because of the food that is characteristic in these cultures v]..... food related to illness not a new discovery. In 1945, government researchers realized that nitrates and nitrites, commonly used to preserve colour cancer. Yet, these carcinogenic additives remain in our food and it becomes more difficult all the times to know which things on the packaging label of processed food are helpful or harmful. The additives which we eat, are not all so direct. Farmers often give penicillin to beef or poultry. And because of this, penicillin has been found in the milk of treated cows. Sometimes similar drugs are vi].....to animals not for medicinal vii] ..... but for financial viii] ..... the farmers are simply trying to father the animal in order to ix]..... a higher price on the market. Although the food and drug administration (FDA) tried repeatedly to control these procedures, the x].....continue.

3. ORAL SKILLS (30MKS)

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

Sunset
The sun spin like
A tossed coin.
It whirled on the azure sky,
It clattered into the horizon,
It clicked in the slot,
And neon light, popped
And blinked 'time expired.'
As on a parking meter.
(Oswald mbuyiseni mtshali)

Questions

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

ii. How would you say the last line of this poem? (2mks)

iii. State any two onomatopoeic words in the poem. (2mks)

iv. Identify any other sound pattern used in the poem. (1mk)

b) Read the oral narrative below and answer the questions that follow. (6mks)

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. You can't compete with me in a race."
The chameleon replied, " don't blow your own trumpet. I am not going to praise myself, but is know you can't defeat me in a race. We shall be equal.
The race began an the chameleon jumped on the donkey's tail. They ran, until the donkey was so tired that he stopped to rest. As soon as the donkey stopped, the chameleon jumped from the donkey's tail and said, "now my friend donkey, are you any faster than I?" "no, now I know that you are a man."

Questions

i. What would you do in order to capture the audience's attention before you begin to tell this story? (2mks)

ii. Outline two ways you would we to make narration of line 4 and 5 of the story effective. (2mks)

iii. If you were part of the audience for this story, mention two things you would do to show that you are participating in the performance. (2mks)

c) Underline the stressed syllable in the following words. (3mks)

i) Revision
ii) Travel
iii) Decide

d) Provide a word in which the following letters are silent. (5mks)

i) t –
ii) w –
iii) h –
iv) s –
v) n –

e) Provide another word which is pronounced the same as the following. (5mks)

i) Prophet –
ii) Sell –
iii) Made –
iv) You –
v) Know –

f) Identify the odd one out. (4mks)

i) charade
chair
machine
niche

ii) rough
tough
dough
laugh

iii) phonetics
physics
shepherd
phloem

iv) gnaw
ignore
graph
goat

IMENTI CENTRAL SUB-COUNTY CLUSTER EXAMINATION
KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE)
101/2
ENGLISH
PAPER 2
COMPREHENSIONS, LITERARY,
APPRECIATION AND GRAMMAR
JULY/AUGUST 2018

1. Unseen passage

Read the passage below and answer the questions that follow.

Ask any youngster what living with their parents is like and they will most likely tell you its pure hell. They hate being told what to do, or taking orders or having to explain where they are going or coming from, especially girls. Young people hate asking for permission to go anywhere, and even worse being told that they must be back by a certain time. They hate having to ask for permission to use something or do something at home and consider these requirements an infringement on their freedom. So while parents believe they are inculcating good behavior in their children, the youngsters see it as dictatorship.

Another thorny issue is religion. I dearly remember what happened when I decided to attend a church different from my mother. She told me in no uncertain terms that if I wanted to continue going to my new church, I would have to move out because she would not allow it. I found my parent restrictions rather stifling and couldn't wait for the day I would move out of home. I fantasized about going on outings that were forbidden at home, returning home late, going wherever I wanted whenever I wanted, returning from work and just lazing on the couch, leaving my bed unmade or my clothes lying around with no home to tell me that my room was a mess.

When it came to resources, mum would scold us if we left the door of the jiko open while heating out bath water or left the food to cook for an unnecessarily long time on the kerosene stove. She would breather fire about our wastefulness, while reminding us of the high cost of living. She would conclude by telling us that she would not allow it in her house. My dad would even be equally furious. If he found the lights on in a room that was not being used. On several occasions he threatened not to pay the electricity bill and leaves us in darkness for a while so that we could learn to save resources. Sometimes my siblings would laugh and wonder what out parent were making such a fuss about. At other times we would be angry and grumble that they were stingy and did not want to see us happy how we longed to get away from them.

But when the time to leave home finally came, I was apprehensive and wondered what life without my parents would be like. One moment I would be happy to be free, with no one to order me around, the next moment I would be having doubts. When you are young, you think you have the freedom to do as you please. But after something "forbidden" once or twice, you begin having second thoughts. You realize, since you never used to go on outings for instance, you won't miss much by staying indoors most of the time instead of coming back late like you thought you would you rush home to relax.

You now have to pay your bills and realize that you have to out costs, you remove your bath water from the stove before boils and don't allow milk to boil for a second longer than necessary. And of course you switch the lights in any room that's not being used. Suddenly, you realize that you are /wing by the very rules you resented in your parents home. You're learning to use resources wisely now that you have to take care of yourself. When you start a family, you impose the same restrictions to your children. If there is one thing you can't run away from, its responsibility. And its door that things you were taught as a child remain with you for life. What I have learnt is that when your parents are tough with you, they are only teaching you to be responsible. As the saying goes "only the wearer of the shoe knows where the shoe pinched." I now understand why my parent gave me a longue lashing whenever i misused resources.

Questions (20mks)

a) According to paragraph 1, why do you youngsters say living with parents is pure hell? (3mks)

b) What would youngsters prefer rather that give in to their parents dictatorship? (2mks)

c) According to the passage, parents are economical, validate this statement. (2mks)

d) In your opinion, are parents out to punish children by setting rules and regulations in the homes. (2mks)

e) Explain the writers attitude towards leaving home when the time came. (2mks)

f) Comment on the irony in the passage. (2mks)

g) Explain the meaning of the following saying as used in the passage.
"Only the wearer knows where the shoe pinches"
(2mks)

h) Mother would breathe fire about our wastefulness while reminding us of the high cost of living (rewrite beginning: not only)
(1mk)

i) Explain the meaning of the following words as used in passage (3mks)

i. Stifling
ii. Stingy
iii. Resented

2. Seen text

The River and the Source By Margret Ogola

Read the following passage and answer the questions that follow.

Nyabera mourned her husband in shocked disbelief. Her mother arrived with the speed of lightning to her daughter's side. She was afraid, extremely afraid for her child, but she need not have been, for this tune she had an ally who brooked no resistance—the little girl Awiti, who was approaching four. She asked questions and demanded answers. She had a trick of staring straight at one, with eyes which startlingly resembled her grandmother's until an answer was forthcoming.

"What's wrong with baba? she asked. No answer.

"Mama, what is wrong with baba-na?" She could repeat one question ad infinitum until an .answer was given.

"He is dead!" choked her mother. ! "What is dead?"

"It means that he won't come back again. He is now a spirit."

"Is a spirit a good thing to be?" "Yes!" Choke! Choke! "Then why are you crying mama?"

"Because I miss him!" Choke!

"Then why don't we become spirits—you and I? Baba must be missing us also." Nyabera looked at her daughter and had to smile in the midst of the disaster—her entire life seemed one big disaster. She was twenty-six, a widow and soilless. It was her mother's life all over again. The word 'cursed' insinuated itself again in her mind but looking into her daughter's eyes she had to push it away. She was a beautiful child, full of vivacity and spirit and even at that age vitally alive. "I must fight. I cannot give up! I must! I must!" thought her mother. She might never have another child, but for this one everything had to be done for it was clear that she was determined to live.

To be a widow and young was an untenable situation. A husband had to be found from close relatives of the dead man, but such a man had no real rights' over the woman, his job being that of siring children to maintain the dead man's name and to keep his widow from wandering from man to man (a scandal). This was called tero. Even the children he sired did not belong to him—therefore he was under no obligation to provide for them. His duty was to his own wife. So in reality instead of being protected the widow was left in a sort of limbo. Nyabera felt that here Chik had erred, the first time such a thought had ever passed through her mind. However, she had not reached the point of rebellion. A husband was found—a second cousin to the dead man. His name was Ogoma Kwach and he wandered in and out of her life as the spirit and his wife directed him. They had two children both of whom died— this time if they had known it, of sickle cell disease.

Questions

a) Briefly explain what happens before this excerpt.
(2mks)

b) Who was the husband to Nyabera
(1mk)

c) What had caused his death?
(1mk)

d) Basing your argument on this excerpt, illustrate a character trait for .
(6mks)
i. Nyabera
ii. Akoko
iii. Awiti

e) Give a reason why Nyabera thinks that she is cursed and her mother's use was all over again.
(2mks)

f) Re-write the following sentence in reported speech "what is wrong with baba? She asked"
(1mk)

g) Provide a question tag for the following sentence.
(1mk)
Nyabera mourned her husband in shocked disbelief.

h) With illustration identify two stylistic devices employed in this excerpt.
(4mks)

i) Briefly explain what happened to the marriage between Nyabera and Ogoma Kwach.
(2mks)

j) Illustrate at least one theme from this excerpt.
(2mks)

k) Explain the meaning of the following words and phrases as used in the excerpt.
(3mks)
i. Brooked
ii. Vivacuy
iii. Left in sort of limbo.

3. POETRY

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 streams of glass
When the first bird sings and the first bud opens
And the faint perfume from its petals steals
I know what the caged bird feels!
I know why caged bird feels!
I know why the caged bird beats his 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 the caged bird sings, ahme.
When his wings 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 hearts deep core
But a plea, that upward to heaven he flings
I know why the caged bird sings!

By paul Lawrence dunbar

Questions

i. Explain briefly what the poem is about.
(3mks)

ii. What does the poet focus on in each of the three stanza? Give your answer in note form.
(6mks)

iii. How would you describe the personas feeling towards the caged bird?
(4mks)

iv. What can we infer about the persona's own experience?
(3mks)

v. Identify a simile in the first stanza and explain why it is used.
(2mks)

vi. Explain the meaning of the following lines
a) 'And the faint perfume from the petals steals'
(1mk)
b) 'And they pulse again with a keener sting'
(1mk)

4. GRAMMAR (15MKS)

a) Rewrite the following sentences as instructed
(3mks)
i. It is amazing that the couple takes care of so many orphans.
(begin: that .....
ii. My student don't drink. My student don't smoke. (join into one sentence using "neither……)

b) Fill in the blanks with the correct form of verbs.
(2mks)
i. A flock of birds ……(fly) away from this lake every week.
ii. I wondered why they hand ……..(sing) that particular song.

c) Rewrite the sentences in direct speech.
(3mks)
i. The tourist exclaimed that Kenya is a beautiful country.
ii. Hellena told jack to go where she was.
iii. The teacher inquired form the students why they were late for class.

d) Complete the following sentences with a correct speech tag.
(2mks)
i. You'd rather play than work, ……?
ii. You think you are very clever, ……?

e) Rewrite the following sentence in the negative using any.
(2mks)
i. They only eat ugali in the evenings.
ii. At this rate there will be no money left to pay the children'.

f) Rewrite the sentences into the passive .
(2mks)
i. The teacher told them what to do.
ii. No one has ever slept in this bed.

g) i. It was never her ……to start the quarrel. (interest)
ii We all took ……to the speakers offensive remarks. (except)

IMENTI CENTRAL SUB-COUNTY CLUSTER EXAMINATION
KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE)
101/3
ENGLISH
PAPER 3
(CREATIVE COMPOSITION AND ESSAY BASED ON SET BOOK ON SET TEXTS)
JULY/AUGUST 2018
ANSWER THREE QUESTIONS ONLY

1. Imaginative composition (compulsory)

(20mks)

Either

a) Write a story ending

……it was only then that I realized that it pays to be honest.

Or

b) Write a story to illustrate the saying:

'All that glitters is not gold'

2. The Compulsory Set Text

(20mks)

"Life threatening challenges strengthen people's desire for success."
Using Grusha and Azdak in the play. 'The Caucasian chalk circle' write an essay to validate this statement.

3. The Optional Set Texts

Answer any one of the following three questions

Either

a) The Short Story

(20mks)

Emilia Ilieva and Wavency Olembo (Eds). When the sun goes down and other stories from Africa and beyond
Using illustrations form Isegawa's short story, "The War of the Ears" while composition to show how rebel group are a threat to society

(20mks)

Or

b) Drama **(20mks)**

Francis Imbuga, Betrayal in the City
"Betrayal in the city exposes the troubles associated with independent African states." Using illustrations from the text by Francis Imbuga, write an essay in support of this statement

Or

c) The novel

(20mks)

Witi Ihimaera, The Whale Rider
"In a world where male chauvinism abounds only those with very strong character survive."
Assess the truth of this statement with reference to Nani Flower in 'The Whale Rider.'

IMENTI CENTRAL CLUSTER EXAMINATION
KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE)
101/1
ENGLISH
PAPER 1
FUNCTIONAL SKILL
JULY/AUGUST 2018
MARKING SCHEME

Question 1

a) BIDII HIGH SCHOOL ($^{1}/_{2}$ MARK)

INTERNAL MEMO (1/2 MARK)
TO: ..... (1/2MARK)
FROM: ..... (1/2 MARK)
C.C: The Principal (1 MARK)
The Deputy Principal
DATE: ..... (1/2 MARK)
SUBJECT: NOTIFICATION OF A MEETING (1/2 MARK)
BODY
CONTENT -Date, time and venue of the meeting (1 Mark)
-State of discipline in school (1 Mark)
-Responsibilities. (1mark)
-School routine (1 mark)
Ending: (Name, Signature and designation) [1 mark]

Format = 5 marks
Content= 4marks
Language= 2marks
Tone = 1marks
12 marks

b) **AGENDA** (1 mark)
Items
(i) Preliminaries (1/2 mark)
(ii) Reading and confirmation of the minutes of the previous meeting (1/2 mark)
(iii) Matters arising (1/2 mark)
(iv) Main agenda e.g. State of discipline in the school (1 mark)
-responsibilities (1mark)
-school routine (1 mark)
(v) Adjournment (½ mark)
Format = 6marks
Language = 2 marks
Total 8marks

2. **CLOZE TEST (10mks)**
1) Effects
2) Steps
3) Well
4) Contract
5) Such
6) Administered
7) Purposes
8) Reasons
9) Obtain
10) Practices

3. (a)
(i) a d c d e f g (1 mark) irregular scheme (1 mark)
(ii) The line would be said slowly and softly to signal the end of the day
-falling intonation to show finality (2 marks)
(iii) Popped
Blinked
Whirled
Clattered
Clicked Any 2=2 marks
(iv) Alliteration –e.g. sun, spun

Assonance –e.g. sun, spun Any 1 -1mark

b.)

I. Ask relevant question to audience

- sing an appropriate/related song
- Give an appropriate proverb, riddle etc. Any two- 2 marks

II. Tonal variation

-use of gestures
-Dramatization
-Pausing after the chameleon declaring that he won't praise himself.
-facial expressions
Any two- two marks

III. Eye contact

- nodding
- answer any question regarding the story posed by the narrator during narration.
- laughing
- respond to the narrator's use of tonal variation, gestures, facial expressions e.t.c Any two =2 marks

c.) (i) Revision
(ii)Travel (3mks)
(iii)Decide

d.) (i) t= listen, buffet, depot, sachet
(ii) w= write, wring
(iii) h= hour, honour, honest, heir (5mks)
(iv.) s =isle, aisle
(v.) n= hymn, solemn, damn

e.) i) prophet-profit
ii) sell-cell
iii) made-maid (5 marks)
iv) you-ewe
v) Know-no

f.) (i) Chair
(ii)Dough
(iii) Shepherd (4marks)
(v.) Gnaw

IMENTI CENTRAL SUB-COUNTY CLUSTER EXAMINATION
KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE)
MARKING SCHEME
101/2
English
Comprehension, Literacy,
Appreciation and Grammar
July/August 2018

1. a) They hate being told what to do, or taking orders or having to explain where they are going or coming from. (3mks)
   b) They would prefer to have their freedom as they see the requirements of parent as an infringement to their freedom. (2mks)
   d) No (1mk) – parents are out to teach children how to be responsible. (1mk)
   e) Apprehensive/ uncertain/doubtful – at one point she would be happy to be free but again would wonder how life would be without her parents. (2mks)
   f) Its ironical that what the writer resented as a child is what she actually embraces as a grown up. (3mks) (must illustrate to score 3mks)
   g) That the writer now pays her own bills and therefore understands why her parents were emphasizing on being economical/responsible. (2mks)
   h) Not only would mum breathe fire about out wastefulness but also remind us of the high cost of/wing (1mk)
   i) a) harsh/cruel (3mks)
      b) economical
      c) hated
2. a) Okumu Angola, Nyabera's husband dies of fever after three days of his illness. *2mks*
   b) Okumu Angola *1mk*
   c) Sudden fever or severe headache and stiffness in the in the neck and vomiting. (1mk)
   d) i. Nyabera – Superstitions (6mks)
      She thought that she had been cursed.
      ii. Akoko – Supportive
      She rushed to her daughters side to help.
      iii. Awiti's – Inquisitive
      She asks Mary questions "mama what's ….
      (No mark for identification without illustration / identification 1mk illustration (1mk)

e) All her sons were dead and now her husband is also is also dead just like her mother Akoko who had lost her sons and a husband. (2mks)
f) She wanted to know what was wrong with baba. (1mk)
g) Nyabera mourned her husband in shocked disbelief, ***didn't she?*** (1mk)
h) Dialogue [1mk] - conversation between [1mk]Nyabera and Awiti
Local dialect [1mk] - chik, mama,[1mk] baba, tero [4 mks]
[i] They separated when Nyabera reported Ogoma Kwach to Jodongo for neglecting her. [2mks]
[j] Tradition -wife inheritance
Death -death of Nyabera husband and the children. (2mks)
[k] i. Brooked – did not know. (3mks)
ii. Vivacity – lively and attractive personality.
iii. Left in sort of limbo – desperate situation.

3. i. The poem is about a caged bird. It is confined and denied freedom, it cannot enjoy the ordinary pleasures of nature – the sunshine, the breeze or the perfume of flowers. The bird struggles to liberate itself in the process. At another level, the poem is depicting the misery of those who are denied freedom. They suffer physical and psychological torture. The persona sympathizes with the victims and condemns those who conspire to subject others to a life of slavery /detention/imprisonment/confinement.

ii. In the 1st stanza, the poet focuses on the feelings of the prisoner, feelings of alienation from all that is natural and desirable, feelings of nostalgia for days when he or she enjoyed freedom.

The second stanza describes the attempts by the bird (or prisoner) to escape. The struggles is bloody. It seems that efforts to escape are met with brutality. Words like "blood", "pain" and "scars" reflect the torment undergone by the victim. (2mks)
The third stanza focuses on prayer. Other means have not yielded result, so the bird (or prisoner) appeals for intervention from other sources. Perhaps a superior force will step in and liberate the bird. (6mks)

iii. The persona sympathizes with the caged bird. A word like "alas" expresses pity. The persona also graphically describe the feelings and sufferings of the bird. This elicits pity from the reader. Bird feels ..." he/she has put himself /herself in the shoes of the bird. The persona speaks as if he/she shares the pain experience by the bird. The persona says "…..a pain still throbs ….." as if he/she can feel the pain. The persona also has feelings of hope, hope that the caged bird will one day experience freedom. (4mks)

vi. From the poem, it is possible to infer that the person has had a very tough life. He/she has probably suffered at the hands of cruel oppressors, being denied freedom and tortured. This is why the persona says, " I know ….." the persona probably fought and prayed for freedom. He/she may have suffered physical and psychological injury. (3mks)

v. The simile in the first stanza is "… the river flows like a stream of glass" the simile is used to show what the birds yearns for but cannot have. The river represents a life of freedom, flowing without obstruction. It stands for natural beauty that the caged bird is denied. (2mks)

vi. a) And the faint perfume from its petals steals. This means that the flowers produce a sweet smell that gives much soil. However, in its cage, the bird cannot have such luxury while other birds out there enjoy the perfume. (1mk)
b) And they pulse again with a keeper sting: this line refers to the excruciating pain suffered by the bird as it tries to free itself. Every time it beats wings, the old wounds become sore and cause pain. (1mk)

4. GRAMMAR

a) i. That the couple takes care of so many orphans is amazing. 1mk
ii. Neither do my students drink nor do they smoke. (1mk)

b) i. A flock of birds fliers away from this lake every week. (1mk)
ii. I wondered why they had sung that particular song. (1mk)

c) i. "Kenya is a beautiful country!" exclaimed the tourist
ii. "Come here." Hellen told jack. (1mk)
iii. "Why are you late for class?" the teacher asked the students. (1mk)

d) i. You'd rather play than work, wouldn't you? (1mk)

e) i. They don't eat any ugali in the evenings. (1mk)
ii. There won't be any money left to pay the children's school fees. (1mk)

f) i. they were told what to do by the teacher (1mk)
ii. This bed has never been slept on. (1mk)

g) i. it was never her intention to start the quarrel. (1mk)
ii. We all took exception to the speakers offensive remarks. (1mk)

IMENTI CENTRAL SUB-COUNTY CLUSTER EXAMINATION
KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE)
101/3
ENGLISH
PAPER 3
(CREATIVE COMPOSITION AND ESSAY BASED ON SET BOOK ON SET TEXTS)
JULY/AUGUST 2018

MARKING SCHEME
CREATIVE WRITING: POINTS OF INTERPRETATION

1. a) Must be a story. If not deduct 4marks AD.
Must end with the given sentence. If not deduct 2mks A.D. it can either be episode where one was honest and reaped the benefits or one was dishonest and suffered the consequences.
b) Must be a story. If not deduct 4marks A.D. The story should bring out the meaning that not everything that seems good, attractive e.t.c. is actually good.

2. **Introduction**
Overcoming a difficult situation in life may be impetus to one's thirst for better achievement later. This is shown through the experience of Grusha and Azdak the judge.
(Accept any other relevant introductions)

GRUSHA

(i) Grusha decides to take Michael along with her though she knows it is risky.
- She is determined to save Michael from the time Maro gives her baby.
- The other servants discourage her (P.27) The groom tells her to put him down; she fears what would happen to anybody found with the baby
- Pg 27: The older woman warns Grusha that the baby is as dangerous as a plague.
- Even as other palace servants were busy packing their personal effects, Grusha keeps watch over the baby and even covers him with a brocade blanket.
- Seeing George's head on a lance does not deter Grusha from wishing to escape with the child.

(ii) Grusha, believing that the child is now safe, leaves her at the peasant woman's door step.
- She asks the child if he can smell the milk
- She also thinks that her husband to be would be back and would miss her in the city
- She rushes back when she meets the iron shirt who was looking for the child with the intention of killing him. She insists the child is hers.
- When betrayed by peasant woman, Grusha hit the corporal's head with a log leaving him unconscious
- She then escapes with Michael further risking the onslaught of the soldier

(iii)- Grusha decides against everyone's expectations to cross the rotten bridge
- The first man openly warns her that she won't get across.
- Grusha insists that she must get the baby to the cast side.
- The first merchant woman discourages her that she won't risk even if the devil himself was after her. It is suicide.
- The precipice is 2000 feet deep, yet Grusha insists that the iron shirts are more dangerous.
- The merchant woman even offers to remain with the baby and hide it. Grusha declines P 41 'Live together die together'
- Grusha celebrates crossing. (P42)……'laughs and shows the child to the iron shirts.'

(iv) She pursues iron shirts back to Nuka during the case
- She risks being arrested.

Judge Azdak.

(i) Azdak, a little known village recorder submit himself for judgment for having housed the old Grand Duke, a peasant flogger.
- (P 66) In chains, Azdak shouts and asks to be severely judged in public trial for helping the Grand Duke, the Grand Butcher to escape.
- He believes that he is a traitor, criminal to the whole estate.
- He requests to be torn to pieces for his ignorance that made him let the Duke escape.
- Ironically, the iron shirts install Azdak as judge for his public confession and trauma that he undergoes for the failing to hang the grand Duke with his own hands. (P 70)
- The same iron shirts had just hanged the previous city judge

(ii) The chalk circle call tests Azdak's mettle
- The singer says on P 75 that there was civil war in the land for two years as Azdak remains Judge.
- All his ruling putting the pleasantry against the rich in society ended in a win in the peasant
- Iron shirts and the three rich farmers brutalize Azdak upon the takeover by Grand Duke. The tear off his gown he is beat and finally he collapses

- Just when he blooded rider arrives from the city and confirms the reappointment of Azdak as Judge.
- He is then charged with the responsibility of presiding over the case between Natella and Grusha
- He determines that the true mother of Michael is Grusha. She is given the child and told to leave the city.
- That evening, Azdak vanished fearing backlash from the rich and the people of Grusinia long remembered his term in office. "Almost as an age of justice." Pg 99

Conclusion

In conclusion, bravery is key to success
(Accept any other valid conclusion)
Introduction 2mks
Content 3:3:3:3 total 12mks
Well illustrated points
Conclusion 2mks
Grammar: 4mks
Total 20mks

QUESTION 3

A. Short story. The war of the ears by Isegawa

Introduction

✓ It is indeed true that rebel groups cause a lot of havoc to the people as portrayed in short story. (2mks)
(Accept any other relevant introduction).

Content

(i)

(i) The rebels instill fear among the locals.

✓ The God's victorious Bridgade sends a threatening letter to Nandena primary school. As a rescue. Ms Bengi resigns. P45-46, 59
✓ People went home easily and were barricaded ….P 47. Beeda finds solace in people due to fear (Pg 43,47) and by listening to news and music (P 61)
✓ Beeda fears for Night crawler's sake (P.60)

(ii) The rebels destroy property

✓ They break the window of Nandena Primary school. (P. 52, 56-57)
✓ They destroy the transformer leaving the people in darkness. (P.47, 52)

(iii) They perpetuate child soldiers e.g. major Azizima (14yrs) and colonel Kalo (17yrs). P 50

✓ They are indoctrinated into horror and terror. P.49-50, 52-53.

(iv) There is loss of life.

✓ Major Azizima's parents are killed by the rebels .(P 51-52)
✓ Colonel Kalo punishes deserters and thieves by killing them. P 45, 46, 60. It was a record of killing and other atrocities suffered by the people at the hands of the rebels.

(v) The rebels perpetuate human injury.

✓ They chop the left ear of a man who had gone to buy medicine for his wise P 52, 53, 57
✓ Colonel Kalo amputates the left hand of rapist. Sex punished with 100 strokes of the hippo hide whip. P 50

(vi) They instill psychological torment among the people

✓ Beeda develops phobia of any unfamiliar sound in the compound, the fall of avocado instills fear in him P 49
✓ Major Azizima is psychologically torment when his mother is killed by one of the rebels of blue beast. P 51

(Accept any four well developed points. Mark 3: 3:3:3 4x3 =12marks)

Sample conclusion

In conclusion the locals suffer as a result of the nervous acts committed by the rebels. (Accept any other valid conclusion)
(2marks)
Grammar 4marks
Total 20mks

3 B The Play: Betrayal In The City

Introduction (2mks)

Although many African states have attained independence, it is just in paper. There still exist social evils like betrayal, corruption, injustices, nepotism and tribalism, unemployment among other evils which are portrayed in the play.
(Accept any other valid introduction)

Content. 12marks

(i) Just like the play there is betrayal in Africa

- ✓ Boss regime fails to do for the people who had elected them to power. Instead of cheating jobs for citizen of Kafira, they bring expatriates to take the already existing job positions
- ✓ Betrayal is also portrayed by characters like Mulili who betrays Kabito to safeguard his own personal interest.

(ii) There is a lot of corruption in Kafira.

- ✓ Tumbo keeps a substantial share of the amount that was supposed to be used for the play writing competitions to select the best play.
- ✓ Boss uses his power to award Mulili who also happens to be his cousin, the university tender.
- ✓ The member of the committee being concerned with money other than discussing what they are supposed to do.

(iii) Imbuga has also brought out injustices in Kafira

- ✓ Chagaga who kills Adika is not prosecuted.
- ✓ Mosese is arrested and jailed without trial
- ✓ Jusper is beaten by a mob after he has confessed killing Chagaga

(iv) Unemployment

- ✓ Unemployment has also been exposed as a problem in Kafira just like in Africa.
- ✓ University students going on strike because of the expatriates
- ✓ Jusper says that there is on one who can trust them with jobs and that during the holiday, he will sit at home and vegetate.

Conclusion (2mks)

In conclusion, this play mirrors many of the troubles in the independent African states and useless there is political will, independence still remains a mirage.

Introduction 2marks
Contents 3: 3: 3: 3
Language 4mks
Conclusion 2mks
Total 20 marks

3 C. The Whale Rider

Introduction 2mks

Generally, many of the African communities are male-dominated/ patriarchal where women are looked down upon/despised. In such a society unless a woman is strong. Willed survival becomes difficult 2marks

(Accept any other valid introduction)

Content

(i) Mani flowers is portrayed as a character who cannot be put down under any circumstances in a community which is patriarchal in nature, she opts to defend herself and other females in her household society

(ii) She is loving/adoring caring. She goes out of her way to defend her great grandchild against Koro Apirana's prejudice. She defends Porourangi's decision to name her 'Kahu' despite it being a man's name. She hits the narrator for over-working the girls and taking her to the movies. She also refuses to allow Koro Apirana to alienate the girl and encourages Kahu to pester him for attention. Despite her obvious disapproval of Koro Apirana's mannerism, she truly loves him and fondly calls him 'old paka.'

(iii) She is assertive/independent-minded as a wife and grandmother. She tells Koro Apirana occasionally that she will divorce him to marry Waari if he continues to annoy her. She pulls his boat back to the beach as he sucks after quarreling with her. She insists on bringing back to the community Kahu,s after birth and birth cord despite Koro Apirana,s opposition. She demands that women should be allowed to participate in meeting and saving the ancient bull whale.

(iv) She is also strong-willed/courageous. She says she belong to the Muriwai people whose fierceness is legendary. Indeed, Koro, Apirana agrees with her and says her Muriwai blood is too strong thus it has led to the birth of a girl as an heir in the family. She defends the decision to name Porounangi's child, Kahu, and quarrels and challenges Koro Apirana on almost everything. It is said she is always stepping out of line.

(v) She is foresighted/visionary. She is able to notice the extraordinary abilities and qualities in Kahu. That is why she buries her afterbirth and birth in front of the tribe's meeting house. She encourages the girl to attend the men's meetings by threatening Koro Apirana whatever he sends Kahu away together with the narrator; she notices that Kahu is no ordinary girl while she is retrieved the carved stone from the floor of the ocean. She also notices that the girl is communing with the dolphins and she bids time waiting for the night signs of what is to come.

Conclusion (2mks)

In conclusion, women characters who are strong-willed can have their voice even in male-dominated societies.

(Accept any other valid conclusion)
Introduction 2mks
Content: Any 4 points in well-structured/illustrated paragraphs 4x3mks=12mks
Language-4mks
Conclusion-2mks
Total 20mks

MURANG'A SOUTH SUB-COUNTY EXAMS
Kenya Certificate of Secondary; Education (K.C.S.E)
101/1
ENGLISH (Functional Skills)
Paper 1
July/August 2018 2 Hours

1. Imagine you are the school captain of Amani Secondary School and students have been complaining of incidences of insecurity in the school. The Principal has asked you to carry out an investigation and come up with recommendations on how to curb insecurity in the school. Write a Report. (20 marks)

Read the passage below and fill in each space with an appropriate word (10 marks)

We are on the verge **1.....**an economic renewal if we consider the recent **2**.....of mineral resources in several parts of the country. There have been discoveries of titanium in Kwale, oil and water in Turkana,3.....coal in Kitui. Kenya has joined the **4**.....of other countries in Africa endowed with natural resources.
These discoveries should provoke 5.....to consider 6.....questions: How well are the resources 7.....to be managed? What mechanisms are we putting in place to promote accountability and transparency in the 8.....of these resources? Given ourtrack **9**.....in managing public funds, how **10** .....we assure the citizens of accountability by properly managing the natural resources?

2.

(a) Read the story below and then answer the questions that follow: (5mks)

Long time ago I was told a story about a tall, very muscular man. He used to walk only at night and he used to carry a collection of all kinds of metals "***Sufulia, ruyungu, bikhule nu rundirundu tsa rwa khaboolakhu***.' With these he made a lot of noise ***Ngalia-ngalia-ngalia*** when walking. His direction was always towards the moon. His mission nobody knew. In this metal he carried all the diseases of the earth. The noise made by his collection warned people to be out of the way, for anybody who saw him was infected by the diseases he carried and thus became blind.

(i) If you are performing this story to children how would you make it interesting? (2 marks)

(ii) Identify the sound device used in the story? What is its effectiveness (2mks)

(iii) Mention one way in which you would know that the audience in this story is fully participating? (1 mark)

(b) ***Give a word that is pronounced in the same way as the words below*** ***(5 marks)***

(i) Colonel

(ii) Guest...

(iii) Male....

(iv) Oral.....

(v) Click...

(c) ***Underline the silent letters in the following words*** ***(5 marks)***

(i) indictment
(ii) poignant
(iii) subpoena
(iv) enough
(v) should

(d) ***Read the item below and answer the questions based on it (4 marks)***

The needle might be tiny but it sews.

(i) Classify the genre above? (1 mark)

(ii) Provide another item that has the same meaning as the one above (1mark)

(iii) For what audience would the genre be suitable? Give reasons for your answer (2 marks)

(e) ***You have been asked to prepare and present an oral report on the consequences of drug abuse***

(i) How would you prepare for the presentation (3marks)

(ii) Explain how you would make use of verbal skills to make your presentation effective (2marks)

f. Read the following telephone conversation and then answer the questions that follow (6marks)

Secretary: (phone rings) Hello, Masomo secondary school
How may I help you?

Caller: I want to speak to my mother

Secretary: May I know who your mother is please?

Caller : (Impatient and irritated) I have said I want to speak to my mother.

Secretary: Excuse me. I'm sorry I don't know who your mother is. Could you please tell me her name?

Caller:- (shouting) You have been working in that institution for the last ten years and you don't know Mrs.Marita?

Secretary: (Politely) Oh ! Mrs. Marita? She has just stepped out shortly. May I take a message for her please?

Caller: (Bangs the receiver)

a. Identify any three instances that show the caller's lack of telephone etiquette. (3marks)

b. How can you tell that the secretary observes professional conversational skill in the above telephone conversation?

(3marks)

MURANG'A SOUTH SUB-COUNTY EXAM
101/2
ENGLISH
FORM FOUR
2 HOURS
END TERM TWO EXAM - 2018 SOUTH

Question 1.
Read the passage below and answer the questions based on it (20mks)
Choosing a career

The career market is full of opportunities. Gone are the days when we 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** of career choices. Today, colleges and universities offer a wide range of training opportunities to high school graduates. This has made choosing a career an involving process. It has also given rise to the need for career counselling.

When choosing a career, whether you have the help of a career counsellor or not, there are several factors that you should consider. These include your abilities or talents, your interests, your priorities, and the available opportunities in the job market.

The skills required in a particular career and the ability to gain them through education must be considered when choosing careers. Becoming a doctor, for instance, requires extensive education and training, and many years of educational commitment. In addition to the compulsory subjects, the academic background required for this career is good grades in chemistry and biology at secondary school level. If your ability in these subjects is just average, you would be overstretching your luck to enroll for a Bachelor of Medicine degree course. In the past, students have chosen to pursue training in engineering, even when their ability to handle physics and mathematics 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 when 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 certain courses comes from within the individual, but most times, individuals feel pressured by peers or family to take certain courses. Joining a career in which you have no interest is a. recipe for a dull life since you will spend most of your working hours doing something you do not like. Your career does not necessarily have to be your passion, but it should not bore you to death either. You can work out your interests by identifying the subjects you enjoy most at school, or the topics that are of interest to you and for which you take the initiative to read on your own.

It is true that many young people are attracted more by the **social mobility** that the job might provide than by their interest in the career. However, research has found that money does not play as big a role in job satisfaction as many people think. Of course we all. have to make a living, but if you do not like your job, it does not matter how much you get paid to do it. What does matter is how well a career choice matches your values

If you value variety, **collaboration**, and creativity, for example, you would not find job satisfaction in a career where you are working alone and doing the same thing every day.

The availability of jobs in a particular field should also be a factor in choosing a career. This should be considered alongside the skills and education sought in a given field. Most times, highly competitive fields require more education but may not pay well. When there are many applicants for a particular position, unique personality traits become an added benefit. However, in fields where there are fewer applicants than the positions available, the pay may be more and the job may require less education.

Nevertheless, one should not be discouraged by the scarcity of employment positions because institutions of higher learning now emphasize that they are not simply training people to get out and look for jobs. They are training people to get out and create jobs. Therefore, the availability of job opportunities is not necessarily limited to the presence of employers. It also encompasses opportunities for self-employment which everyone is free to explore.

Questions.

1. What has winened the scope of career choices, according to the passage?
   (1mk)
2. What has made career counseling necessary?
   (1mk)
3. Explain the relationship between one's ability and career choice.
   (2mks)

4. State the advice given to a person who values variety, collaboration and creativity when choosing a career (2mks)
5. What is the writer's opinion on what brings about job satisfaction? (2mks)
6. Comment on the influence of peers and family members an individual's career choice (2mks)
7. Make notes on factors that influence career choice (4mks)
8. Rewrite the following sentences according to the instructions given after each (2mks)
   a. The career market is full of may opportunities
      Begin: There.....
   b. What does matter is how well a career choice matches your values (Add a question tag) (1mk)
9. Explain the meaning of the following expressions as used in the passage (4mks)
   a. Liberalization
   b. Dearth
   c. Social mobility
   d. Collaboration

2. *RIVER AND THE SOURCE*

Read the excerpt below and answer the questions that follow

"Good. Very good. How about this marriage business-don't you think it is too soon? I meanyou've only worked for a year - do you really have anything to offer a wife?"
I guess not. But then I doubt if a large house and a Mercedes Benz would make any difference to Wandia. She is not that kind of girl."

"You can never tell. She is a Kikuyu after all; they have a thing about money. In any case, why don't you wait a little? I am sure there is a nice Luo girl somewhere who'd make a perfect wife for you"

"Father," Aoro struggled to control his voice. "Father, I don't know anything about the rest of the tribe, but I know Wandia. She is the one I have chosen. I love her - which is a feeling that I cannot just transfer from one girl to another at will. In any case I have done anatomy and beneath the skin, everyone is remarkably the same. Even the blood which is supposed to be thicker than water is all just a combination of iron and protein in every instance. Some people are good, others are bad - its got very little to do with their blood or tribe. It is all in the heart. I am sure you know that father."

Mark was silent for so long that his son feared that he would simply get up and walk away.

"You are my eldest son and whatever you may think, I love you. I am proud of you. I want you to be very happy. Even though you are a doctor - and I suppose doctors know a lot, there are some things that are understood only by experience. I was only trying to forestall any possible misery which may arise in future. Things like language to be spoken at home, the religion to be practised - and by the way to what faith does she belong?

Questions

a. Explain what happens before and after this excerpt. (4mks)
b. Illustrate any two thematic concerns evident in the excerpt (4mks)
c. i. I am sure there is a nice Luo girl somewhere who'd make a perfect wife for you. (add a question tag) (1mk)
   ii. Explain the meaning of the word "anatomy" as used in the excerpt. (1mk)
d. Comment on any **TWO** stylistic devices used in the excerpt (6mks)
e. Illustrate two aspects of Aoro's character shown in this excerpt (4mks)
f. Where else in the novel is Aoro in conflict with his father? (2mks)
g. In about 40 words, explain how Aoro defends Wandia as his choice for a wife. (3mks)

Question 3 Poetry **(20 marks)**

Read the following poem and answer the questions that follow.

Let me not to the Alter venture
Admission to passion being passion
Changes at will
Bends with the whims of individuals
Never a fixed feeling
Never looks challenges in the face
An emotion beyond reasonableness
Thunders like lightening
Blows like the wind in the dry harmattan
Swears to the gods and God
To be true to the heart
But alas! dies with the close of day
Setting with the sun in the eastern horizon
When touched cold as the ice cube in the deep freezer.

Questions

a. Identify the persona in the poem
(2mks)
b. What is the poem about?
(4mks)
c. Identify and illustrate four aspects of imagery used in the poem
(8mks)
d. Describe the attitude of the persona to the subject matter of the poem
(2mks)
f. What is the tone of the poem?
(2mks)
g. Explain the meaning of the following lines as used in the poem
(2mks)
a. Swears to the gods and God
b. To be true to the heart

4. Grammar

a. Rewrite the following sentences according to the instructions after each (3mks)

a. i. You can do better than this. (Begin: This……)
ii. If it were not for the rain, we would have arrived early (Begin But…)
iii. The teacher asked Kamau if he would go home that day or the following day. (Change to direct speech)

b. Using the verbs in the brackets, replace the underlined words and phrases with correct phrasal verbs.

i. The students met their teacher accidentally……(run) in town
ii. The government demolishedthe illegal structures near the school (bring)
iii. I will visit you tomorrow (call)

c. Complete each of the following sentences with the appropriate prepositions (3mks)

i. Many people think that manual labour is……their dignity
ii. The judge was prejudiced……the accused from the beginning.
iii. John has retired……the civil service

d. Complete the following sentences using the correct interjection.

i……what sort of food are you eating?
ii……I almost knocked you down.

e. Explain the difference in meaning between the sentences in each of the pairs given below (4mks)

i.Thank you for your generosity
ii. Thankyou for your “generosity”.
iii. The man who lives in this house is a priest
iv. The man, who lives in this house, is a priest.

MURANG'A SOUTH SUB-COUNTY
Kenya Certificate of Secondary Education
English
Paper 3
(Creative Composition
And Essays Based on Set Texts)
July/August 2018
2 ½ hours

1. Creative composition
(20mks)
Either

a. Write a composition to end with the following sentence
.....I swore I would never make such a mistake again
(20mks)
Or

b. Write a composition to illustrate the following saying:
The pen is mightier than the sword
(20mks)

2. The compulsory set text
(20mks)
The Caucasian chalk circle by Bertolt Breteh.
Using **theCaucasian chalk circle** for your illustrations, write a composition to demonstrate that Azdak is the champion of justice for the poor and the oppressed
(20mks)

3. The optional set texts
Answer any one of the following questions.
Either

1. a. ***The short story***
Chris Wanjala (Ed.) memories we lost and other stories
Basing your illustrations on Leo tolstoy's story *How much land does man need?*
Explain how insatiable greed can lead a man to his grave
(20mks)
Or
b. Drama
Francis Imbuga, ***Betrayal in the city***
Describe how the writer uses satire in *Betrayal in the city* to depict wicked leadership in society
(20mks)
Or
The Novel

c. John Steinbeck, The pearl
Kino meant well as he pursued value for his pearl. Explain the truth of this statement by drawing your illustrations from ***the Pearl***
(20mks)

MURANG'A SOUTH SUB-COUNTY EXAM
101/1ENGLISH
PAPER 1
MARKING SCHEME

Q 1 The report should consists of the following

1. **TITLE**

✓ -should be plausible

REPORT ON THE INCIDENCES OF INSECURITY IN AMANI SECONDARY SCHOOL

2. **Introduction (3 marks)**
   Introduce the topic and give background information
   Writer's opinion is acceptable
   Terms of reference
   Duration
   Members
3. **Findings (4 marks)**
   Should be presented in points form Doors left open due to carelessness/negligence Collusion with support staff Poor fencing
   Irresponsible security guards
   Any four plausible observations @ 1 mark 4x1 = 4
4. **Conclusion** (2 Marks)
5. **Recommendations;** 4 plausible recommendations drawn from **findings** given
   4x1 = 4 marks
   Recommendations should be presented in **POINTS FORM.** If in prose deduct upto 50% of **4 marks**
   Marks distribution
   Language - 4 marks
   Format - 3 marks

i.e

- Headings **½ mark**
- Sub-titles **½ marks**
- Introduction **½ mark**
- Findings **½ mark**
- Conclusion **½ mark**
- Recommendations **½ mark**

1. of	6. some
2. discovery	7. going
3. and	8.exploitation
4. league	9. record
5. us	10. will

Q3 (a)
(i) -Use of gestures - demonstrate a tall, very muscular man ' 1 Dramatization - when walking
-Facial expression - anybody who saw him was infected by the disease
(ii) – Idiophone '' 1 - it makes the sto 1 :ing **1**
(iii) - if they were nodding their heads
- if they ask questions
-if they participate in the story
ANY ONE - 1 MARK

3. b
Kernel
Guessed

Mail
Aural
Clique

3 (c)
i. Indictment
ii. Poignant
iii. Subpoena
iv. Enough
v. should

3 (d) (i) A proverb **(1 mark)**

(ii) Do not judge a book by its cover **2 marks** Appearance can be deceptive /All that glitters is not gold

Any one proverb (2 marks)

(iii) Youth **1 mark**

Reason - to warn them that they should not entirely rely on appearance to make choices or else they are likely to make mistakes **1 mark**

3(e) (i) - Carry out research on the topic
- Rehearse before a mock audience
- Write short notes
- Prepare your visual aids -Think of length of time -Consider your audience

Any 3 points = 3 marks

(b) - use of verbal cues

Verbal

- Tonal variation
- being audible/voice projection -intonation/stress
- proper articulation 4 points **Vi** mark each

(f) a.
(i)He does not greet the secretary back.
(ii) He does not identify himself.
iii. He uses impolite language…"I want…."
iv. He behaves rudely –bangs the telephone receiver.
vi. He shouts at the secretary
vii. He displays impatience. (Any three)

(b) i. She responds to the caller by greeting him…"good morning"
ii. She introduces the name of the institution.
She remains calm
She asks if she may take a message.(Any three)

MURANG'A SUB-COUNTY EXAM
101/2
ENGLISH
PAPER 2
MARKING SCHEME

Question 1

1. It is explosion in communication technology and liberalization and globalization of the world economy.
2. It is the many career opportunities available which have made choosing a career an involving process.
3. One's ability determines whether one is frustrated or fulfilled in one's career.
4. Such a person should choose a career in which he/she is not working alone or doing one thing all the time.
5. Job satisfaction is brought about, not by the money that one is paid, but how well a career choice matches one's values.
6. Peers and family members sometimes pressure one to take certain careers that may not match one's interests.
7.

✓ Ability
✓ Skills
✓ Salary and prestige
✓ Social mobility
✓ Job satisfaction
✓ Availability of jobs
✓ Self employment opportunities

Any 4x1 =4 marks.

8. a. There are many opportunities in the career market.

c. ….isn't it?

9. a. freedom from restrictions
   b. Scarcity or shortage
   c. Improvement in one's social standing
   d. Cooperation in doing something

2. a. Before the extract, Aoro has approached his father mark sigu with a proposition that he intended to wed a kikuyu girl wandia, who Aoro had met in exmidical college.
   After the extract, Elizabeth and wandia get along well and become good friends. They later serve father and son tea after they feel they have had enough time to sort out their differences.

b. Family relations: Mark sigu loves his family and does not want to see his son trapped in a marriage with an outsider." I am sure there is a nice luo if somewhere who'd make a perfect wife for you.
   Love-Aoro expresses his love for Wandia to his father mark. I love her-which is a feeding that I cannot just transfer from one girl to another at will."
   (Consider also religion/tribalism)

c. (i) Isn't there?
   ii. Anatomy-the study of the structure of living things.

D .i. Dialogue:- The dialogue between mark and Aoro brings out their different perspective to issues –"do you really have anything to offer a wife? " I doubt if a large house and a Mercedes Benz would make any difference to Wandia. it also makes conversation interesting and lively.
   . Rhetorical questions –"In any case why don't you wait a little? Mark tries to emphasize that he is not against the Aoro's choice but to give himself time to settle down in employment first.
   iii. Use of dashes: She is a kikuyu after all-they have a thing about money

3. It indicates pause or deep thought and creates suspense.

a. i. Decisive: She is the one I have chosen. Nothing will prevent him from going on with his plans of marrying wandia.
   ii. Intelligent " I have done anatomy and beneath the skin, everyone is remarkably the same" He explains to his father that Wandia is just the same as any other girl.

b. When Aoro is sent home from school after he falls out with a prefect and his father decrees that Aoro would have to go out and search for his livelihood.
   When Aoro and his brothers went to swim and the young twin almost drowned.

c. Wandia is not materialistic hence will not be impressed whether or not I have a large house or a fancy car. I might not know anything about any other girl but I know her and is my choice(38 words)

Question 3.
POETRY

1. The persona is someone in a relationship she doubts and wonders whether she is ready for any serious commitment. “Let me not to the alter venture”
2. The poem is about a person who is in a relationship but is not ready for a commitment. The person says that love is not permanent but changes according to the person’s feelings or interests. Love is unreasonable and does not face challenges. It comes strong at first, then dies.
3. Similes:-Passion is compared to thundering lightening
   “An emotion..Thunders like lightening”
   Passion is compared to the blowing wind in the harmattan. “ An emotion…blows like the wind in the dry harmattan. “
   Passion, “is as cold as ice cube in the deep freezer.”
4. The persona is unsure/doubtful/non-committal on whether to move the relationship to the next level or not.
5. The tone of the poem is doubtful because the personal fears being led by strong emotions lest she be ultimately disappointed.
6. a. Appeals to the less mighty and mighty supernatural powers.
   b. Being faithful or honest is convinced beyond doubt that she loves.

Question 4: Grammar (15marks)

a. (i) This is not the best that you can do
   (ii)But for the rain, we would have arrived early.
   (iii) The teacher asked Kamau, “will you go home today or tomorrow?”
b. (i) Ran into
   (ii) brought down
   (iii)call on
c. (i) below
   (ii)against
   (iii) from
d. i. Argh! Yuck!
   ii. Oops!
e. i. speaker genuinely thanks the “you” while in 2nd speaker is being sarcastic about generosity.
   ii. Among the many men is one who lives in this house and is a priest. Whereas there is only one man; he lives in this house and is a priest.

MURANGA SOUTH UB-COUNTY EXAM
101/3
ENGLISH
PAPER 3
MARKING SCHEME

2. The Caucasian chalk circle

Introduction

As a judge in a court of justice Azdak passes biased judgments in favour of the people he perceives as poor and exploited. This makes him appear as a champion of justice for the poor.
(Any other relevant introduction=(2mks)
NB: Mere definition of words or phrases cannot pass for an introduction.

BODY

i. Azdak shields the grand Duke from harm after mistaking him for a begger. He offers the 'begger' food and shelter. He evens says that 'couldn't handover a bedbug to that animal…."pg. He later hand himself in to the authorities when he realized that it was the grand Duke he had sheltered and not the poor begger as earlier thought pg 66,67,68.
ii. When Azdak hands himself to the iron shirts, it is because he feels guilty that he sheltered the grand Duke, the man he thinks is an oppressor of the poor….."the grand swindler…..pg 66.
iii. Azdak sings "the song of injustice in Persia" in which he alludes to the suffering of the poor and oppressed in the hands of the rich land owners and the powerful leaders. Pg 60-69. He also explains how peasants in parsia took over leadership after overthrowing the exploitative leaders…" A peasant ruled when the vizier was hanged…" pg 6,7
iv. During the mock trial meant to appoint a new judge (nephew to Kazbeki)Azdak blames the princess (read the nobles) of betraying the people…."war lost only for grusinia which is not present in this court…."pg 74
v. Azdak passes judgement in favour of the doctor who offered free medical services despite the professional error (to err is human). He also set the blackmailerfree because after all his victim was a rich land owner.
vi. Azdak takes bribes from the rich litigants but passes judgements in favour of the poor. E.g in the cases of the stableman vs innkeeper and the bandit vs the farmers. Pg 77-78. The singer sums it all when he says "…….the poor man's magistrate: Azdak." Pg 79.
vii. While serving as a judge Azdak takes away form the rich by way of fines and gives to the poor. The singer says "And he gave to the forsaken
All that from the rich he'd taken"pg 79
viii. In the case pitying Natella against Grusha, Azdak rules in favour of Grushah by considering Grusha's motherly instincts at the expense of Natella's biological ownership of baby michael pg 97-98.

NB: The singer sums up the story and activities of Azdak as follows:
"The period of his judging is a brief golden age.
Almost an age of justice." Pg 99
MARK 3:3:3:3=12
To score 3mks in a paragraph, the candidate should provide detailed and accurate illustrations.

Conclusion

From the above explanation, it is right to conclude that Azdak is indeed a champion of justice for the poor.

3 a. Memories we lost and other stories

Introduction

Greedy individual will keep looking for more ever when what they already have is more than enough. Their quest to get more could involve taking risks that even lead them to self destruction or even death. (Any other relevant introduction =2mks)

Body

i. Despite having 123 acres of land and pasture, a big house and a large herd of cattle which kept on increasing pahom kept thinking about only one thing., How can I have more lands. He therefore never got settled rather the thought of acquiring more land kept haunting him pg21.
ii. Pahom walks for seven days with his servant in his quest for more land in the land of Bashkirs. Only a person of pahoms kind of greed will take such painful journey when he already had 123 acres of land. Walking for seven days,is very unhealthy and risky.
iii. When he arrives in the land of the Bashkirs he is delighted to hear that at 1000 roubles, he can get as much land as he can cover by walking around it. He imagines how much land he can acquire by walking the whole day. He already sees himself making a big pasture and building a good cottage

in his newly acquired land. Pahom is surely very greedy considering his 123 acres of land back at home is already too big.

iv. After striking the land acquisition deal with the Bashkirs, Pahom does not sleep that night. We are told that he".....dozed off only just before dawn "pg 22. The sleeplessness is certainly a testimony of his disturbed mind and stress.

v. When pahom embarks on the trek to cover "the largest and best land above all the people ..(pg 22). He forgot even to take breakfast. He soon finds it quite warm and this prompts him to remove his outer coat and shoes. He therefore walks bare-foot and almost naked in order to acquire more land despite having 123 acres of land walking bare foot for along instance is surely bad for his health as he risks injuring them.

vi. Pahob walks until noon when he feeds hungry and thirsty. He takes also feels tired and sleepy, but he continues. He takes lunch and feels re-energised. But it was hot and he feels tired again. This exhaustion does not deter him from his quest of getting the biggest chunk he can manage. This truly is a risky venture.

vii. Having walked very far and time running out, Pohab gets worried for he must get back to the starting point before sunset. His legs get buised and cut and his legs are failing him but he must keep walking to get the land. Even with this exhaustion, he begins running! He felt serious pain but pressed on pg 24. He is surely wearing himself out almost to death in quest for more land yet he has 123 acres.

viii. At some point, poham felt so exhausted that he was seized with terror that he might die. " Though he feared death, he could not stop...." Pg 25 all these because of greed for more land.

ix. Pahom finally riches the hillock from where he started. Just before getting here the Bashkirs were shouting to urge him on. But as soon as got there he fell down dead. Pahom had died of exhaustion occasioned by greed.

Conclusion

The story has a moral teaching that we should be satisfied with having enough. Too much of anything is poisonous.

Any other relevant conclusion =2mks pg 25

Mark 3:3:3:3=12

3 b. Betrayal in the city

i. Denying the old couple, Nina and Ndoga permission to carry out a harmless sharing ceremony for their dead son is petty and laughable.

ii. Giving mulili, who is semi illiterate, a position of responsibility is both comical and satirical.

iii. The manner in which Tumbo declares jusper the winner of a play writing competition depicts him (Tumbo) and the government he serves as lacking sinuousness and condoning corruption and inefficiency .

iv. Boss agreeing to take part in the rehearsal of a play to be staged by prisoners and the manner in which he's hoodwinked into giving himself away to the energy shows how crooked his administration is.

v. It is humorous and therefore satirical when Mulili suggests in a meeting meant to prepare for the visit of foreign head of state that school children and adults should line up both sides of the road to welcome the visitor.

vi. Tumbo justifies his little education by saying that his parents were poor and he had thus sold his scholarship.

vii. When university students demonstrate to protest the influx of expatriates into Kalira. Boss responds by bring in more expartriates. This is a mockery of a leadership meant to serve the country.

viii. Mulili is a beneficiary of Boss misrule ironically when tables are turned on Boss by Jene Jusper and Mulili, he betrays Boss and blames him for the ills in Kafira as well for killing Kabito.

NB: The idea of wicked leadership should be clearly illustrated while bringing out the satire. If not the candidate can only score a thin.

3 c. The pearl

i. Kino planned to marry Juana in the church "now that they could pay..." pg 44

ii. He intended to use the proceeds from the pearl to take coyotito to school.
"In the pearl he saw coyotito sitting at a little desk in school...pg 45

iii. Kino saw liberation of his family and society through Coyotito education. Once he had sold the pearl and had money to payf or coyotito's education.
"And my son will make numbers, and these things will make us free because he will know..." pg 46

iv. When Kino is attacked apparently by people send by the doctor his wife Juana pleads with him to throw away the pearl as it was "evil" Kino counters that "This is our only chance" (pg 59-60). Its by the power of the pearl, says kino, that Coyotito will "break out of the pot that holds us in" (pg 60).

v. Kino's family is attacked the second time this time by the suspected pearl buyers. Kino sustains a big cut in his cheek. He had earlier refused to sell his pear to the greedy pearl buyers who

appeared determined to buy it at price far lower than its value. Once again Juana pleads with Kino to crash the pearl as it was evil but Kino will have non of this sayings…I will fight this thing, I will win over it. We will have our chance (pg 80) Kino goes on to tell Juana that they will take the pearl to the city and look for a buyer there.

vi. Juana attempts to throw away the pearl at night while Kino is sleeping because she felt it is evil. Kino manage to save the pearl before Juana throw it into the sea. When he is attacked on his way back, he kills his assailant and he now knew that he will face the wrath of the law. He cant escape as his canoe is destroyed and his house burnt. This an forces beyond him and he must try to escape. He fells his brother Tomas "This pearl has become my soul…if I give it up. I shall lose my soul…." Pg 92. With the calamity that has befallen him. Only the pearl can save him.
Mark 3:3:3:3=12

Conclusion

Kino had wanted the best for his family and society and thought that pearl was the ultimat solution. Unfortunately this never was.
(Any other valid conclusion = 2mks)
Mark 3:3:3

NYERI CENTRAL SUB-COUNTY
FORM 4 PAPER 1 ENGLISH EXAM
END OF TERM 2 2018
2HRS

1. FUNCTIONAL WRITING

You are the secretary of Mambo Leo Youth Empowerment Group which has six members. The group is holding the second meeting of the year in which the following agenda will be discussed.

- Income generating project
- Elections
- Chairperson's report

Write an email notifying members about the meeting
(20 marks)

2. CLOZE TEST

_____ (1) in the public secondary schools who get pregnant will not benefit from the free medical cover. NHIF chief executive, Geoffrey Mwangi said the cover for students had not _____ (2) in early pregnancies. "If any of the secondary school girls gets, _____, (3) they will not be covered by the NHIF. Those who will want to be assisted may opt _____ (4) look for other sources of funding or register _____(5) the 'Linda Mama' initiative," Mr Mwangi advised. The Linda Mama initiative is an expanded free maternal care programme for expectant _____.(6) Mr. Mwangi said the secondary school medical cover recently _____(7) out by the government was only designed to take care of in-patient and outpatient illnesses. Many teenage girls drop out of school _____ (8) of early pregnancies. A United Nations Population Fund report _____ (9) last December showed that 378,000 teenage girls _____ (10) between 10 and 19 became pregnant between July 2016 and June last year.

3. ORAL SKILLS

(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 moter

QUESTIONS

(a) (i) Describe the rhyme scheme of the poem.
(2mks)
(ii) State any two onomatopoeic words in the poem.
(2mks)
(iii) How would you say the last line of the poem?
(2mks)
(iv) Identify any other sound pattern used in the poem.
(2mks)
(v) State and illustrate two non-verbal cues that you would use to make the recitation of the above poem interesting.
(4mks)

(b) A form one student is trying to compose a poem with alliteration. She/he has come up with the following list of words. Advise on five pairs that alliterate.
(5mks)

few
cease
one
unimpaired
kite
unity
carrot
Chalk
Own
Chef
Shirt

Photic
When
Pew
Youth

(c) Pick out the words with long vowel sounds.
(5mks)
Coat
Card
More
Look
Should
Still
Further
Steal
Moan
Showed
Fool

(d) Provide a word where each of these letters is silent in pronunciation.
(3mks)
(i) p-
(ii) o-
(iii) n-

4. Read the following conversation between Judy and a peer counselor, then answer the questions that follow.

PEER COUNSELLOR: (Motioning her to seat) Hello Judy. How are you getting on? Please have a seat and don't be anxious.
JUDY : Don't tell me it's all over school now. I will kill myself…
PEER COUNSELLOR: Please relax well, you swore me to secrecy and I have kept my part of the bargain. No cause of alarm.
JUDY : So then, why do you want to see me? You mean it can show?
PEER COUNSELLOR: Calm down. You are just in early stages and please keep up appearances. The school closes next month.
JUDY : (Looking disturbed) one more month and the whole world will know. I need to procure.
PEER COUNSELLOR: Don't even go there… will you be able to live with the guilt? Remember things can also go wrong and you may die.
JUDY : (Visibly agitated). Then tell me what to do.
PEER COUNSELLOR: Please calm down; all is not lost. You just tripped; you never fell. These days Judy, girls are accepted back to school after giving birth so you need not worry. All will be fine. In the mean time, just relax for your baby.
JUDY : (Sighs) thank you for being there for me. Remember not a word to a soul.
PEER COUNSELLOR : You can trust me Judy. Good day.
JUDY : Good day.

(i) How does the counselor establish good rapport with Judy?
(1mk)
(ii) What good conversational skills does the counselor show?
(2mks)
(iii) Identify two shortcomings in Judy's speech.
(2mks)

NYERI CENTRAL SUB-COUNTY
FORM 4 PAPER 2 ENGLISH EXAM
END OF TERM 2 2018
2HRS
QUESTION 1

Read the passage below then answer the questions that follow:

COMPREHENSION PASSAGE.

The death penalty has been abolished in many countries. However, there are still many other countries in this world which punish offenders against certain laws by putting them to death. The debate about the suitability of death as a punishment has been raging all over the world for quite a long time. It is still going on today. Unfortunately, many arguments either for or against death as punishment are emotional, based on mere feelings, with little regard to facts or simple logic. Let us look at a few of the pros and cons of this matter of life and death and see how a rational debate can be developed around them.

The death penalty is most frequently meted out to murderers, people who have deliberately killed others. Supporters of the penalty for this offence argue that a murderer commits the ultimate violation of human life and society. His or her offence is so serious that the only **commensurate** punishment is death. 'Let him or her die, just as the victim died." This approach to punishment is called retribution. In other words, pay the offender back in his or her own coin.

This position, however, is rather untenable. As the famous Indian statesman Mahatma Gandhi put it, "An eye-for –an- eye policy would just leave the world with a lot of blind people". Hanging, electrocuting or shooting a murderer does not do the murdered victim any good. It only means the destruction and waste of yet another life. Instead of concentrating on retribution as a purpose of punishment, it may be better to emphasize reform. Offenders are subjected to sanctions, like life imprisonment, but they are also given a chance to repent and mend their ways. Once you have executed a person there is not much possibility of giving him or her chance to reform, is there?

Closely related to retribution, "Justice" or satisfaction is also advocated be supporters of the death penalty. They say that society as a whole, and the relatives of the victim of a crime like murder in particular, need to feel that their grievance is recognized and **assuaged** through the severe punishment given to the offender. Thus, justice is done and seen to be done, as they say in law. Indeed, no society should compromise on the administration of justice. Any aggrieved person who approaches the seat of justice to demand satisfaction should be adequately served by the state. Indeed, this may be one reason why criminal offences, like murder, are prosecuted in the name of the State rather than in the name of the victims or their relatives. A criminal act is an offence against the whole society and should be adequately punished.

The problem with the death sentence, however, is that it is not always a satisfaction of Justice. Indeed, in some cases it may be a violation of Justice. The taking of a person's life is a violation of the most fundamental human right. It cannot be justified on the pretext that the presumed murderer also violated the victim's right. Two wrongs not make a right. Moreover, because of its finality, the execution of a convict cannot be revised or rescinded once it has been carried out. Yet, since we are all human and we can make mistakes, it is quite possible for a court to convict an innocent person by mistake. Cases have been known where a supposed murder victim reappeared, alive and well, long after his or her presumed 'murderer' had been convicted and executed!

Another common argument advanced in favour of the death penalty is that it acts as a deterrent. Supporters of this position believe that the certainty that those who commit crimes like murder, rape, treason or drug trafficking will be condemned to death deters or scares would – be offenders. In other words the death penalty is a kind of preventive measure. People will avoid these offences, so the argument goes, because of the fear death. This argument appears to carry some weight, since the self-preservation instinct is strong in all of us. However, its only acceptable proof would have to be based on statistical evidence.

Unfortunately, there is no known body of statistics which proves conclusively that murder and other capital offences are more prevalent in societies without the death penalty than in those which have it. Even such statistics were available; we would be left with the practical difficulty of ascertaining the reason why certain crimes were not committed. Thus, it may be more productive to concentrate on educating members of society on non-violent lifestyles and effective conflict resolution than on terrifying them and brutalizing them through barbaric measures like the death penalty.

Indeed, the cruelty and trauma of execution affect not only those put to death but everyone involved in the process, like the executioners themselves, the clergymen who have to counsel and pray for the convicts in their last moments and the doctors who certify that the hanged,

electrocuted or poison- injected person is really dead. Hangmen particularly often give testimonies of how they are haunted and disturbed by the executions they have to carry out. Is it fair to subject these innocent people to such mental and psychological torture in the name of a dubious 'just' punishment?

Questions.

1. What is the opinion of the writer about man arguments for or against the death penalty? (2mks)
2. Define retribution. (1mk)
3. Identify another phrase in the passage that means the same as 'an eye for an eye' (2mks)
4. Paraphrase the author's objections to retribution. (2mks)
5. In three sentences, explain in what way the death penalty is a violation of 'justice' (2mks)
6. According to the passage, how would we know whether the death penalty is an effective deterrent? (2mks)
7. What methods of execution does the passage mention? (2mks)
8. 'Two wrongs do not make a right.' Add a question tag to this sentence. (1mk)
9. In note form, state the author's argument against the death penalty. (4mks)
10. Explain the meaning of each of the following words according to the way it is used in the passage (2mk)
    a. Commensurate
    b. Assuaged

QUESTION 2: RIVER AND THE SOURCE EXTRACT

Read the following extract and answer the questions that follow.

"Who is this Tommy?" he asked to buy time. He knew Tommy very well. He was Mike Muhambe's son at the university – a nice young were it not for the fact that he was Luhya and was eyeing his eldest daughter. Vera was not given to making unreasonable demands or causing trouble for trouble for trouble sake. Therefore she could not be denied off hand. She would simply come up with any number of convincing arguments. Even the tendency to spill tears seemed to have **waned** as she approached adulthood.

"He is the Muhambe's son who does Vet Medicine at the university. I thought you knew him." The other children hung on her every word filled with excited admiration. Becky would have fainted first before facing up to her father. Aoro remembered only too clearly what a **tussle** with Mark could lead to.

Questions

1. Explain what happens before this excerpt. (3mks)
2. Identify and illustrate any two themes from this excerpt. (4mks)
3. Describe Vera's character in this context. (2mks)
4. 'He is Muhambe's son who does Vet Medicine at the university.' (Rewrite in reported speech) (1mk)
5. Describe the attitude of Mark towards Tommy. (2mks)
6. Explain the prevailing mood in this excerpt. (2 mks)
7. Based on your knowledge about Vera's life in the text, how does this encounter shape her social life? (4mks)
8. How would you describe the relationship between Mark and Vera in this extract? (3mks)
9. Give the meaning of the following words as used in this excerpt. (2mks)
   (a) Waned
   (b) Tussle
10. Identify and illustrate one aspect of style used in the excerpt. (2mks)

QUESTION 3: ORAL LITERATURE.

Read the following narrative and answer the questions that follow.

THE ORIGIN OF DEATH.

It is God who created man. And since God had pity, he said I do not with men to die altogether. I wish men to die altogether. I wish that men, having died, should rise again. And so he created men and placed them in another region. But he stayed at home. And then God saw chameleon and the Weaver- bird. After he had spent three days with Chameleon and Weaver-bird, he recognized that weaver-bird was a great maker of words compounded of lies and truth. Words of lies exceeded the true ones. Then the watched chameleon and recognized that he had great intelligence. He did not lie. His words were true. So he spoke to chameleon. " Chameleon, go into the region where I have placed the men I created, and tell them that when they have died, even if they are altogether dead, Still they shall rise again – that each man shall rise again after he dies." Chameleon said, "Yes, I will go there," But he went slowly, for it is his character to walk slowly. Weaver bird stayed behind with God. Chameleon travelled on, and when he had arrived at his destination, he said, "I was told, I was told…" But he did not say what he had been told. Weaver bird said to God, "I wish to step out for a moment."And God said to him "Go!"But weaver – bird, flew swiftly and arrived at the place where Chameleon was speaking to the people and saying, "I was told…" Everyone was gathered there to listen. When Weaver –bird arrived, he said "What was told to us? Truly, we were told that men, when they are dead, shall perish like the roots of the aloe". Then the Chameleon exclaimed, "But we were told… we were told…we were told…that when men are dead, they shall rise again."By now all the people had left and returned to their homes. This was the way it happened. And so men become old and die: they do not rise again.

QUESTIONS

1. Explain why this narrative would be classified as a myth.
   (2mks)
2. What two differences are there between myths and legends?
   (4mks)
3. Describe any one character trait of:
   (4mks)
   a. Chameleon
   b. Weaver bird.
4. Explain one instance where suspense occurs in the story.
   (2mks)
5. Identify and illustrate any two features of oral narrative present in the above oral narrative.
   (4mks)
6. Chameleon said, "Yes, I will go there" (Change into direct speech)
   (1mk)
7. It is God who created man. (Change into passive)
   (1mk)
8. Identify and illustrate one social activity practiced by the community from which the narrative is drawn. (2mks)

GRAMMAR

A. Fill in the blanks with appropriate noun derivations of the words in brackets

a. The _____ with which the church is running its affairs is commendable. (orderly)
b. Real _____ is hard to maintain. (friend)
c. The government spokesman has called on Kenyans to embrace _____ (patriot)

B. Rewrite the following sentences according to the instructions after each

a. Every candidate should come with his calculator. (Begin: All…)
b. A brave soldier fights for his country (Brave soldiers…)

C. Provide the correct pronoun

a. My friend and _____ study hard for the examination

D. Fill in the gaps with the correct auxiliary verbs

a. Otieno said that Jane _____ take her studies seriously.
b. You _____ attend the party as long as you don't come late.
c. We _____ not see giraffes at the park. They have become rare.

E. Rewrite the following sentence to express future time

a. The student (open) school tomorrow (present simple)

F. Explain the meaning of the underline idiomatic expression in the following sentence.

(a) When the suspects were arrested by the police and taken to the station, they spilled the beans.

(1mk)

G. Fill in the following sentence with the correct preposition

a. He was seated _____ his mother throughout the ceremony
b. They will travel to Kisumu _____ bus

H. Replace the underlined words with appropriate phrasal verbs.

a. The girl fainted after receiving the shocking news.
b. The students complained that they could not understand what the speaker was saying.

NYERI CENTRAL SUB-COUNTY
FORM 4 PAPER 3 ENGLISH EXAM
END OF TERM 2 2018
2HRS

QUESTION 1: IMAGINATIVE

EITHER

(a) Write a story to illustrate the saying "Pride comes before a fall"
(20 mks)

OR

(b) Write a story with the following ending:
... It was the most exciting moment of my life. (20 mks)

QUESTION 2: COMPULSORY TEXT: THE CAUCASIAN CHALK CIRCLE

It is only through a lot of struggles that even the most humble people sustain their existence when faced with difficulties. Using Grusha as an example write an essay to justify this statement basing your answer on **The Caucasian Chalk Circle** by Bertolt Brecht.
(20 mks)

QUESTION 3

EITHER

(a) The Novel: The pearl by John Steinbeck
"The society has lost its moral values." Using 'The Pearl' by John Steinbeck for your illustrations, show the truth of the above statement.
(20 mks)

OR

(b) Drama: Francis Imbuga: Betrayal in the city.
"The evil we plan for others eventually catches up with us." Using illustrations from Francis Imbuga's Betrayal in the city write an essay to justify this statement.
(20 mks)

OR

(c) Optimism, however crazy at times, brings about glad moments. In reference to Siddhartha Gigoo's story 'The umbrella Man,' show how true this is.
(20 mks)

NYERI CENTRAL SUB-COUNTY
FORM 4 PAPER 1 ENGLISH EXAM
END OF TERM 2 2018
MARKING SCHEME

FUNCTIONAL WRITING

Expect an email with a notification of a meeting either attached or embedded.
From: Carol@yahoo.com (½ mark)
To: Makau @gmail.com (½ mark)
CC.....(½ mark)
CC.....(½ mark)
CC.....(½ mark)
CC.....(½ mark)
(At least 4 addresses under CC)
SUBJECT NOTIFICATION OF A MEETING (1 mark)
MAMBO LEO YOUTH EMPOWERMENT GROUP (½ mark)
PO BOX 002-5011 KIU (½ MARK)
DATE..... (1MK)
Notice is hereby given that the second general meeting, will be held at ---------- (1mk)
on----------(1mk) to transact the following businesses

1. Preliminaries (½ mark)
2. Confirmation (½ mark)
3. Matters arising (½ mark)
4. Income generating project (½ mark)
5. Election (½ mark)
6. Chairperson's report (1mk)
7. AOB (1mk)
8. Adjournment (1mk)

You are advised to communicate to the office if attendance will not be possible. Arrange to appoint a proxy (1mk) to the meeting who will vote on your behalf if you are unable to attend.
Signed (½ mark)
M/S Kaintai Rose (½ mark)
Group Secretary (½ mark)
Format (8mks)
Content (8mks)
Language (4mks)

CLOZE TEST

1. Girls
2. factored
3. pregnant
4. to
5. with
6. mothers
7. rolled
8. because
9. released
10. aged

3. ORAL SKILLS

I. Irregular rhyme ✓scheme - abcbdeef✓
II. Popped, blinked, whirled. Clattered, clocked. (any 2) 2 marks
III. Slowly and softly with a falling intonation to show finality.
IV. Alliteration sun spun
Assonance sun spun (2mks)
V. - Use of gestures
- Facial expressions
- Tonal variation
- Dramatization

Must illustrate where and when. any 3 (3mks

(b)
Few, photic
one, when
Kite, carrot
Unity, youth

Chief, shirt

(c)
Card, more, further, steal, fool (5mks)
(d)
p – Psychology, psyche, psalms
o – Lavatory button dormitory cotton
n- Condemn solemn column

must underline the letter if not do not award

4.
(i) - Greeting 'Hello Judy'
- Motioning her to sit
- Asking her to relax
- calling her by name (any one) (1mk)

(ii) - She is polite e.g. calm down
- Allows turn taking e.g. Reads the agitation in Judy
- Interrupts politely e.g. please relax. (2mks)

(iii) She is impatient e.g. so then, why
She is rude e.g. I will kill myself
Suspicious (anxious) e.g. don't tell me it's all over the school (Any two with illustration) (2mks)

NYERI CENTRAL SUB-COUNTY
FORM 4 PAPER 2 ENGLISH EXAM
END OF TERM 2 2018
2HRS
marking scheme

Comprehension passage

1. The writer does not believe the arguments for the death penalty are sound and foolproof enough to justify its existence. The arguments are emotional, based on mere feelings instead of simple logic.
2. Retribution in this context means meeting out punishment that is commensurate to the crime; if one has killed, then he or she is killed in return.
3. An eye for an eye can be identified by the phrase 'pay the offender back in his or her own coin. '
4. Retribution leads to further damage by destroying the offender's life. Its finality also denies the offender the chance to repent and reform.
5. It is not just to kill a person who has killed another because killing is wrong. No kind of killing can be regarded as just because it is a violation of the fundamental human right to life. Hanging does not leave any room for correction in case a person is unjustly or wrongly condemned.
6. According to the passage, we would know if the death penalty is an effective deterrent if we had statistics to prove that murder and other capital offences are more prevalent in societies without the death penalty than in those which have it. Moreover, one would also need to prove the certain crimes are not committed.
7. The passage mentions hanging, electrocution and poison injection.
8. Two wrongs do not make a right, do they?
9. The author has five arguments against the death penalty
    i. It is revenge, not reform
    ii. All killing is wrong
    iii. People may be wrongly condemned to death.
    iv. Execution may not necessarily deter crime.
    v. Execution brutalizes those involved in it.
10. Meaning of words.
    a. Commensurate- equivalent
    b. Assuaged- cooled down or lessened.

QUESTION 2

(a) -Vera had just informed her father that Tommy had asked her to the movies the following Saturday and she was seeking her father's permission to accompany him
- Mark is surprised and steals a quick look to Elizabeth for guidance and inspiration

(b) Friendship – Tommy is Vera's friend and has asked her to the movies.
Education: Tommy is a vet medicine student at the university.

(c) Bold _ Vera asks for her father's permission while it was clean how stick mark was
Frank – She asks for permission to go to the movies with Tommy just as he (Tommy) had requested.

(d) He is muhambe's son and did vet medicine at the university.

(e) Spiteful/Contemptuous: He pretends he doesn't know who Tommy is mark would not support the relationship much as Tommy is a Luhya and he might be coveting his daughter.

(f) Tense / Expectant – The other children being on to her every word it is further said, if it was Becky, she would have fainted.

(g) Cordial relationship with Tommy at the University when he opposes, she declines and breaks off the relationship saying she is not ready for marital commitment
Later in the novel she joins the catholic organization, Opas Dei as the non-marrying member.

(h) Respectful – Very seeks her father's permission. She is not known for making unreasonable demands and therefore could not be denied permission off hand mark listens to her.

(j) Identify and illustrate one aspect of style used in the excerpt
Dialogue – Who is this Tommy.

(i) Waned – faded
Tussle- fight.

QUESTION 3

(a) The story is about the origin of death with God, chameleon and weaver bird deciding on the fate of man.

(b) - Legends are based on heroes while myths explain general evens /happenings in the society.
- Myths explain origin of things while legends narrate about characters who are extra ordinary. (2mks)

(c) (i) Chameleon
Wise/intelligent/trustworthy – spoke the truth when he was sent
Slow/ sluggish – delayed in delivering God's worked for mankind.
(No mark for identification without illustration)

(ii) Weaver birds
Hasty/swift – flew in high speed and delvered the message
untrustworthy- gave a different account for what God has said.

(d) When chameleon stammers or mentions that "I was told --- and repeats himself without saying what he was told. This creates suspense in the people gathered to hear what God had sent him to tell them. (2mks)

(e) Dialogue – weaver bird and God
Suspense – When chameleon stammers ' But we were told.
Personification – Animals conversing e.g chameleon saying he would go (4mks)
(1 mk for indentification and 1 mk for illustration)

(f) Chameleon said he would go there.

(g) Man was created by God

(h) The believe in God. Chameleon and weaver bird go to consult God about death.

GRAMMAR

A
a. Orderliness
b. Friendship
c. Patriotism

B
a. all candidates should come with his/her/ their calculator
b. Brave soldiers fight for their country.

C I

D
a. doesn't , will, should
b. may, can
c. might

E (a) The student opens school tomorrow

F. Spilled the beans – let out all the secrets

G.
beside
by

H
Fainted – passed out
Understand – make out

NYERI CENTRAL SUB-COUNTY
FORM 4 PAPER 3 ENGLISH EXAM
END OF TERM 2 2018
MARKING SCHEME
QUESTION 1

(a)
- Should be creative composition, if not deduct 4 marks (AD)
- Must show relevance to the saying
- Must not explain the meaning of the proverb
- Show good mastery of language/ award merit ticks

(b)
- Must begin with the stated words; if not, deduct 2 marks (AD)
- Must be creative composition
- Have relevance to the prompt word

QUESTION 2
Grusha vashnadze, a kitchen maid finds herself with the abandoned Michael abashwili. Her kind heart cannot allow her to leave the child behind to be butchered so she takes him on her flight north. An old man refuses to sell her milk without money, and an old couple cannot adopt the child. A soldier who threaten to capture the baby is hit on the head as she escapes with the boy and decides to adopt him. A dangling bridge over an abyss is no deterrent for Grusha who crosses it despite a warning that it can give in any time.
Her unwelcoming brother, Lavrenti Vashnadze and his equally antisocial wife, Aniko, are deterrent to her resolve to raise Michael.
She goes through an embarrassing and humiliating marriage to Jussup for the sake of the child.
Grusha endures a harrowing trial in Azdak's court to reclaim the body through the Chalk circle test.
Azdak, a common thief who steals rabbits, hides the Grand
Duke and gets ashamed of what he has done, His attempts to get tried up convincing the soldiers to make him judge.
He is nearly hanged in the course of this after three rich farmers accuse him but the Grand Duke saves his skin and he is reappointed judge.
He decides the fate of Michael's real mother through the ingenious test of the chalk Circle.

QUESTIONS 3(a)
Introduction (2mks)
Should be general or contextualized
Candidate to show understanding of the question
Discourage definitions/ paraphrasing the question.

Body (12 marks)
Greed
When Kino gets the pearl, people are greedy to either have the pearl or the money when the pearl is sold. When the priest learns about the pearl, he thinks about certain repairs in the church. He also wonders how much the pearl is worth. Later he reminds Kino to give thanks to one who has given him the treasure. All this translates to him getting part of the money when the pearl is sold. The doctor is also greedy. When he learns about the pearl, he says. "I am treating his child for a scorpion sting" yet he refused to treat him earlier because he has no money. In the evening he visits Kino to teat Koyotito who is already Okey. this is prompted by the money Kino is supposed to get once he sells the pearl.

Materialism
The actions of some characters is based on acquisition of material possession. Kino guards the pearl with all the energy including killing several people who attempt to steal it from him. At one point, he slaps and kicks his wife who attempts to throw the pearls away. The pearl buyers are materialistic. They offer the least amount to Kino to maximize on the profit they will make once they sell the pearl. The doctor is ready to treat Koyotito after Kino gets the pearls since there is hope of getting money.

Hypocrisy
The pearl buyers are hypocritical. They pretend they are not interested in buying the pearl, yet they are itching to get the same. No wonder there are several attempts to steal the pearl from Kino. The doctor is also hypocritical. When kino and Juana take Koyotito for treatment at his house, he sends the servant informing them he is not in because they did not have money. When he learns about the pearl, he visits kino and offers to treat koyotito and wait for money. The reason why he is ready to treat him is because there is hope for money once the pearl is sold.

Exploitation
The doctor is more interested in money than the lives of the poor villagers. The old woman whose sickness is old age but the doctor does not tell her because he wants her money. The priest also exploits his congregation when he learns about the pearl, he thinks about whether he had married them in church and repairs the church needs.
The pearl buyers exploit the villagers by buying their pearls at a lower price than the actual. They also intend/ conspire to cheat Kino off his pearl.

Conclusion (2mks)
In conclusion this clear that the behaviour by the Characters portrays a society that has morally decayed. Greed has pushed people to view possessions as more important than human life.

NB: The essay should be written in continuous prose.

QUESTION 3(b)
Francis Imbuga's Betrayal in the city introduces a number of characters who plan evil on others, but their true characters are finally discovered at the end of the play. They include Mulili, Nicodemo, Tumbo and Boss.
Mulili is an army drop-out and a second rate farmer. He is Boss's cousin and in his own words, he is 'the neck of Kafira' while boss, the leader of Kafira, is he head. Further , he says that he is the ear and eye of Boss , a role he plans to play to the letter even to the extent of lying and committing murder.

Mulili is evil. He betrays Jere to boss and former is thrown to prison. Yet Jere does not betray Mulili when the latter allows Mustafa to escape. Mulili is a man who does not believe in a good turn deserving another.

Secondly, Mulili is involved in the murder of Nina and Doga, two innocent people who only wanted to fulfill what the traditions demanded them: to conduct a shaving ceremony for their slain son.

Thirdly, he arranges the killing of Kabito after they disagree during the meeting to arrange for the welcoming of the expected visitor.

The evil that Mulili has vested on others does catch up with him and finally he is shot dead by Jusper at the end of the play.

Nicodemo too manifest evil. He allows himself to be misused to incrimate and innocent man, Mosese. Nicodemo plants a one kilogramme of opium in Mosese's car and Mosese is arrested and thrown into prison. Nicodemo's evil action catches up with him when it is decided that the prisoners, Mosese included, will act in front of the expected visitor and there was likelihood that these prisoners will be pardoned after that. Nicodemo fears coming face to face with Mosese because he is guilty of what he had done to him.
Tumbo comes out as an inefficient and corrupt character. He talks of having sold his scholarship to go to university, signaling his corrupt character. He also pockets two-thirds of the 600 pounds set aside for the play writing competition and only promised to give Jusper and Regina one third of the money. He also unilaterally declares Jusper the winner of the play writing competition yet there were no other plays submitted to the competition. Tumbo also plans for Regina to see Boss to plead for Mosese's release, yet he knows Boss's weakness as far as women are concerned. Moreover, Tumbo errs for not even watching the performance of the play before the final rehearsal that is being presented to Boss. Tumbo's inefficiency in the play writing competition catches up with him when the play is stages and there is a coup detat. Mosese captures this when he tells Tumbo '… it was largely through your inefficiency that we have achieved this'.
Boss, as a leader of Kafira, has his fair share of evil. His over rate cousin makes him an accomplice in the murder of Doga, Nina and Kabito. He does not bother to cross-check the reports he gets from Mulili, his cousin, which are all based on lies and greed. The evil that Boss does catches up with him when he is betrayed by Mulili and eventually requests Jere to shoot him.

QUESTION 3(C)
Introduction (2mks)
Points 1: (3mks)
Point 2: (3mks)
Point 3: (3mks)
Point 4: (3mks)

Conclusion 2 marks
Language 4 marks
Sample intro:Many times we lose hope on account of critics and pessimists. The story, 'The umbrella man' Validates hope to whoever embraces it mid challenges long wait and doomsayers.

Number 7, a mentally challenged man, unfurls an umbrella, which he is obsessed with, as a habit hoping it would rain pg 46

- He consoles and lulls an imaginary child in his solitary ward. In this, he creates optimism by wishing well to 'the child' pg 48
- He always engages a fellow inmate, the punny fellow, and defends his belief that the earth would blossom with wild flowers. He defends his crazy optimism of the rain to the barber who often teases him
  "Any rain in sight yet?" his response would be, "it is going to rain soon," this he says full of hope. He wouldn't let go of his conviction. pg 49
- This hope yields when the doctors, psychiatrists, approach him and in an unusual style, they smile as him. They express their satisfaction with his improved health.
  He is discharged upon signing of discharge documents.
- He does not give up on his habit of soothing and lulling the imaginary child. Still upon his release he doesn't drop his umbrella. To his sweet surprise and ultimately crowning his optimism, he steps out of the ward and is seen off the asylum by the orderly a-mid rain. He walks in a confident gait to his freedom.
- sample conclusion
  In conclusion, hope is intimate and no matter how unreasonable it appears to others, one should hold unto it for in the nick of time, it bears sweet fruits.

BUURI EAST SUB-COUNTY
FORM FOUR EVALUATION TEST
END OF 2nd TERM – 2018
ENGLISH pp1 101/1 EXAM
TIME: 2 hrs

FUNCTIONAL SKILLS, CLOZE TEST AND ORAL SKILLS

1. Functional Writing
(20mks)
You know a student who has been peddling drugs in your school. The student can hurt anyone who leaks this information. Write an email to the Principal, discipline teacher and HOD Counselling directing them to the place where the student gets the drugs. This information is confidential and should be treated as such. So, none of the recipients should know you sent that email to the other. Also briefly describe the peddler so that it will be easy for the teachers to identify him.

2. **Cloze Test - 10mks**
Fill the blank spaces using the most appropriate word.
Regular drinkers and (1) ..... pay severe penalties for (2) .....
drinking. It has been (3) ..... that alcoholics are (4) .....
to die ten or twelve years sooner than (5) ..... And half die (6) .....age of fifty, which is one (7) ..... there are (8) .....
few elderly alcoholics. The mortality (9) ..... among alcoholics is
(10)..... than two and a half times higher than that of the general population.

3. **Oral Skills -**
30mks

a) Underline the stressed syllable in the words written in bold type.
i) They are supposed to **abstract** some information from the text.
ii) This is an **abstract** idea.
iii) I **refuse** to take your brotherly hand.

b) The council wanted the **refuse** to be disposed properly.

c) Considering the underlined vowel sound, identify the odd word out.
(4mks)

i)	F<u>a</u>ther		f<u>ar</u>ther	f<u>ur</u>ther
ii)	S<u>ai</u>d	p<u>ai</u>d	m<u>e</u>nd	
iii)	St<u>i</u>ck	st<u>a</u>ke	st<u>ea</u>k	
iv)	B<u>i</u>d	b<u>ea</u>d	sh<u>i</u>p	

d) Indicate the intonation pattern in the following text.
(3mks)
i) One, two, three, four and five.
ii) The teacher called the students, "Jane, John, and Mary," stand up.
iii) Who is the owner of the book?

e) Imagine you are the class secretary and you intend to talk to the members of your class on how to improve the class performance. How can you engage your colleagues to keep them listening?
(4mks)

f) Indicate whether the underlined letters in the following pairs of words are pronounced the same or differently.
(indicate by use of words " differently" or "same")
(3mks)
i) Ai<u>s</u>le/li<u>s</u>ten
ii) Han<u>d</u>some/han<u>d</u>work
iii) War<u>th</u>og/yach<u>t</u>

g) Juma was asked to read an article to the class by English language teacher. The teacher concluded that Juma was not a good reader. What could have the teacher noticed about Juma's reading skills? (3mks)

h) **Read the following narrative then answer the questions below.**
Long ago Ngai sent the weaverbird whenever he wanted to tell people anything.
The weaverbird was fast – he would relay message quickly. However, he had weakness. He talked too much before delivering any message, the weaverbird would talk endlessly. People started getting impatient with him. One day, Ngai sent weaverbird to tell the people that they would live forever. They would only live forever if they knew what Ngai's wish was. The weaverbird set off very fast. When he got to the people, he announced that he had an important message from Ngai. Soon people gathered to hear what the news was. Weaverbird, as usual, started talking about other things. In spite of people's pleas to go straight to the message, weaverbird rambled on. Soon the people got fed up with weaverbird and was very important and threatened to beat him

up.Weaverbird assured them that the message he had was very important and they should therefore listen to him, but he continued to talk about other things. Unable to tolerate him any longer, they beat him up and sent him away. Ngai's message did not get to the people. They started dying and to this day they are still dying.

Questions:

i) Pick any part of the story that you find dramatic and describe how you Would perform it during narration. (2mks)

ii) What important oral skills do we learn from this narrative. (2mks)

iii) What would tell you that the people were eager to get the information? (2mks)

4. Imagine you are a house prefect and there is a shortage of wardrobes in the cube. You are called to arbitrate the case. As a good negotiator what three aspects would you consider as you try to reach an agreement. (3mks)

BUURI EAST SUB-COUNTY
FORM FOUR EVALUATION TEST
END OF 2nd TERM – 2018
ENGLISH 101/2 PP$_2$ EXAM
TIME: 2 $^1/_2$ hrs

Comprehension, Literary Appreciation & Grammar.

1. Comprehension.

Read the following passage and answer the questions that follows: (20 mks)

The research by the Maendeleo ya Wanaume Organization that reports a case of reversed roles where men are made to cook, wash clothes, clean the house, utensils and baby sit should reveal more and delve into the causalities rather than issue inflammatory findings with alarming statistics that will only serve to scare courtship. It should be noted with clarity that society at transition are normally treated with a lot of caution, sobriety and reasonableness to avoid and angering the very fabrics that hold the society together. This is because it's a process that takes time to sink, be appreciated and acceptably embraced. Equally, the connotation reversed roles imply replacement of male domination by female domination instead of hybrid system where roles are shared equally and help handed out where necessary to supplement each other's effort.
Gender refers to women's and men's socially defined roles and characteristics that are shaped by historical, economic, religions, cultural and ethical factors. Gender is learned through socialization, it is not fixed it is changeable. Gender stereotypes therefore include, comments like, women are weak and cowards, gentle, winners, decisions makers and generally aggressive.

The African society and Kenya in particular is patriarchal. A social system based on male privilege and power in which women are regarded secondary and created for service of men.
Patriarchy is mostly for men and that's why men feel threatened when patriarchy is challenged. However, research has shown that not all men are winners under patriarchy.

This is because patriarchy puts a lot of pressure on men to perform and become workaholic in a struggle to maintain the family, for example, research has shown most millionaires in the US are women, widows of men who died young related to over work.

Since gender is societal creation and not biology, it can be changed, albeit gradually. The stubborn men who live in the past should be prepared for **feminism approach** that perceives and interprets social situation from a women's point of view. According to his approach, female oppression should be addressed adequately. Here, the area of focus includes: Education and legal rights for women. Economic rights, that advocates equal access to properties, jobs and career. The puzzle however, is where the approach leaves men, especially if the process is forceful.

Gender equity is an idea whose time has come as statistics indicate girls perform better than boys in schools and ladies are more preferable by employers than men due to hard work, honesty, loyalty and cost effectiveness.
Women must also rise to the occasion, take responsibility with caution and cease to be victims of inferiority complex. Change must not translate to arrogance and revengeful attitudes that will pain to women as heartless. Life is meaningless without effective family institution. Let's ensure our society does not fall apart.

Questions:

a) Why does the writer describe gender as a socialization process? (2mks)
b) Describe what is gender stereotyping according to the passage? (2mks)
c) Distinguish between the hybrid system and the case of reversed roles. (2mks)
d) Give evidence from the passage that indicates that not all men are winners under patriarchy? (2mks)
e) What is the writer's tone in the passage? (2mks)
f) Rewrite the following sentences beginning: (Not fixed …….)
Gender is learned through socialization, it is not fixed, it is changeable.
g) In a summary of about 60 words, describe the writer's attitude towards women. (7mks)
h) Explain the meaning of the following words and phrases as used in the passage. (3mks)

i) Inflammatory
ii) Sobriety
iii) Feminism approach

2. **Read the following passage and answer the questions that follows. (25marks)**

Such an experience is, however, very hard to shake off and now they were consciously trying to get another baby and as sometimes happens in such cases nothing happened. She remained confounding slim for the remainder of that year: and the next. It was too much. She forgot her earlier good intentions and one day actually accused him of having deliberately given her chloroquin to make her sterile. He was so angry that he stood up and lifted his hand as if to strike. He was actually foaming at the mouth. Then he turned on his heels and left the house. She tried to keep up her anger. After all she had been the wronged one, but when he had not come by late that night and on the following day, her anger turnedto alarm and raw fear. Where could he be? Had he been in an accident? Had he committed suicide? Had he left her? If he had she had only herself to blame.

But that evening, he came home smiling like a brewery. He offered no explanation and she asked none: however family life continued somewhat uneasily for they were both still too young to give way to each other.

When the third year of marriage came and went with no visible offspring to show for it, Mark's mother arrived to demand an explanation. A woman with an education was an object of suspicion – who knows what she had been up to before her marriage? To Marks's credit, he told her in no uncertain terms whose business she was not allowed to mind.

"But – but – she's only a wife and I am your mother!"

"Yes. She is my wife, but you will soon be a stranger if you don't leave us alone. I 'll put you on the bus this evening. You should go back and look after your husband. The old woman was beside herself with fury but Mark had the determination of a mule, so she went.

This incident went a long way to thaw things out between them and before long Elizabeth started having attacks of nausea again. This development was greeted with such enthusiasm by the two hopeful parents that they could barely blurt it out to the doctor who agreed she was pregnant. They went home walking on air.

" It will be a boy and he'll be a soldier like his father!" exclaimed Mark.

"Nonsense. She will be a girl and I will call her Veronica after my grandmother. I ' II make sure that she gets a really good education and I will send her to the University at Makerere," said Elizabeth sweetly.

"Oh, OK. Whatever you say." He was too happy to quarrel. A child! That's all he wanted and he would work his boots off if need be to provide for them. It was time he went for some in – service training and improve his chances of promotion.

Questions:

1. Which experience is being referred to in the story? (3mks)
2. " She forgot her earlier" good intentions." From the extract what are these good intentions? (2mks)
3. What is the character of Mark as brought out in this passage? (4mks)
4. Identify any two features of style used in this extract. Illustrate appropriately? (4mks)
5. a) After all she had been the wronged one. Provide a question tag? (1mk)

   b) A woman with an education was an object of suspicion." (Identify an abstract noun in the quotation.) (1mk)
6. "But – but – she's only a wife and I am your mother." What does this reveal about the mother's character? (4mks)
7. Identify any two themes brought out in this extract? (4mks)
8. Who is referred to as "she" in the extract? (1mk)

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

I REFUSE TO TAKE YOUR BROTHERLY HAND

Your nails are black with dirt, brother
And your palms are clammy with sweat
I refuse to take the hand you extend in help
I shall not join hands with you brother

For unclean hands make me uneasy
For filthy fingernails rob me off my pride.

You argue, gesticulating with your once
Impeccably dean and beautiful hands
That before long it shall not matter
For 'everybody' is delving and digging
And all shall have hands dripping with dirt

That nobody shall know what clean hands look like
And there shall be comfort in the dirty crowd
And enough to eat, for there are *good yields*
When the stinking manure is well dug in
With strong and bold hands in time.

Are you going blind brother?
I ask how many have the sludge
Or the strong and bold hands like yours
With which to *dig* and *delve*?
Brother the hands of many are too weak with hunger
And for many the sludge is out of reach
And yet for others the stink is too nauseating!
But all have eyes and hunger fills them with anger
As they watch your fingernails fill with dirt!

I have seen hungry envious eyes
Watching silently through your chain – link fence
I have seen eyes in deep sunken sockets
Burning with anger intently watching you
I have seen parched mouths water with saliva
And heard the rumbling of hollow empty stomachs
As they watched you feed the dog with meat
From the heavy yields of the city sludge

Have you entirely forgotten Brother
The fragrance and comfort of clean hands?
The confidence, the peace you have when you know
You'll leave no ugly *smudge* upon the sheer?
Don't you remember the repulsion you had
When you shook hands with *fat dirty man*
With their dirty clammy palms?

Let me alone brother and from the top of the cliff
Don't offer me your dirty hand in help
Let me *trudge* the long way up
For the short cuts are clammy with the sweat of fear
And you *fingernails are clogged* with dirt.

Questions:

1. Who is referred to as " the brother" in the poem?
   (2mks)
2. How many types of hands are mentioned in this poem? What do you think they represents?
   (3mks)
3. What reasons does the poet give in stanza one for refusing to take the "Brothely Hand?"
   (2mks)
4. Why does the poet wonder whether the brother has gone "blind"?
   (2mks)
5. Has the brother always led this kind of life? Support your answer with evidence from the poem?
   (3mks)
6. What do you think is the use of the rhetoric questions in the poem?
   (3mks)
7. What is the poet's attitude towards the brother?
   (2mks)

8. Identify and explain any two metaphors used in the poem?
(4mks)
9. Explain the following words and phrases as used in the poem.
(3mks)
i. Clammy
ii. Impeccably
iii. Parched mouths

3. Grammar **15 marks**

a) Rewrite the following sentences according to the instructions after each.
(3mks)
1. Mr. Kirima got into trouble with the Manager. He had just joined the institution. He had known this manager for many years (Rewrite as one sentence beginning: No sooner .....)
2. Being dropped by parachutes, the terrain looked entirely unfamiliar to the paratroopers.
(Rewrite this sentences relating the participle to the correct subject)
3. A rhino is a strong animal. An elephant is equally strong. (Rewrite the sentence as one beginning. An elephant.....

b) Rewrite the following sentences correcting the wrongly stated idiomatic expressions.
(2mks)
i) The accused ground himself between a rock and a hill.
ii) The family lives from hand to the bag.

c) Replace the underlined word with a suitable phrasal verb formed from the words provided in the brackets. (3mks)
i) Christians should always strive to <u>follow the principles</u> of their religion. (abide)
ii) After the second lap the girl who was leading in the race <u>fainted</u>. (pass)
iii) The manger could not <u>tolerate</u> the worker's gossipy tendencies (put)

d) Construct two sentences to give two meanings of each of the following words.
(4mks)
i) Ground
ii) Bow

e) Complete the following sentences using the appropriate form of the words in brackets.
(2mks)
i) The ..... of the matter brought the district commissioner to the village (grave)
ii) It is against our culture to treat other people ..... (respect)

f) Rewrite the following sentence removing gender bias.
(1mk)
The headmaster has advertised for the position of a watchman.

BUURI EAST
FORM FOUR EVALUATION TEST
END OF 2nd TERM – 2018
ENGLISH PP_3 101/3 EXAM
TIME: 2 1/2 hrs

IMAGINATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS.

1. **Imaginative composition.**
   Either

a) Write a composition which ends with:
looking at my new status, I realized that the trouble I had been through was worthwhile.
Or

b) Discuss the role of the youth in ensuring national cohesion.

2. Compulsory text.
The Caucasians Chalk Circle Beltolt Brecht
"Anyone who challenges what the society takes as a general truth must be ready to take a different path " Drawing your illustrations from Brecht's
"The Caucasian Chalk Circle" discuss the validity of this statement.

3. **Optional Texts.**

a) Drama:
Betrayal in the City – Francies Imbuga
" It is better while we waited. Now we have nothing to look forward to.
We have killed our past and are busy killing our future. " Disuss how Kafira has killed her past and is busy killing the future.

b) Novel:
The Pearl – John Steinbeck
" Fortune can sometimes be tragic " validate this statement in reference to John Steinbeck's " The Pearl."

c) Short Stories:
Memories we lost and other stories.
" Contentment is a key ingredient to better living" Drawing your illustrations from Leo Tolstoy's "How much Land does Man Need?", discuss the validity of this statement.

BUURI EAST
101/1 ENGLISH
MARKING SCHEME
PAPER ONE

1. Functional skills .
   Must be an email if not deduct (mks)
   Points of interpretation:
   To:
   From:
   Cc:- (should be left blank)
   Bc:
   Subject:
   Date:
   (4mks)
   Content = (12mks)
   i) a) Must describe the physics appearance of the drug peddles e.g class,height, face , any distinguishing mark .
   ii) must give directions to the place where the peddlers gets the drugs.
   Include : - name of the street/ building.
   - Landmarks.
   - Approximate distance of the place from school.
   iii) b) Must give distinguish character attributes of the body
   – Temperamental.
   - Aggressive
   (any three attributes – 3mrks)

   Linguistics Ability – 4mrks

Content	Linguistics mark
1-4	1
5-6	2
7-8	3
9-12	4

2. Cloze test.
   1. alcoholics
   2. their
   3. estimated
   4. likely
   5. non-alcoholics/tetottlers
   6. before
   7. reason
   8. very
   9. rate
   10. more

Question: Oral Skills
A i) abstract
ii) Abstract
B. i) refuse
ii) Refuse
C. i) further
ii) Paid
iii) Bead
D. i) one, two, three, four and five.
ii) The teacher called the students, “Jane, John, Peter, and Mary stand up.
iii) Who is the owner of the book?
E. –
- Introduce with and anecdote – to move them emotionally .
- Allow them to participate in discussion/ open forum.
- Ask them rhetoric question.
- Involve the audience in relevant demonstrations.
- Give relevant examples/ statistics.

F.

i) Differently
ii) Differently
iii) Same

G. i) Beating
- Presentation of the message.
- Pleading with him to get to the policy.

ii) – Importance of being precise in message delivery.
-

iii)
- Facial expression i.e raised eye brows, angry face.
- Maintained eye contact with the speaker.
- Fidgeting
- Leaning forward/ craning necks.

H.
- Both parties should be calm.
- Aim at two parties getting something (win – win situation)
- Take into account the feelings/ options of the two parties.
- Explain why /how you arrived at your decision.

BUURI EAST
101/2 ENGLISH MARKING SCHEME PAPER TWO

1. COMPREHESION PASSAGE.

a) It is streamlined through societal of need and people social needs brought about by historical economic, religious, cultural and ethical factors. (2mks)
b) Comments such as women are weak and cowards, gentle ,nurturing and caring while men are bread winners, decision makers and generally aggressive / association of women with certain roles and men with certain roles.
c) The hybrid system is where roles are shared equally, help given out where necessary to supplement each other's efforts but /however the case of reversed roles is where men are made to cook wash clothes clean the house, utensils and baby sit (The contrast must be brought out) (2mks)
d) Research has shown most millionaires in the U.S are women; windows of men who died young from diseases related to overwork. (2mks)
e) Cautions, sensitive/concerned: he says reports on reversed roles should not be inflammatory should not threaten the social fabric ; concerned about men where feminism thrives. (2mks)
f) Not fixed but changeable, gender is learned through socialization.
g) i) The writer is supportive / appreciative / encouraging.
ii) Men should be prepared for feminism approach.
iii) Time for gender equality
iv) Girls perform better than boys.
v) Ladies are more preferable than men by employers due to hard work , honesty, loyalty and cost effective.
Women to take up responsibilities with caution and cease to be victims of inferior complex.
(must be 55- 65 words)
- Must be in continuous prose if not 50% deducted from the total marks.
- Penalize for expression errors ½ at every sentence 1mk for identification plus any 5 points = 6mks)

h) i) Inflammatory- provocative / provoking anger/ annoying/ causing anger.
ii) Sobriety – sense / sensitivity.
iii) Feminism approach; ways by which rights and opportunities can be given to women. (1mk each = 3mks)

2. **Seen text (The River and the Source)**

1. The experience being refereed to in the story is when Mark gives his wife anti- malarial that result to a miscarriage. (3mks)
2. Elizabeth's earlier goods was not to hurt mark farther having made her to miscarriage. (2mks)
3. Mark is short tempered. He was so angry that stood and lifted his hand as if to strike. He was actually foaming at the mouth.
   Arrogant – He threatens to put his mother on a bus that evening and advised her to go back and look after her husband.
4. Use of imagery/ simile – He came home smelling like brewery.
   Dialogue – The exchange between Mark and his mother " But – but she's …"
   " Yes, she is my wife, but you …"(4mks)
   Authorial intrusion –the author intrudes by telling us how the society perceived educated woman. "A woman with education was an object of suspicion"
   Rhetorical question-"Where could he be?, Had it been an accident? Had he committed suicide?"
   (Any two relevant answer and well-illustrated)
5. After all she had been the wronged one, hadn't she?
   a) (ensure a comma and the question mark, the tag should begin with a small letter. If not deny the marks) (1mk)
   b) Education /suspicion (either of the words) (1mk)
6. Defensive – she defends her position as being marks mother she had authority to interfere with their family affairs.
   Patronizing – The mother feels to be superior to Marks's wife and thus justifies her sentiments about the issue at hand. (4mks)
7. Conflict – Mark and his mother dis agree about the letter getting involved in matter's pertaining to Mark and Elizabeth's marriages Mark also disagrees with his wife over the chloroquin order.

Desperation / Despondency - The family had wanted for a baby for a long time to a point that Elizabeth blamed Mark for giving her the chloroquin. This results to mark moving out the house. He seeks consolation in beer. (4mks)

8. She is Elizabeth / Awiti (either of the names) (1mk)
3. Poetry : Anwers.
   1. Anybody who is corrupt (2mks)
   2. Two types :
      Unclean hands – refers to corrupt people and all forms of corruption.
      Clean and beautiful hands – uprightness/ straight forwardness. (3mks)
   3. The reasons the poet gives in stanza one for refusing to take the "Brother Hand " are
      - The palms are clammy with sweat.
      - Unclean hands makes him uneasy.
      - Filthy finger nails rob him of pride. (2mks)
   4. The brother does not seem to see the reality.
      - That few people are rich through corruption.
      - That few have the courage to enter the world of corruption .
      - That many who are interested and would willingly become corrupt do not have connections.
      - That others are too morally upright to join in corruption . (any two points 2mks)

   5. No. The poet ask the brother whether he had " entirely forgotten …..the comfort of clean hands " the poet also ask ….. the brother if he can no longer " remember the repulsion " he had when greeting men with dirty hands . (3mks)
      These examples bring out the puzzlement in the mind of the poet about the bad behavior of the brother. He cannot understand him and the reasons for his change of attitude and behavior.
   6. Note the rhetorical questions in the poem.
      " Are you going blind brother?"
      " …How many have the sludge or the strong and bold hands like yours with which to dig and delve?" (2mks)
   7. The poet despises the brother . (2mks)
   8. Metaphors.
      - Leave no ugly smudge upon the sheets.
      - There will be no guiltily feeling in his life.
      - The top of the diff.
      - Burning with anger (extremely annoyed)
      - Shortcuts are soiled and slippery (getting wealth are soiled and slippery (getting wealth are soiled and slippery (getting wealth the corrupt way is evil and unreliable.
        (4mks)

   9. Clammy – damp and moist.
      Impeccably – extremely / spotlessly.
      Parched North's – mouth that have become hot and dry from hunger and thirst. (3mks)

4. ***Grammar***

A. 1. No sooner had Kirimi joined the institution than he got trouble with the manager (whom) he had known for many years.
   2. Being dropped by parachutes, the paratroopers saw the terrain as entirely unfamiliar.
   3. An elephant is as strong as a rhino.

B: 1. A rock and a hard surface.
   2. Hard to mouth.

C: 1. abide by.
   2. passed out
   3. Put up with

D: Ground (V)
   (N)
   Bow (V)
   (N)
   (Ensure relevant answers .the word should not change for tense or number)

E: 1. gravity
   2. Disrespectfully.

F: Head teachers /Principal/ security officer

BUURI EAST
101/3 ENGLISH MARKING SCHEME PAPER THREE
(IMAGINATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. ***Imaginative composition.***
   a) Must be a narrative composition.
   Must end with the given sentence. If not deduct 2 marks and the story must concentrate on the 1st person (1). If not deduct 2mks)
   Must trace the writers life challenges, families and finally successes or achievements.

CLASS	**SCORE**
D	1-5
C	6-10
B	11- 15
A	16-20

Category A+ 19-20	Very fluent Has a definite spark	Effortless Many items of merit
A 18	Effortless	Many items of merit
A 16-17	Well planned Apt vocabulary Wide knowledge, maturity	Good style Many items of merits No errors, only slips
Category B+ 14-15	Quite fluent Apt vocabulary	Good planning
B 13	Maturity of ideas	Has a fair range of sentence variety
B 11 – 12	Several items of merit	Very few serious errors
Category C C+ 09 – 10	Candidate communicates, but with difficulty.	Repetitive grammatical errors
C8	Poor planning	Simple ideas
C 06 - 07	Undeveloped story Many gross errors, misused prepositions Ridiculous idioms	Immature thoughts, digressive Many spelling errors Persistent mother –tongue interference
Category D D+ 04-05	Chaotic Many gross errors of spelling, tense and punctuation	
D 03	Hardly any meaningful expressions	
D 02 - 01	No. arrangement The story does not flow	The subject is distorted Broken English Impossible to follow the flow of ideas

2. ***The Caucasian chalk Circle – Bertolt Brechet.***
   Azdak challenges the norm in our society that the rich who have the means to buy justice will always carry the day in a court of law. E.g. in spite of the innkeeper offering bribe, Azdak does no rule in his favour, In his judgment, Azdak does not refer to the statute book. In fact, he once sits on the statute book while delivering judgment.
   The idea that those who have tall relatives/ godfathers have advantage in a job interview has been challenged in the text. The ironshirts prompt a moot court as an interview for the position of a judge. Despite the fact that Bizergan Kazbeki is prince kazbeki's nephew, the ironshirt do not give Bizeagan the job. Instead ,Azdak is made the judge.
   The resolution of disputes over ownership of the valley in the prologue challenges the idea that incumbency guarantees ownership. The valley under contention is not given to the original owners. Instead the valley is given to the fruit growing commune who have elaborate plan on how to make the land more productive.
   By deciding to save Michael amid the riots in the city Grusha challenges the truth embodied in the popular saying "everybody for himself and God for us all" she does not succumb to her colleagues pleas to leave the baby because anyone found with the baby would equally be punished. However, Grusha saves the boy from the being killed. At the end of the play, Grusha wins the custody of Michael.

   The Graud Duke challenges the idea that appointment should solely be based on academic qualifications . The Graund Duke appoints Azdak as a Judge despite the fact that Azdak has no academic training as a judge. His appointment results to restoration of justice in Grusinia especially when he takes from the rich and gives to the poor.

(Any points 3:3;3:3)
Introduction 2mrks.
Content 12mrks
Conclusion 2mrks
Linguistics mark 4mrks.

3. ***Betrayal in the city – Francis Imbuga***.

Intoduction.

This statement highlight the hopeless among Kafira citizens . The hope for better lives among the subjects is long gone and many people are in a state of despondency.

Kafira seems to have killed its original culture. People are no longer allowed to carry on with their culture practices. Nina and Doga are not free to perform the shaving ceremony for the dead son, Adika. In fact, two police officers, Mulili and Jere have been sent to ensure that the ceremony does not take place. The burial ceremony is no better. A lot of restrictions surround it. It should not last for more than ten minutes and people should not weep publicly. The students are also allowed to carry the coffin. Those who defy these orders suffer the consequences. Nina and doga are killed and Mosese find himself in prison.

The original hope that the citizens had at the independence would bring good fruits has been killed. Many people and left disillusioned with the leaders who replace the colonizers. They hoped that the resources would be meant for all. This however does not happen as the chosen few and especially rulers amass wealth around themselves at the expense of the mass. Jasper says that they only get the fruits of independence as the second hand. The leaders are equally ruthless. They kill innocent people and jail others . Adika, his parents and Kabito face their death through the government's cruel hand. Mosese and Jere land in prison when they express their opinion too loudly.

The future of Kafira is equally bleak. The government does not value education for the youth. The pupils have to line up in welcoming the visiting head of state. This despite the fact that they are preparing for a national examination. The university students are not assured of job opportunities. They have to demonstrate in the street to argue against the influence of expatriates. Their grievances are met with a harsh reaction where one of them is killed.

The government seems to have sold its independence to the foreigners. Boss hides the country's money in foreign banks and to a large extent dependents on imported human resources. He blindly impresses the foreigners at the expense of his own subjects. It is hinted that the expense of his own subjects. It is hinted that the visiting head is on a mission to look for more job opportunities for his country men.

The peak of hopelessness among citizens breeds rebellion and at the end gives birth to a coup.

3. b)***The pearl – John Steinbeck***.

Kino kills a fellow village who comes to steal his pearl thus he is banished.
Kinos property and homestead is burned to ashes because of killing fellow villagers.
Kino's son, Coyotito is killed by the trackers who are sent to arrest him when the latter discoveries the formers hideout.
Kino and his family live in fear of attack because of the precious pearl in their midst.
Kino gets injured as he fends off attacks from robbers after his pearl.
Relationship between Kino and his wife Juana break down because of the pearl. Juana tries to throw away the great pearl because of its bringing misery the family.
The family loses the peace of mind and also close family ties. With relatives because Kino is suspicious that neighbors and relatives want to steal his pearl.
Kino's fortune also attracts dishonest friends/ acquaintance like the doctor who refused to treat Kino's son because of lack of money . however, on hearing of Kino's fortune he suddenly appears and wants to treat coyotito of the scorpion's sting. There are also the pearl sellers who want to exploits Kino by undervaluing his great pearl.
(Any points 3:3;3:3)
Introduction 2 mrks.
Content 12 mrks
Conclusion 2 mrks

Linguistics mark 4 mrks

3. ***c)Memories we lost and other stories.***

Lack of contentment leads to desperation. Pahoms desire for more land makes him results to desperate behavior as he maps the land shown to him by the Bashkirs. He removes his shoes, carries them for a while before throwing them away. Walking barefoot is quite a desperate move . He cannot enjoy the meat he had carried and even torment himself by walking in the scorching sun. All that he does not add any value to this final goal.

Greed that results from lack of contentment denies pahom the opportunities to enjoy what he already had. The deal given by the bashkirs puts his mind to turmoil . Even before the deals, pahom was too unsettled thinking of where he would find more land. He longs for bigger pastures & lands and the houses he would build. These wishful thoughts denies him peace of mind.

Pahom already has a big piece of land, 123 acres of land pasture. He also has a big house and a family of five members. However, lack of conferment sends him on a venture that eventually kills him. Oblivious of the dangers he is putting himself in, the chases his dream and eventually dies of dehydration and exhaustion, hence losing everything.

Lack of contentment makes pahom neglect the basic body requirement – food. Though this is necessary for strength to map a larger parcel he has little time to sit and feed. Pahom attracts suffering and ultimate death by denying himself basic necessities and rests.

(Any points 3:3;3:3)

Introduction 2mrks.

Content 12mrks

Conclusion 2mrks

Linguistics mark 4mrks.

KANGEMA
101/1
ENGLISH
(Functional Skills, Cloze Test and Oral Skills)
PAPER 1
TIME: 2 HRS
JULY/AUGUST 2018

1. Functional writing

Your family is organising for a home coming ceremony for your brother who was elected as the area MCA. The area MP has been invited as the guest of honour together with four other prominent guests. Your mother has assigned you the responsibility of preparing the meal for the guests.

a) Prepare a recipe for the dish.
(12mks)

b) Write a thank you note that you would send to the area MP.
(8mks)

2. CLOZE TEST

Read the passage below and fill in the blank spaces with an appropriate word. (10 mks)

Every year, the government of Kenya (1) _____ hundreds of billions of shillings in tax revenue (2) _____ smuggling. Dumping of sub standard goods (3) _____ counterfeit products poses another (4) _____threat (5)_____ the stability of the economy. Local traders say smuggling (6) _____ further fuelled by economic growth registered in the last two years. They attribute this (7)_____
to rising demand for imported goods, especially electronic (8) _____, cars and petroleum products. And while import volumes (9) _____ increased substantially in the past two years, facilities and equipment (10)_____ the Kilindini harbour, Mombasa and Kenyatta International Airport (J.K.I.A) are overstretched.

C. ORAL SKILLS

1. Identify the silent letters in the following words.
(4mks)
a) Climb _____
b) Marijuana _____
c) Bough _____
d) Lesson _____

2. Provide a homophone for each of the words given below.
(3mks)
a) due _____
b) Prophet _____
c) Ewe _____

3. Indicate by use of arrows the correct intonation for the following.
(3mks)
a) May I assist you? _____
b) Meet me in the office right away _____
c) What a great excursion we had! _____

4. Read the item below and then answer questions after it.
We shall surely see the sun shine soon.
a) Identify the gentre above.
(1mk)
b) Identify <u>two</u> sound patterns that have been used in the genre.
(2mks)

5. Fill in the blank spaces with the correct alternative based on the stressed syllable.
(4mks)
a) They may _____ their job if they are not paid (d<u>e</u>sert, d<u>e</u>sert)
b) My friend's _____ was approved when he agreed to move to Nairobi. (trans<u>fer</u>, <u>trans</u>fer)
c) To get _____ results, you must revise your work thoroughly. (<u>per</u>fect, per<u>fect</u>)
d) The _____ will be taught tomorrow. (<u>sub</u>ject, sub<u>ject</u>)

6. The county Education secretary has been invited into your school to give a speech. As he speaks, you find it necessary to interrupt him before he is done with his speech.
a) Give <u>three</u> circumstances that may force you to interrupt him.
(3mks)
b) State <u>two</u> expressions of polite interruption.

(2mks)

7. You are one of the three students chosen to negotiate in a dispute involving members of your class and another class.
What negotiation skills will you employ to ensure an amicable resolution is reached.
(5mks)

8. A teacher of English was in class during a reading session. She realized that the students had poor reading habits. Mention three of these habits she might have observed.
(3mks)

KANGEMA
101/2
ENGLISH
(Comprehension, Literary, Appreciation and Grammar)
PAPER 2
TIME: 2½ HRS

JULY/AUGUST 2018

1. Read the following passage and answer the questions that follow:- (20 MARKS)

Our emphasis on money and industries has made us concentrate on urban development. We recognize that we do have enough money to bring the kind of development to each village which would benefit everybody. We also know that we cannot establish an industry in each village and through this means effect a rise in the real incomes of the people. For these reasons, we spend most of our money in urban areas and our industries are established in the towns.

Yet the greater part of this money that we spend in the towns comes from loans. Whether it is used to build schools, hospitals, houses or factories etc. It still has to be repaid. But it is obvious that it cannot be repaid just out of the money obtained from urban and industrial development. To repay the loans we have to use foreign currency which is obtained from the sale of our exports. But we do not now sell our industrial products in foreign markets, and indeed it it likely to be a long time before our industries produce for export. The main aim of our new industries is import substitution - that is to produce things which **hitherto** we have had to import from foreign countries.

It is therefore obvious that the foreign currency we shall use to pay back the loans used in the development of the urban area will not come from the towns or industries. Where then shall we get it from? We shall get if from the villages and from agriculture. What does this mean? It mean that the people who benefit directly from development which is brought by borrowed money, are not the ones who will repay the loans. The largest proportion of the loans will be spent in and for the urban area, but the largest proportion of the loans will be spent through the efforts of the farmers.

This fact should always be **borne in mind** for there are various forms of exploitation. We must not forget that people who live in towns can possibly become the exploiters of those who live in rural areas. All our big hospitals are in towns and they benefit only a small section of the people of Tanzania. Yet it we have built them with loans from outside Tanzania, it is the overseas sale of peasants' produce' produce, which provides the foreign exchange for repayment. Those who do not get the benefit of the hospitals thus carry major responsibility of paying for them. Tarmac roads with loans, it it again the farmer who produces the goods who will pay for them. What is more, the foreign exchange with which the car is bought also comes the sale of the farmers' produce. Again, electric lights, water pipes, hotels and other aspects of modern developments are mostly found in towns. Most of them have been built with loans and most of them do not benefit the farmer directly, although they will be paid for by the foreign exchange earned by the sale of this produce. We should always bear this in mind.

Although when we talk of exploitation we usually think of capitalists, we should not forget that there are many small fish in the sea. They eat each other. The large ones eat the small ones and the small ones eat those who are even smaller. There are two possible ways of dividing the people in our country. We can put the capitalists and feudalists on one side, and the peasants and workers on the other. But we can also divide the people into urban dwellers on one side and those who live in the rural areas on the other. If we are not careful, we might get to the position where the real exploitation in Tanzania is that of the town dwellers exploiting the peasants.

a) What is the author's main argument in the first paragraph? (2mks)
b) According to the passage, what are the sources of money used to repay loans obtained by Tanzania? (2mks)
c) In not more than 50 words, summarize the reasons why the town people are considered exploiters. (6 mks)
d) Mention two challenges facing the Tanzania government as brought out in the passage. (2mks)
e) Explain how appropriate the figure of speech in the last paragraph is in relation to the author's argument. (3mks)
f) The author says: "This fact should always be borne in mind....." Which fact is he referring to and

why should it be borne in mind?
(2mks)

g) We must not forget that people who live in towns can possibly exploit those who live in rural areas . (Rewrite in the passive).
(1mk)

h) Explain the meaning of the following words as used in the passage.
(3mks)
i)hitherto
ii) borne in mind

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

Except for Kithinji Makau who seemed to have trouble handling the cadaver, the other five soon formed a good team. One person would read from the manual, another would dissect and separate the tissues and the rest would try to identify the revealed structures. Anatomy was the human body into a doctor's head; it was just a test of one's power of recall- an invaluable tool for a doctor. To carry in one's head the names, distribution and function of hundreds of muscles, nerves, blood vessels, parts of the brain, the skeleton, and all the internal organs require a no mean feat of memorization. However it soon became clear that two people were fighting for the top position in anatomy. They were both from table six - Aoro Sigu and that slip of a girl Wandia Mugo.

There were other subjects to be learned including Biochemistry and physiology, but none caused as
much tension and rivalry as anatomy. If you saw a medic mumbling to himself, it was not because he was at prayer, the poor guy was practicing his anatomy. By the end of the third and last semester, the battle for supremacy in anatomy became palpable. People slept with their Cunningham's Manual and their Gray's Text Book of Anatomy. Where two or three were gathered together, anatomy was the main subject. Finally the day came. The written papers were done and the day for practical's came. You could have cut the tension with a knife after everyone took his place under a microscope. Each time the bell rang one had to move to the next item, irrespective of whether one had managed to identify the previous one or not. The time was fixed.

Questions

a) Name any other <u>two</u> members of the team not mentioned in this passage and briefly describe their first reaction at the dissecting table.
(3mks)

b) Compare Aoro Sigu and Wandia Mugo in this passage.
(2mks)

c) Identify <u>two</u> thematic concerns highlighted in this excerpt.
(4mks)

d) Each time the bell rang one had to move to the next item, irrespective of whether one had managed to identify the previous one or not. (Begin, Irrespective.....end.....rang)
(1mk)

e) Make notes on the author's description of anatomy.
(3mks)

f) Explain an incident in the past that explains Aoro's passion for medicine.
(4mks)

g) Describe the mood of the third and last semester as brought out in the excerpt.
(2mks)

h) "Where two or three were gathered together....." comment on the stylistic device employed here.
(3mks)

i) How does the battle for supremacy in anatomy end?
(2mks)

j) Explain the meaning of 'palpable' as used in the excerpt.
(1mk)

3. <u>POETRY</u>

Read the poem below and then answer the questions that follow: (20mks)

<u>ONCE UPON A TIME</u>

Once upon a time dear son
They used to laugh with their hearts
And laugh with their eyes, but now they only
Laugh with their teeth
While their ice-cold-block-eyes
Search behind my shadow

There was a time indeed
They used to shake hands with their hearts
But that's gone son
Now they shake hands without hearts
As their hands search my empty pockets
'feel at home', come again'
They say but when I come
Again and feel at home, once, twice
There will be no thrice
For then I find the doors shut on me

So I have learned many things, son
I have learned to wear many faces
Like dresses, home face, office face,
Cocktail face
With all their conforming smiles
Like a fixed portrait smile

And I have learned too
To laugh with only my teeth
And shake hands without my heart
I have also learned to say "Goodbye"
When I mean 'Good riddance'
To say 'Glad to meet you'
Without being glad: and to say 'it has been
Nice talking to you' after being bored
But believe me son I want to be what I used to be when I
was like you

I want to unlearn these muting things
Most of all, I want to re-learn
How to laugh, show me how
I used to laugh and smile
Once upon a time when I was like you

Questions

a) Who is the persona in the poem?
(2mks)
b) Briefly describe what the poem is about?
(3mks)
c) Identify any two images that emphasise what the persona is saying.
(2mks)
d) Explain two poetic devices used in the poem.
(4mks)
e) Explain the following lines as used in the poem.
(3mks)
i) Like fixed portrait smile
ii) I want to unlearn these muting things.
iii) Laugh with their teeth
f) What is the relationship between the persona and the son?
(2mks)
g) Describe the tone of the poem?
(3mks)
h) Suggest an alternative title to the poem.
(1mk)

4. GRAMMAR (15 MARKS)

a) Rewrite the following question according to the instructions given after each. Do not change the meaning.
(4mks)

i) It was the first time the school performed well.
(Begin: Never before .....)
ii) Mount Kilimanjaro is the highest mountain in Africa.
(Rewrite using- higher - instead of -highest-)
iii) The residents have succeeded in cleaning up the estate, what is more, they have made it the

cleanest in the entire region. (Rewrite using - not only-)

iv) I did not know that there was trouble ahead.
(Begin: Little .....)

b) Each of the following sentences has two different meanings.
Write down the two meanings of each. (2 marks)

i) There is a man on that chair that has a broken leg.
a)
b)

ii) Eating monkeys can be interesting.
a)
b)

c) Replace the underlined word with a <u>phrasal verb</u> formed from the word in brackets. (2mks)

i) All his friends were at the airport to <u>escort</u> him. (see)
ii) Simon was <u>shocked</u> by the news of the closure of Nakumatt supermarket. (take)

d) Fill in the blank spaces with the appropriate preposition. (3mks)

i) They make clothes .....cotton.
ii) Mr Maina was sentenced .....child neglect but acquitted.....
murder.

e) Complete the following sentences using the correct form of the word in brackets. (2mks)

i) The criminal's .....behaviour in court appalled the judge. (scandal)
ii) Hardly had the baby .....down when the mother began to clean the house. (lie)

f) Complete the following sentences with the appropriate question tag. (2mks)

i) We need to learn to prioritize,
ii) Come and visit us tomorrow,

KANGEMA
101/3
ENGLISH
PAPER 3
JULY/AUGUST 2018
(Creative composition and essay based on set texts)
TIME: 2½ HRS

1. IMAGINATIVE COMPOSITION (COMPULSORY) (20MKS)
EITHER

a) Write a story starting with:
That evening my brother came home unusually and
OR

b) Write a composition to illustrate the saying;
'A friend in need is a friend indeed.'

2. COMPULSORY SET TEXT
DRAMA: Bertolt Brecht, Caucasian Chalk Circle.
Write an essay on the disputes that arise in the play, and how each of them is resolved.
(20mks)

3. OPTIONAL SET TEXT
EITHER

a) The play (20mks)
Francis Imbuga; Betrayal in the city.
In a dictatorial regime, the prisoners are not the only ones incarcerated. With illustrations from the play validate this statement.
OR

b) "How much land does a man need' using leo Tolstoy's story, write an essay showing how greed and materialism can lead to grave consequences.

c) The Novel
The Pearl
'Our lives are controlled by destiny.'
Using illustrations from 'The Pearl' by John Steinbeck, write an essay to support this statement.
(20mks)

KANGEMA
END OF TERM TWO FORM 4 EVALUATION EXAM
KENYA CERTIFICATE OF SECONDARY EDUCATION (K.C.S.E)
MARKING SCHEME
ENGLISH (101/1)

Paper 1
JULY/AUGST 2018

1 a) Recipe
Must be a recipe - if not 4AD (Automatic Deduction)
Subheadings - 4mks
- Heading
- Ingredients
- Procedure
- Serving instructions

Body (5mks)
- Mention of type of food and number of people. (1mk)
- Ingredients : quantities (1mk)
- Other requirements: heat source, sauce pans etc. (1mk)
- Procedure/preparation: systematic arrangement/steps. (1mk)
- Conclusion - must mention the serving (1mk)

Language accuracy (3mks)

A - 3	F - 4
B - 2	C - 5
C - 1	L - 3

12mks

b)Thank you note

Address (senders)	-½		
Date		-½	
Salutation	-½		2mks
Signing off	-½		
Body -	3mks		
Language	-3mks		

Points of interpretation
- Must be a thank you note
- The tone should be appreciative and friendly.
- Should be brief and straight to the point.
- The note should have the following.
- The purpose of writing the note.
- The success of the ceremony.
- The ending.
- The signing off.

B) CLOZE TEST
1. loses
2. through
3. and
4. serious
5. to
6. is
7. trend
8. appliances/gadgets
9. have
10. at

C ORAL SKILLS
1.a) b (4mks)
b) j

c) gh
d) o (1 x 4 = 4mks)

2.a) dew (3mks)
b) profit
c) you (1 x 3 = 3mks)

3. a)
b)
c)
(1 x 3 = 3mks)

4. a) tongue twister (1mk) (1 x 1 =1mk)
b) alliteration /s/ see - sun ide-½ ill- ½
/s/ shall - surely
Consonance - sun - shine ide - ½ ill - ½
shine - soon

NB: The sound patterns i.e alliteration consonance and assonance the words must be in close proximity and should not be separated by a content word.

5 a) desert (4mks)
b) transfer
c) Perfect
d) subject (1 x 4 = 4mks)

6 a) Circumstances that may cause interruption. (3mks)

- If you didn't hear what the speaker said.
- When you strongly disagree with the speaker.
- When you strongly support the speaker.
- When you wish the speaker to clarify unclear issue.
- When you want to make an addition to the speakers point.
- When the speaker has misrepresented certain known facts.

b) Expressions of polite interruption. (2mks)

- pardons me, but.....
- do you mind.....
- excuse me please
- allow me to say
- may I ask .....(1 x 2 = 2mks)

7.- Paying close attention (listening carefully) (5mks)

- Taking turns to allow one to make a point
- Interrupting and disagreeing politely
- Presenting facts and opinions precisely
- Asking for clarification politely
- Making compromise work/accommodating other views.
- Patience
- Firmness
- Respect and appreciation of other people's views.

8.- Moving the lips when reading. (3mks)

- Vocalizing the words.
- Reading one word at a time.
- Pointing at the words with a finger as one reads.

KANGEMA
END OF TERM TWO FORM 4 EVALUATION EXAM
KENYA CERTIFICATE OF SECONDARY EDUCATION (K.C.S.E)
MARKING SCHEME
ENGLISH (101/2)
Paper 2
JULY/AUGST 2018

1. The author's main argument is our reasons for spending most of our money in developing urban centres while we neglect the village
(2mks)

b) Money obtained from urban and industrial development
money obtained from foreign currency
money obtained the sale of exports.
(2mks)

c) The town people enjoy the use of big hospitals,
(i a) tarmac roads,
(i b) electric lights,
(i c) water pipes,
(i d) hotels
(i e) and other aspect of modern development
(i f) yet the foreign exchange with which all these are provided comes from the sale of the farmer's produce. (6mks)
(Responses must be in continuous prose, if not deduct 1/2 mark from each point in not form

d) Challenges facing Tanzania government.
(2mks)

- Lack of enough money to bring the kind of development to each village, which would benefit everybody.
- Inability to establish an industry in each village and through this means effect a rise in the real incomes of the people

e) Metaphor large and small fish refer to ordinary citizens/individuals and those in authority . The large fish eating small ones shows how the ordinary citizens are exploited by those in authority.
(3mks)

f) Carrying the burden of loan repayment it is an element of exploitation
(2mks)

g) We must not forget that those people who live in rural areas can possibly be (can be possibly) exploited by those who live in towns.
(1mk)

h) Meaning of words.
(2mks)
i) Up to now/until now
ii) Remembered/considered

2. The River and the source.

a) Simon Onyancha (½mk) and Paul Omondi Rakula (½mk)
Nobody moves towards the kit of instruments at first (½mk)
Wandia makes as if to grab it but Aoro reaches it first (½mk)
The other four are scared to immobility (½mk)
Wandia eases the tension by requesting that they introduce themselves. (½mk)

b) Both are fighters/determined to get the best grades in anatomy. "Two people were fighting for the top position in anatomy.....Aoro Sigu and Wandia Mugo.

c) <u>Determination</u> - the students are determined to pass anatomy so they read and memorize." If you saw a medic mumbling, the poor guy was practising anatomy"
(1mk)

d) Irrespective of whether one had managed to identify the previous one or not, one had to move to the next item each time the bell rang.
(2mks)

e) The science that firmly grounded the image of the human body into the doctor's head.

- The cornerstone of medicine.
- A test of one's power of recall.

f) Tony, Aoro's brother's appendix was incised and removed. He was fascinated and he examined the incision carefully and later catches a frog and does an operation on it with an old blade. He then stitches the wound with a needle he had taken from his mother's sewing basket.

g) Mood of anxiety - ..... medic mumbling to himself" "people slept with their Cunningham's

manuals" "you could cut the tension with a knife.

h) Biblical allusion words of Jesus Christ to His disciples to emphasize on the importance of gathering together in order to enjoy His presence.
The author thus suggests that anatomy is central/important to the students. It forces them to discuss it whenever they are together.
(1mk)

i) Wandia Mugo beats Aoro by one point. (1m) She scores 78 points while Aoro scores 77 points. (1mk)

j) Obvious/clear/easily noticed.

3. POETRY

a) Parent/mother/fatherü 1mk - Identify
Dear son
Believe me son 1mk Illustration
Show me son

b) People used to be friendly but now they are not.
People had feelings for each other but now they don't.
People have become hypocritical ü/ Genuine love has disappeared. (3 mks)

c) Metaphors - Laugh with teeth ice cold eyes
- Shake hands without hearts
Simile -Live fixed portraits smile
- Like dresses (2mks)

d) Repetition - "tough" to emphasize the fake laughter and the genuine laughter. (2mks)
Alliteration - hands hearts
- face face (2mks)
(Make poem musical) (Any 2 relevant devices)

e) i) Mechanical smile(1)
ii) I want to change from this insincerity to sincerity (1)
iii) Insincere laughter (1)

f) Cordial/friendly/ close/open (1)

- Father pours out his heart to the son (1)

g) Nostalgic (2) once upon a time(1)
Bitterüü (2) father not happy (1)

h) Lost love any other appropriate (1)
(Any relevant tone)

4. GRAMMAR

a) i) Never before had the school performed well.
ii)No other mountain in Africa is higher than mount Kilimanjaro./Mount Kilimanjaro is higher than any other mountain in Africa.
iii)-Not only have the residents succeeded in cleaning up the estate but also made it the cleanest in the entire region.
-The residents have not only succeeded in cleaning up the estate but also made it the cleanest in the entire region.
iv) Little did I know that there was trouble ahead.

b) 1a) The man sitting on the chair has a broken leg.
b) The chair the man is sitting on has a broken leg.
ii a) It is interesting to watch monkeys as they eat.
b) The act of eating monkey meat is interesting.

c) Replace the underlined words with a phrasal verb formed from the word in brackets.
i) All his friends were at the airport to see him off.
ii) Simon was taken aback by the news of the closure of Nakumatt supermarket.

d) Preposition - i) from
ii) With, of

e) i) scandalous
ii) Lain

f) i) needn't we?
ii) Will you?
NB// The tag must start with a small letter and have a question tag at the end.

KANGEMA
END OF TERM TWO FORM 4 EVALUATION EXAM
KENYA CERTIFICATE OF SECONDARY EDUCATION (K.C.S.E)
ENGLISH- MARKING SCHEME

Paper - **101/3**
July/August 2018

1. Imaginative Composition

a) Points of interpretation

- Must be a story, if not deduct 4 marks.
- Must begin with the given statement (if not deduct 2 marks) and link up well with the story.
- Must show that the brother who had been happy was now sad.
- Explain the cause.
- Focus on language competence.

b) Must be a story

- No attempt should be made to interpret the saying.
- The story must illustrate the saying as it means.
- No philosophical/literal interpretation of the saying, if any deduct 4 marks AD and treat as irrelevant.
- The candidate should present a situation on a character who helps another when in need.

2. Caucasian Chalk Circle.

- A dispute is a serious disagreement, especially one that involves two parties and lasts for sometime. In this play, there are a number of disputes that arise. Some of the disputes are amicably solved, while others spill over to disaster.
- The Grand Duke is involved in war with the Persians. This dispute is resolved by the Grand Duke being overtaken alongside his princess.
- There is a dispute between goat herders and the fruit farmers over the ownership of a certain valley. A neighbouring group of peasants from another valley intends to utilize the valley under contest by carrying out the valley under contest by carrying out horticultural faming, while the other people who are the real owners want to herd goats. The dispute resolution is mediated by a delegate of the state reconstruction commission from Tiflis. The valley is given to the fruit growers because they have a good plan of irrigating it so that it gives high yields.
- Another dispute is between the two brothers the fat prince and the governor Georgi Abashwili. The cause of the dispute is power and authority. The dispute is resolved through corrupt means. The mother of the "dying man" demands four hundreds plasters to allow Grusha to be married to her son Jussup. This is after Grusha is convinced by Lavrenti that she does not need a man in bed but a man in papers.
- There exists a dispute between Natella Abashwili, the governor's wife and her kitchen maid Grusha Vashnadze. The dispute is about who is the real mother of Michael Abashwili. This dispute arose during the time when the governor was overthrown and everybody was running for their safety Natella Abashwili choose material things over her son, Michael. Grusha escapes with Michael to the Northern Mountains, she sacrifices so much for him. This dispute is resolved in court and judge Azdak has to pass the ruling. A chalk circle is drawn on the floor. Michael is placed at the center. The plaintiff Natella Abashwili and the defendant, Grusha Vashnadze step up to the circle. Each gets the child by one hand and the real mother of the child is the one who pulls him out of the circle Grusha lets go the child for the two times that they are told to pull, for she declares that she cannot pull him apart, having brought him up. At last Grusha is declared the true mother.
- At last Grusha is declared the true mother.
- There exists a dispute between the old couple. They would like to be divorced for they claim that since the beginning they have never liked each other. The dispute is supposed to be resolved in the court by judge Azdak. Unfortunately instead of signing the divorce decree for the old couple, he divorces Grusha.

Conclusion

Disputes are apart of life. It is therefore important for the parties to try as much as possible to come up with amiable resolutions. If not such disputes may lead to fatal states of either parties.

Drama

Francis Imbuga, Betrayal in the City.

3a) 'In a dictatorial regime the prisoners are not only the incarcerated.' Drawing your illustrations from Imbuga's Betrayal in the City, write an essay to justify this statement.

Introduction

In Betrayal in the City, the leaders together with their stooges are morally weak and cannot administer a fair social and political mode of operation. They are viciously repressive to those that they view as opposed to their way of doing things. This has caused great suffering to the people to

an extent that there is no difference between being in jail or outside. /Accept any other relevant introduction. (2marks)

i) People are spied on and consequently reported to the authorities. Mulili spies fort the government and he therefore cannot allow Doga and Nino to carry out their funeral rites for their son Adika./ Kabito to is eliminated due to the tender issue.
ii) Innocent are subjected to brutality and torture Regina, Mosese's sister is beaten up by soldiers forcing her to give evidence against him, to have him implicated. (pg 32)
iii) People are being rounded up for criticizing the government and imprisoned on tramped up charges. Mosese has bhang planted by Nicodemus in his car (pg 29) And Mulili lies about Kabito.
iv) Murders that are politically engineered. Adika (pg10). Doga and Nina (pg25). Kabito dies in a road accident on the orders of Boss (pg 65)
v) The voice of the masses has summarily been muffled. Juspers writings cannot be published/ etc (pg 10, 29, 39, 45, 50, 65)

Mark Any 4 well developed points 3: 3: 3: 3) (12mks)
Conclusion
Accept any valid conclusion
Grammar and presentation 4 marks.
Total 20marks)

b) Memories we lost and other stories.

Introduction (2 marks)

Pahom the main character is convinced by a trader who passed by his home that he could get a large piece of land for 1000 roubles. The dealer narrates to him how he was able to get 1300 acres of land for 1000 roubles from the Bashkirs. All this was despite Pahom Owning 123 acres of land, a big house animals and a family of five.

Points of interpretation

1) Pahom believes that he would get a big piece of land for only 1000 roubles. By walking and marking his route.
2. The fact that he was excited to an extent that he could hardly sleep until dawn when he only dozes off (pg 22)
Before sunrise he is taken to the hillocks. (Greed)
At a certain point he takes off his coat and shoes to walk faster (desire for material wealth)
3. Pahom walks far away until he could not see the hillocks and the people. He stops to take water & lunch. He is exhausted and sleepy because of the burning heat.
4. His thoughts.
The thought that comes to his mind when he wants to go back "flax would do well there".
His greed makes him not to turn when it would have been very necessary to do so.
5. His regrets
Pahom finally plans to go back.
The sun is too hot, he is too tired, his feet are cut and bruised and his legs are failing him - He regrets having walked too far.
6. Pahom throws away everything he was carrying, coat shoes, flask and his cap (futility of materialism)
The fear of not achieving his goals makes him to start running despite heat dehydration pain and the knowledge that strain would kill him- Greed for more land)
"Though afraid of death, he could not stop" he ran on and on.
7. Pahoms death.
Pahom dies in the end when he reaches the top of the hill. The Bashkirs exclaim "He has gained much land ..... But he is dead."
The servant buried Pahom using his own spade (Pahom's) the same he used to mark the land.
Pahom only needed six feet by three feet.
Conclusion (2 marks)
Six feet of land is all a man needs. Because every man dies in the end.
3 : 3 : 3 : 3
Language A - 4
B - 3
C - 2
D - 1

c) <u>John Steinbeck, The Pearl.</u>

Introduction (2mks)

Force beyond one's control shape our destiny. What a number of characters go through in the Pearl is pre-determined.
Accept any other relevant introduction.
Body 12mks)

- The death of baby Coyotito is pre-determined. However much the family tries to protect and save him, he finally passes on when they are attacked by the Attackers.
- Kino returns the Pearl to the sea. This is after he unsuccessfully tries to sell it. The pearl buyers collude to deny him the opportunity to sell it by setting very low price for it.
- Failure by Kino to get the Pearl Buyer or the best price is beyond his control. This is what makes him to finally after realizing that it is the pearl that is turning him into an animal and a target of thieves that he throws it back to the sea.
- The stinging of the baby. The scorpion stings the baby irrespective of Kino;s attempt to kill it. This is foreshadowed by the music of Evil in Kino's mind and the music of the enemy Pg 21.

Conclusion (2mks)
Any valid conclusion summarizing the points.
Grammar 4mks
Mark any 4 well developed points
3 : 3 : 3 : 3

Introduction	2mks
Conclusion	2mks
Grammar	4mks

TETU SUB-COUNTY EXAM
101/1
ENGLISH
PAPER 1
TIME: 2 HOURS

FUNCTIONAL WRITING (20 MARKS)

In the recent past students in your school have not been behaving well.There are cases of late coming by both boarders and dayscholars .As a result,morning duties are not performed well or not performed at all.Most students are violating the school language policy and some students are putting on civilian clothes.As the school captain,write an internal memo to all the students. In the memo inform them of all the vices.Atthe same time warn them of the consequences if one is found breaking the school rules and regulations.

2. READ THE PASSAGE BELOW AND FILL IN EACH BLANK SPACES WITH AN APPROPRIATE WORD

(10 MARKS)

It is an indisputable fact that agriculture1……the back bone of the economy.It is therefore2……that we stop over-relying on the rain-fed agriculture. Israel is a classic3……of a country that has reclaimed its desert and put them 4……use.Land that was5……’ useless’ has been turned around and 6…… useful.Egypt which solely depends on7……River Nile is a leading exporter of fruits and cereals.For our country to8……self-sufficiency in food production and to get a 9……for export,land should be utilized to the 10…… . This is only possible with irrigation.

3 ORAL SKILLS 30 MARKS

A Read the poem below and answer the questions that follow

When the sessions of sweet silent thought
I summon up remembrance of things past,
I sigh the lack of many things I sought.
And with old woes new wails my dear time’s waste,
Then can drown an eye, unused to flow,
For precious friends hid in death dareless night
And weep afresh love’s long since cancelled woe,
And moan the expansive of many a vanished sight.
The can I grieve at grievances fore gone,
And heavily from woe to woe tell O’er,
The sad account of fore-bemoaned man
Which I now pay as not paid before,
But if the while I THINK ON THEE DEAR FRIEND
All loses are restored and sorrow end.

QUESTIONS

i. Describe the rhyme scheme of this poem.
(2marks)
ii. Identify three pairs of rhyming words in this poem.
(3marks)
iii. Apart from rhyme, how else has rhythm been achieved
(2marks)
iv. Which words would you stress in the first line.Explain.
(2marks)

b. Read the oral material below then answer the questions that follow.
Achick that will grow into a cock is known at the time of hatching.

i. identify the oral material above.
(1mark)
ii. Describe a situation in which this oral material would apply.
(2marks)
iii. Give two characteristics of the oral material identified in 1 above.
(2marks)
iv. Which target group is appropriate for the above oral material?
(1mark)

c. When you are in agroup discussion,how would you know that it is your turn to speak.
(3marks)

d. Mudzo was part of an audience listening to a talk on the right of children. After the talk, the teacher asked him to discuss in class what he had learnt. He couldn't remember anything .Mention three things that he failed to do during the talk. (3marks)

e. Sandra is your classmate and has been invited to talk to K.C.P.E candidate in your neighbouring school .She has asked you to give her tips on how to manage stage fright .List three things you would advise her to do. (3marks)

f. State the intonation in the following utterances. Give a reason for your answer. (3marks)

i) Are you looking for the lost book
ii) Many of us will pass this exam.
i) Why don't you consult the teacher

g. Identify the silent letter in the following words. (3marks)

Juice
Biscuit
Parliament

TETU SUB-COUNTY COMMON EXAMINATION 2018
FORM FOUR
101/2
ENGLISH
(Comprehension, Literary Appreciation and Grammar)
Paper 2
JULY 2018
Time: 2 ½ Hours

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

The theme of this year's World Water Day touches on quality, a key issue about water. Water quality impacts life on many fronts. It touches on all aspects of ecosystems and human well–being such as the health, food to be produced, economic activities, ecosystem health and biodiversity. Therefore, water quality also is influential in determining human poverty, wealth and education levels.

Although some form of use (such as water used for generating electricity in hydropower stations) may not require high water quality standards, this vital commodity must be of high purity level to be used by human beings. Water required for recreation, fishing, drinking, and habitat for aquatic organisms can only serve the deserved purpose if its quality is sufficiently high. Water quality is determined by its physical, chemical and biological characteristics

The united Nations notes that, worldwide, water quality is declining mainly due to human activities. Increasing population growth, rapid urbanization, discharge of new pathogens and new chemicals from industries and invasive species are key factors that contribute to the deterioration of water quality. In addition, climate change will further affect water quality.

Major risks are the lacks of water quality data and monitoring worldwide as well as lack of knowledge about the potential impact of natural and anthropogenic pollutants on the environment and on water quality. The lack of prioritization of water quality in many countries has resulted in decreased allocation of resources, weak institutions and lack of coordination in addressing water quality challenges.

Deterioration of water quality occurs when existing municipal and industrial water treatment and/or sanitation infrastructure is overloaded or the relevant infrastructure is absent or outdated and waste water is discharged directly into the environment from where it finds its way into surface or groundwater.

Enhancing and expanding infrastructure can be costly and therefore, in general is not keeping up with rapid development. Waste water management therefore is emerging as a major global challenge. In addition, agricultural and industrial production result in new pollution problems that have become one of the biggest challenges facing water resources in many parts of the world.

Water quality can be affected by organic loading (such as sewage), pathogens including viruses in waste streams from human and domesticated animals, agricultural run off and human wastes loaded with nutrients (such as nitrates and phosphates) that give rise to euthrophication and oxygen stress in waterways, salinization from irrigation and water diversions, heavy metals, oil pollution synthetic and persistent engineered chemicals (such as plastics and pesticides) and medical drug residues among other pollutants

Once certain thresholds are exceeded, the system may change to a very different state and collapse, For example, excessive nutrient loading in freshwater and coastal ecosystems may cause

abrupt and extensive changes, possibly leading to algal blooms and oxygen depletion which makes most animal life impossible

Prevention of water pollution must therefore be the first priority to sustain water quality. The other options are treatment and restoration. While treatment in some cases in necessary in natural environments due to contamination (pollution caused by environmental influences, such as arsenic), it usually becomes more complex when tackling pollution caused by human activities.

Questions

a) Why is water quality a key issue?
(2mks)

b) Why must water be of high purity levels.
(4mks)

c) Water quality is determined by its physical, chemical and biological characteristics
(Rewrite this sentence in the active voice)
(1mk)

d) According to the passage, what are the key factors that contribute to the deterioration of water quality (3mks)

e) When does deterioration of water quality occur
(2mks)

f) Make notes on the factors that affect water quality
(5mks)

g) Explain the meaning of the following words as used in the passage
(3mks)
(i) Impacts
(ii) Invasive
(iii) Thresholds

Read the following passage and then answer the questions that follow

The envelope had been addressed to mark who opened, read the letter and passed it to her. “At least she is from the country,” he said sounding a bit odd. She looked at him and then lowered her eyes to the letter. It was characteristically Aoro- brief to the point. She felt kind of sorry for Mark. First there had been Becky who had left home unceremoniously only to return with a white man in tow. A very nice but apparently not nice enough for Becky. He had found out that she was having an affair during his trips abroad and had sued for a divorce. Now she was living alone with the children, financially well off, but unhappy. It was one to enjoy the thrills of an affair, but a different thing altogether to have a **Carte blanche** to do exactly as you pleased. John had been hurt of course and Mark had been furious with her. Then Tony had joined priesthood- Mark had resisted it at first but recently, during Tony’s ordination he had been full of pride for his son- whose face had shown with joy and youthful dedication.

Vera’s case had been the hardest to accept. Mark thought of the world of Vera, and deferred to her in everything. Then she had arrived home one day and declared that she wanted to join the catholic prelature of Opus Dei as a non-marrying member. It didn’t help that Mark had never heard of Opus Dei and could not understand why Vera could not marry. But he had eventually accepted because he loved her. Because she looked so happy, so radiant. Anything that could bring such joy and serenity could not that bad. It was a pity though that she did not wear a veil or a habit. That way he could at least have bragged about her a little to his friends. His children were a source of great envy to his lucky friends. Vera for one was a fully qualified electronics expert and had a **lucrative** job in the city with a large salary and all sorts of benefits. Women like that tended to marry the most amazing **wimps** and Mark held his breath in fear. But in the end all Vera wanted was to dedicate her life and her work to God, and there was no turning her back.

Answer the following questions below

a) To whom does mark pass the letter
(1mark)

b) Briefly outline the contents of Aoro’s letter
(3marks)

c) What prompts Mark to say “ at least she is from the country?”
(1mark)

d) “She felt kind of sorry for Mark’ Write a summary of not more than 40words giving reasons why she felt so (5marks)

e) Why was Becky’s situation ironic
(2marks)

f) Give an example of parenthesis and explain its use in the expert
(2marks)

g) What does the expert reveal about the character of Becky
(4marks)

h) Vera's case had been the hardest to accept (rewrite a question tag)
(1mark)

i) Explain the meaning of the following words and phrase as used in the passage in this expert (3marks)
(i) Carte blanche
(ii) Lucrative
(iii) Wimps

j) What happens immediately after this excerpt
(3marks)

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

When with prophetic eye I peer into the future
I see that I shall perish upon this road
Driving men that I do not know
This metallic monster that I now dictate,
This docile elaborate horse,
That in silence seems to simmer and strain,
Shall surely revolt some tempting day.
Thus I shall die; not that I care
For any man's journey,
Nor for proprietors gain
Nor yet for love of my own
Nor for these do I attempt the forbidden limits
For these defy the traffic-man and the cold cell
Risking everything for the little more.
They shall say, I know who pick up my bones,
(Poor chap another victim to the ruthless machine-
Concealing my blood under the metal
Timothy Wangusa

a) Briefly explain what the poem is about.
(3mks)

b) What is the persona's attitude towards his subject matter?
(3mks)

c) Explain the dominant theme in the poem
(2mks)

d) Identify and illustrate two poetic styles used in the poem
(4mks)

e) Explain the meaning of the following words and phrases as used in the poem
i) Prophetic eye
ii) Metallic monster
iii) Nor for these do I attempt the forbidden limits
(3mks)

f) What is the mood in the poem?
(3mks)

g) What attributes of the persona does the poem reveal.
(2mks)

GRAMMAR **15MKS**

a) Rewrite the following sentences according to the instructions given after each.
(3mks)

i) To eat too much is a bad habit (Rewrite using a gerund).
ii) Shut the door. (Add a question tag).
iii) I have never seen a more beautiful girl. (Rewrite beginning: This is

b) Fill in the blank spaces with the correct forms of the words given in brackets.
(3mks)

i) Ndeko still wants more food even after clearing a whole plateful of<u>ugali</u>, his appetite is simply _____ (satisfy).

ii) After the inferno, the Roches had to buy new_____ (furnish) for their house.
iii) The_____ (broad) of the material could not easily be established.

c) **Supply one word which means the same as the underlined phrases in the following sentences.** (3mks)
i) The meeting was postponed after failing to realize the <u>minimum required number of members</u>.
ii) The telephone rang <u>without stopping</u>.
iii) The lawyer treated all <u>those who required his services</u> with respect.

d) **Rewrite the following sentences replacing the underlined part with the appropriate phrasal verb based on the word given in brackets after each.**

i) The circulated pamphlet made the meeting to be cancelled in the last minute. (call)

ii) They hired this bus as theirs was declared a complete loss after the accident. (Write).

iii) I am surprised you cannot discover the deception in the lies he tells you. (see)

e) **Insert the most appropriate prepositions in the blank spaces. (3mks)**

i) Her performance was amazing_____ any standards.

ii) Since he no longer runs the business, he has been reduced _____ begging.

iii) Traffic was moving_____a snail's pace.

TETU SUB-COUNTY EXAM,
101/3
ENGLISH
PAPER 3
(Creative Composition and Essays Based On Set Texts)
TIME: 2 ½ HOURS
CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS

1.

a) Write a composition on how the vice of fake goods and contrabands can be combated in Kenya.
Or

b) Write a story ending with the words……..she knew the events of the previous night had completely changed her position in the society.

2. The Compulsory Set Text (20mks)
Drama:
***The Caucasian chalk circle*:Bertolt Brecht**
'Due to past ills, the society in *The Caucasian Chalk Circle*makes those who seek justice to suffer'. With specific reference to Azdak's judgments in the play *The Caucasian Chalk Circle* by Bertolt Brecht, write an essay illustrating the truth of this statement.

3. Optional Set Texts (20mks)
Answer any one of the Following
Either

(a) The short Story
***When the Sun Goes Down and other stories*:Ilieva Emilia and WaveneyOlembo (Ed)**
'Single parenthood has a lot of challenges which have lasting effects on children'
With reference to the story *I stand Here Ironing* by Tillie Olsen, write an essay to illustrate this.
Or

(b) Drama :*Betrayal in the City:* Francis Imbuga
'Many African communities are saddled down by corruption.' Using illustrations from Francis Imbuga'splay *Betrayal in the City*.Write an essay to show the truth of this statement.
Or

(c) The Novel: *The Whale Rider* : WitiIhimaera
'Nani Flowers is the voice of reason'.
Justify this statement using WitiIhimaera's*The Whale Rider*.

TETU SUB COUNTY
ENGLISH PAPER ONE
Marking scheme paper one form four

1. FUNCTIONAL WRITING

Name of the institution (2mks) in capital letters and underlined
INTERNAL MEMO (below the name of the institution) (1mk)
Below the words internal memo; the following should appear
To: All students ½ mk
From: school captain ½ mk
Date: ½ mk
Ref no: ½ mk
SUBJECT: e.g Discipline in the school: in capital letters and underlined (1/2mk)
Body: NB: should touch on students general behavior
i.e

- late coming therefore morning duties are not performed well
- school language policy
- civilian clothes
- warning/consequences for those who failed to change

NB/Each point 2mks × 4

signing off: yours sincerely ½ mk
signature ½ mk
name/designation ½ mk

NB:
FORMAT 7MKS
BODY 8MKS
TONE 1 MK-Should be formal tone
LANGUAGE 4mks

2. CLOZE TEST

1. is
2. important/ necessary
3. example
4. into
5. termed
6. made
7. using
8. have
9. surplus
10. maximum

3. A)

i) rhyme scheme—abacdedefghgii
No mark for identification without illustration and no mark for illustration without identification.
An irregular scheme

ii) thought/sought
Sight/night
Friend/end
Flow/woe
NB/i)Any 3 pairs each 1mk

iii) Alliteration: sessions,sweet,silent /s/
loves,long /l/
grieve,grievances /g/
Consonance:
Sweet silent thought /t/
Precious friends dareless /s/
can drown an /n/
1 point each 2mks
1 mk for identification and 1 mk for illustration

iv) Sessions sweet silent (1mk)
Because they create rhythm/make poem musical
They are content words (1mk)

b
i) Proverb (1mk)
ii) When sensitizing young people to realize/appreciate their potential

iii) Use metaphor e.g chick meaning young people
Cock -grown up
Words are fixed
They are brief 2 points each 1 mk
iv) Target audience: young people/youth

c) When the member(s) keep quiet
By looking at their facial expressions for example raising the eye brow,gestures….this may signal you to speak in case a member pause a question to you
When a member calls out your name
Any 3 points each 1 mk.

a) failed to take notes
Might have given into distractors
Failed to ask questions for clarification
Failed to pay keen attention to the talk
Could have been day dreaming
Any 3 points each 1 mk(+ any other valid point)

b) prepare well by reading thoroughly on the topic of discussion to be confident on the stage take a deep breathe before she starts speaking maintain an appropriate(up right) posture on stage
3 points each 1 mk(+ any other valid point)

f)
i) Rising- It's a yes/no question
ii)falling – it's a statement
iii)falling – it's a wh-question
½ mk for identification,1/2 mk for the reason

c) i
u
r,i(if the 2 are not identified reject)

TETU SUB-COUNTY EXAM
101/2
ENGLISH
PAPER 2
MARKING SCHEME
JULY 2018

1. a) - Water quality impacts life on many fronts.
   - It touches on all aspects of ecosystem and human well – being
   b) - To be used by human beings for recreation, fishing and drinking
   - Habitat, for aquatic organisms, should be of good quality
   c) - The physical, chemical and biological characteristics determine water quality
   - Rapid urbanization
   - Discharge of new pathogens and new chemicals from industries
   - Invasive species
   e) - Existing municipal and industrial water treatment and /or sanitation infrastructure is overloaded
   - Relevant infrastructure is absent or outdated and waste water is discharged directly into the environment
   f) - Organic loading (such as sewage)
   - Pathogens including viruses in waste streams from humans and domesticated animals.
   - Agricultural run-off and human wastes loaded with nutrients
   - Salinization from irrigation and water diversions
   - Heavy metals
   - Oil pollution
   - Synthetic and engineered chemicals
   - Medical drug residues
   (If not in note form, penalize by half the total mark)
   g) (i)affects
   (ii)multiplying and spreading quickly
   (iii)Crucial levels

EXCERPT River and The Source

a) Elizabeth Awiti/his wife/Aoro's mother
b) – Aoro had finished his internship
(i) he had one months leave
(ii) He would go home on (Thursday 28th)
(iii) He would bring a girl / Wandia who intended to marry
(iv) She is a doctor
(v) They would love her
(Accept any three points each 1 mark)
c) Although Wandia was not a luo like Aoro she was at least not a foreigner
d) Aoro was marrying a Kikuyu Becky had left home unceremoniously and married a white man. However, she later divorced him. Tony had joined priesthood whereas Vera had joined the Opus Dei as a non-marrying member .

Marking instructions

Word limit is 40 if not deduct at each penalized point

- Penalize a glimmer for expression errors per sentence
- Accept any five points 1mark each

e) She was having an affair yet she was married/ even though john was a nice man, he was not nice enough for Becky. Although she was financially well off, she was unhappy. (accept one aspect of irony for 2marks the irony must be brought out to score if not do not award)
f) It was characteristically Aoro- brief to the point. Then Tony joined priesthood-mark resisted(accept one illustration for 1mark and one use 1mark)
g) Promiscuous/unfaithful/untrustworthy. illicit affair while her husband John was on trips abroad. She had left home unceremoniously only to return with a white man in tow. She had hurt John (accept any two points)
h) Vera's case had been the hardest, hadn't it? (no score for wrong punctuation)
i) – complete freedom/ authority to do whatever you like
- Successful/ make a lot of money
- People who are not brave/ strong confident

j) – Wandiaand Aoro arrive
- Elizabeth welcomes them warmly
- Mark raises his reservations about Aooro's intended marriage to a kikuyu

POETRY: MARKING SCHEME

a. The poem is about a public transport driver ✓/matatu driver/taxi driver,l
b. Lamenting about the inevitability ✓ of him meeting his death through a road accident ✓ **(3mks)**
b contemptuous – the persona use negative words to describe the vehicle – monster ✓
c Road accidents – the persona talks about himself/being a victim of the ruthless machine concealing my blood under the metal.✓
d. Alliteration ✓ - MetalicMonster
- Silence seems/to simmer and strain.
- Shell surely.

If alliteration not identified by underlining the letters deny full mark.
- Repetition ✓– nor✓
- Metaphor – metallic monster
- docile elaborate horse.

Any 2 styles and illustration for each ***(4mks)***

e. - Prophetic eye – prediction of what is to happen in the✓ future.
- Forbidden limits - Speeding✓
- Metallic Monster – refers to the vehicle the persona drives, it is metaphonic referring to how dangerous and fatal the vehicle can be✓ ***(3mks)***

f Resigned✓1- He says that the vehicle shall revolt some day.
- He sees his bones being picked after a fatal accident. ***(3mks)***

g) Careless – risks everything for the little more
fearful – calls the vehicle monster.
Pessimistic/ hopeless – Sees his death in future.
Cynical.✓ ***Any 2 illustrated trait***character trait – Anyone trait and illustration

(2mks)

4. a) i) Eating too much is a bad habit
ii) will you?
iii) This is the most beautiful girl I have ever seen.
b) i) insatiable
ii) furniture
iii) breadth
c) i) quorum
ii) incessantly
iii) clients
d) i) called off
ii) written off
iii) see through
e) i) by
ii) to
iii) at

TETU SUB-COUNTY
MARKING SCHEME PAPER THREE
ENGLISH FORM FOUR 2018 SECOND TERM.

1 a, must be an expository composition if not mark as irrelevant and deduct **AD4mks**
The following are some of the possible points that can be raised by the learners;
- High taxes for the imported goods
- Kenya bureau of standards should be monitored
- Huge fines and long term jails for the guilty importers by the judiciary
- Regulating the entry points
- Sensitizing the Kenyans about the adverse effects of fake goods and contrabands
- The public should boycott the fake goods
- Cancellation of licenses of the importers who import fake goods
And any other relevant point.

1 b, this must be a story if not mark as irrelevant and deduct up to**4mks**
If the story is not related to the concluding statement deduct **2mks**
For both question 1a and 1b give an impression mark for language accuracy

1. Compulsory set text
- The play : The Caucasian Chalk Circle
- Introduction (2mks)
- Injustices are prevalent in our society. These need to be addressed. However, in our bid to rectify the situation, some people end up suffering unnecessarily. This is clearly illustrated by Azdak in the play the Caucasian Chalk Circle.

(i) Case of doctor and invalid
- The invalid presents his case to Azdak
- Lent money to the doctor to pursue studies
- The doctor hasn't paid a cent
- The doctor is treating a patient for free
- The doctor operates on the wrong leg of the limping man.
- The doctor admits all these
- The invalid gets a stroke as a result of this
- Instead of Azdak ruling against the doctor despite his admission to all these accusations. Azdak sees it fit to punish the invalid instead. Fining him 1000 piasters
- He does this because the invalid is a wealthy man and has to pay the price for the rich have been oppressing the poor people such as the doctor. The invalid suffers unnecessarily.

(ii) Case of the inn keeper and the stableman
- The innkeeper presents his case to Azdak
- The innkeeper accuses the stableman of raping his daughter in-law Ludovica
- Ludovica also confirms that the stable man touched her indecently.
- The stableman also admits, on questioning that he started it. Azdak in trying to redress the injustice of oppression of the poor over the rich ends up fining the victim and turning her into a villain
- Azdak finds Ludovica guilty and order her to hand over the little loan to the court

iii) Case of the old woman and the rich farmers.
- The three rich farmers take the old woman to court
- they accuse her of stealing a cow, a ram and refusal to pay rent
- The old woman admit being in possession of the stolen things
- All these happen with the help of Irakli the bandit
- Despite admission of these , Adzak rewards the old woman and Irakli by inviting them for a drink
- Adzak in trying to address past injustice, fines the three rich farmers 500 piasters each. This is to pay for the ills of the wealthy class who have been oppressing the poor.

iv) The case of Natella and Grusha
- Natella accuses Grusha of Abducting her son Michael.
- Natella lawyer argues that she is Michael's biological mother and has suffered anxiety, sleepless nights
- Grusha argues that she should be given the child since she is the one who has brought him up.
- Azdak decides to settle the case using the chalk circle
- Natella twice manages to pull Michael out of the circle
- Azdak still refuses to give her the child. He instead gives the child to Grusha.
- Azdak also takes away the Governor's estate from Natella
- Azdak does this to punish Natella for crimes committed by the rich against the poor.

Conclusion (2mks)
From the above illustrations. It comes out clearly that those who seek justice have been turned into villains.

Accept any other plausible conclusion)

3 (a) Introduction

Our society today is full of single parents. These parents go through difficult times which have lasting effects on
the children.

(i) The narrator gives birth to Emily at age of nineteen. She is inexperienced and ignorant on how to take care of the child. Without the help of the child's father, Emily has to rely on advice given in the books; Despite Emily's cries she waits until the time decreed in the books to feed her. (pg 127), 133

(ii) Emily's mother is abandoned by the husband the narrator is forced to look for work to provide for her daughter. As her mother goes to work, Emily is left with a woman downstairs as her mother goes to work. (Emily would break into a clogged weeping that could not be comforted (Pg. 128) when her mother comes back in the evening.

(iii) Emily's mother is forced to take her to live with her father's parents. She does not receive good care there. She is infected with small pox, became thin and was shabbily dressed. She changes and becomes nervous like her father (pg 130).

(iv) Due to lack of a care –taker, Emily's mother is forced to take her to kindergarten at an early age. (two years) Emily experiences a harsh environment in school. She hated school and always had a reason why she should stay at home (pg 130) 133

(v) Single parents sometimes end up remarrying. This creates a challenge as the children have to adjust to having a new parent. Emily's mother is forced to leave Emily alone at night as she courts her new partner. This experience of loneliness makes her to become fearful. 'she remains awake at night waiting for her mother to come' (pg 131)

(vi) The birth of the second child Susan present another challenge to Emily's mother. She is forced to leave Emily herself for one week as she goes to hospital to deliver. Emily gets sick with measles and has to be separated from the mother and the new born forced to sleep. Emily has nightmares; believes she is being neglected pg. 131,132,133. She grows up having a cold relationship with her sister Susan.

(vii) Emily's mother is forced to take Emily to a convalescent home so that she can be free to concentrate on her new baby. At the home physical affection and friendships are discouraged. This affects Emily later. She rejects her mother attempts to show her affection or hold her. He body would get stiff and she would push away. (pg 132)

Conclusion

In conclusion it is true that single parents go through a lot of challenges. Some of these have negative impacts on the children brought up in such an environment.

2. (b) BETRAYAL IN THE CITY

Introduction (2mks)

Many people take advantage of their position to take part in behavior that is quite dishonest, thus preventing the progress of the organizations or institutions they represent this is the case in Francis Imbuga's Betrayal in the City(Accept any other plausible introduction)

There is corruption in the entertainment committee. Tumbo, a government official in the entertainment committee is asked to conduct a play writing competition instead, he chooses, Jusper. He pays Jusper only a third of the money and pockets the rest, claiming that it is for setting records straight. He also plans to extend the entertainment committee session in order to earn more sitting allowance. This denies those with writing ability their right to practice and earn a living and show their talent pg 49, 53, 56

(i) In Kafira, giving out of tenders is riddled with corruption. Issuing of tenders is not done through competitive bidding but through connections that one has. Pg 51 Kabito spends the whole night being nice to people

Despite Kabito having won the tender Mulili is given the tender because he is Boss relative. Thus therefore means that only those related to people in authority progress at his expense of those who deservesuch tender. This eventually affects the economy badly.

(ii) Nepotism and tribalism are forms of corruption found in Kafira government Boss is brought out as a corrupt leader who practices nepotism. He puts Mulili his cousin in a senior position so that he can inform him of every detail in Kafira; despite the fact that Mulili is semi-illiterate person who is equally anon-performer. Mulili also works as a spy for Boss.

Askaris says you need a tall relative to get anything these days pg 27

Mulili feed the Boss with lies and in turn Boss makes wrong decisions which harm the nation pgs 13, 27, 51,54,56,58

(iii) Most of the jobs in Kafira go to the expatriates despite there being people who are qualified. Jusper is a frustrated university student who like all the rest, has hope of finding a job. He tells Tumbo that during the holiday he would sit in the house and vegetate since the state regards the youths as fence seaters.

Askaris say that experts had to be imported to give meaning to the data pg 17. Bringing in expatriates to the country kills the morale of intellectuals and results to riots and resentment.

(iv) Another form of corruption in the text is amassing wealth through and corrupt means stashing money in foreign banks
Tumbo is aid to use only a third of the money meant for the writing competition and keeps the rest for himself. He has used fraudulent means to acquire the blocks of buildings
Boss is said to have stashed away money in foreign banks pg 49, 59, 73
As a result of such forms of corruption Kafira'seconomy is ruined.
Mark any 4 well illustrated points (3:3:3:3)
Conclusion 2mks
A nation where corruption is rampant cannot propser
(Accept any other valid conclusion)

3. C THE WHALE RIDER
INTRODUCTION
The Maori society is one that is patriarchal and not ready to accept anything different from what has always been. Nani flowers however comes out as one who accepts that things will not always be the way they have been and speaks out their mind
(Accept any plausible introduction) 2mks
Content

(i) Nani's voice of reason is seen during the birth of Kahu. Kahu, a girl is born at a time when the Maori expected a firstborn son who would inherit leadership. KoroApiranaKahu's great grandfather remarks.
A girl, I will have nothing to do with her she has broken the male line of descent in our tribe. 'She won't be any good to me' he would mutter. Nani flowers on her part has no problem with the birth of a girl since as she puts it... I'm a descendant of old Muriwai and she was the greatest chief of my tribe. Nani believes that girls too an make good leaders 10,11,12,13

(ii) A fight ensues between Koro and Nani when Porourangi rings to say he would like to name the baby Kahu. For the Maori, girls should not be named after men. When Kahu, a girl is named KahutiaTeRangi, Koro is angry because he feels that it is wrong to name a girl after a man and it is belittling KahutiaTeRangi's prestige. Nani flowers supports the naming of Kahu after KahutiaTeRangi making reference to MUriwais act which had saved her chieftainly brothers from perishing at sea. "Now I shall make myself a man. ' Muriwai had said.
Nani says I have said prayers about it. What's done is done pg 14, 15

(iii) In Maori culture after the birth of a baby, the birthcord and afterbirth are buried at the child's village. This is to ensure that the child is linked to her father's people and the land. KoroApirana, who hates his great granddaughter, is steadfast in his opposition to Kahu. He therefore refuses to take part in the burial of Kahu's birth cord and afterbirth. On her part, Nani reminds Koro that it is his obligation to participate in the rite." She is of Porourngi's blood and your.' Nani ensures that the birth cord and afterbirth are buried in sight of KahutiaTeRangi. Pg 14,15,16,17

(iv) For the Maori, only men are allowed to attend culture classes. Koroorganises and begins a regular instruction period for the men so that they could learn their history and customs. When Kahu sneaks intot the meeting house, Koro grows at he send her away and at one time hurls her out. These actions lead to conflict between Koro and Nani. She threatens Koro with a divorce. Whie she agreed that the feeling affronted about the exclusion of women. She is heard to say toudly' there go the Ku Klux klan." Pg 27,32,33,34,38,41,42

(v) According to the Maori, there are specific roles performed by specific gender roles performed by specific gender. Men, who are considered scared, are meant to perform sacred duties such as fishing and returning the ancient bull whale to sea when it gets stranded. when the ancient bull whale gets stranded and Nani flowers offers assistance, Koro responds" you know as well as I do that this is scared work" On her part, Nani says but you do haven't got enough men to help . You watch out. If I think you need the help, well I shall change myself into man. Just like Muriwai. I'll be like Muriwai if I have to Kahu, also if she has to be.
Eventually, the men are enabling to return the bull whale into the sea; Nani leads the women into joining the men pg 32,91,91,98

(vi) KoroApirana does not support the education of a girl child. He is therefore disinterested in Kahu's excellent academic performance at school. Koro says it's a waste of time for a girl to go to university. Kahu sends invitation to the whole family for the school break –up ceremony though Kahu had reserved a seat for him. Nani however, is quite supportive as she attends the ceremony and stays put to the end. Later , she says fiercely. I tell you, Kahu tomorrow I'm really getting a divorce, Your Koro can go his way and I'll go mine.
Accept any 4 well illustrated points (mark 3:3:3:3) = 12mks)
Conclusion (2mks)

Nani flowers is realistic in her view of customs and traditions and assertively gives her opinion (Accept any other valid conclusion)

LANGUAGE ACCURACY FOR ESSAYS BASED ON LITERATURE SET BOOKS

NB: Language mark is tied to the content mark a candidate scores

0-5	**1mark**
6	**2mks**
7-8	**3mks**
9-12	**4mks**
Introduction	**2mks**
Language	**4mks**
Content	**12mks**
Conclusion	**2mks**

KASSU JOINT EXAMINATION TEST
ENGLISH
PAPER 1
TIME: 2 HRS

1. FUNCTIONAL WRITING
(20MKS)

You have read the text "The Caucasian Chalk Circle" and really enjoyed it in preparation for K.C.S.E. You overheard some of your friends in form three discussing the suitability of the text for K.C.S.E. Write a book review on it that will enlighten them about it.

2. CLOZE TEST

Addiction is an escape ....reality, and different people will find .....ways to escape from the real world. They can be addicted to food, money, power, work, gambling, sex, love ..... even to destructive relationships. Do these belong in the same category as alcohol or drugs? And if so, does recovery from those "people addictions'' work the same way as with alcohol and drugs?

Addicts look for substitutes, and the reason .....this is always the same: to escape, to close one eye and not to ..... the facts. By becoming fat, the overeater insulates .....from the world around. It is better to be rejected for the way they look, than for who they are as a ..... Thus, being fat becomes a way to avoid the risk of intimacy. There are people who are addicted to work. They will go home....., just to avoid interaction with the family.
Workaholism is a dysfunctional attempt to earn self-esteem by being productive.
The..... may fear intimacy, and take refuge in work as a way of avoiding meaningful interaction with others. Addiction, in every form is a means of survival. Alcoholism is not a slow form of suicide –at least, not as.....as the alcoholic is concerned. Alcoholics think of drinks as their best-perhaps their only-means of survival.

3. ORAL SKILLS

A) Read the story below and answer the questions that follow:-

There lived two men who were good friends. One of them was very wise and the other very foolish. One day, they argued between themselves and one said, " I am the wise man in this country." The other said, "No! I am the wisest." As there was no way of measuring wisdom, the two men did not know who was wiser than the other. One day they were discussing the ill-behavior of their wives and one of them said, "If we want them to behave well we must beat them up. Women are like children, beat them up and they will behave well." The other said, "No! If you beat your wife, she will become worse." After arguing for a long time, they kept quiet and went home. On reaching his house, the man who was in favour of beating wives began to beat an ox-skin vigorously. When the other heard this, he thought the sound came from his friend beating his wife and he took a stick and beat his wife severely until she fell sick and later died. When the two men met later, it was now clear who between them was wiser than the other.

(i) Suppose you were narrating this story, what would you do first before narration to capture the attention of the audience?

(ii) How would you deliver the speech by the 2nd speaker? "No, I am the wisest." (2mks)

(iii) If you are listening to this story, what would you expect the story teller to do so as to make the story interesting?(3mks)

(iv) During the performance of this narrative, you notice that the audience is very attentive. What are the indicators that will show you that they are attentive?
(2 marks)

B i) Pick the odd word out from each of the sets of words owing to the pronunciation of the underlined tellers.

a) <u>Th</u>is <u>th</u>in <u>th</u>ink <u>th</u>eme
b) Br<u>a</u>ke br<u>ea</u>k br<u>ea</u>d gr<u>ea</u>t
c) Sw<u>o</u>rd s<u>o</u>re c<u>o</u>de s<u>oa</u>r
d) <u>Ph</u>otograph <u>ph</u>loem <u>ph</u>legm she<u>ph</u>erd

ii) Underline the stressed syllable in the following words.

a) Tailor
b) Comment
c) Context (Adjective)
d) Alarm

C) Imagine you are a member of a discussion group state 4 things that you would do to benefit from the discussion. (4mks)

D) Read the following conversation between two form four candidates and then answer the following questions.

Judy: Mandi, I am worried my performance in English is not encouraging.
Mandi: Ah! I am happy with my performance in English. I got a clean A last term.
Judy: I really don't know what to do about Mathematics, maybe….
Mandi : I don't like our Geography teacher. He thinks he is the only one who owns a prado. My dad told me he will buy one soon.
Judy: (Trying to bring him back to the conversation)
Tell me, Mandi, how do you revise Mathematics?
Mandi: Oh! Is that David? He has promised to bring me a Nigerian movie (calling)
David ! David! (Then runs after him)

i) Identify the shortcomings in Mandi's listening and speaking skills.
(4mks)

ii) Suggest four ways how he can improve his listening and speaking skills.
(4mks)

KASSU JOINT EXAMINATION TEST
Kenya Certificate of Secondary Education
101/2
ENGLISH
Paper 2
(Comprehension, Literary Appreciation and Grammar)
June, 2018
$2^{1}/_{2}$ hours

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

The core element of Artificial Intelligence (AI) and a functioning production IT system is an interactive, lifelong process of learning from the human partner and responding to human needs. For example, the AI system must be able to draw up highly complex plans as needed by the customer and to produce them **autonomously**. A production robot, in particular, is supposed to be designed in such a way that it has nearly human capabilities such as fine motor skills, perception, adaptability and cognition. In order to achieve its full functionality, however, it must be programmed dynamically and rigidly.

Modern information technologies and the advent of machines powered by artificial intelligence have already strongly influenced the world of work in the 21st century. Computers, algorithms and software simplify everyday tasks.

When we transfer the experience of the past to the future, disturbing questions arise: what will the future world of work look like and how long will it take to get there? Will the future world of work be a world where humans spend less time earning their livelihood? Alternatively, are mass unemployment, mass poverty and social distortions also a possible scenario for the new world, a world where robots, intelligent systems and algorithms play an increasingly central role? What is already clear and certain is that new technical developments will have a fundamental impact on the global labour market within the next few years, not just on industrial jobs but on the core of human tasks in the service sector that are considered **untouchable**.

In addition to companies, employees and societies, education systems and legislators are also facing the task of meeting the new challenges resulting from constantly advancing technology. Legislators are already lagging behind and the gap between reality and laws relating to AI is growing.

Both blue-collar and white-collar sectors will be affected. The faster the process of the division of labour and the more process steps can be described in detail, the sooner employees can be replaced by intelligent algorithms. One third of current jobs requiring a bachelor's degree can be performed by machines or intelligent software in the future. Individual jobs will disappear completely, and new types of jobs will come into being.

Robots and intelligent machines can have not only supporting, but even lifesaving functions. Examples are robots used in medical diagnostics, which have high accuracy, or for the assessment of dangerous objects using remote control and integrated camera systems. These make it possible, for example, to defuse a bomb without a human having to come close to it. The 'Robo Gas Inspector', an inspection robot equipped with remote gas sensing technology, can inspect technical facilities even in hard-to-reach areas without putting humans at risk, for example, to detect leaks in above-ground and underground gas pipelines.

Owing to the great number of emerging multidisciplinary support alternatives due to AI and machines, the requirements for future employees will change. There will be hardly any need for employees who do simple and/or repetitive work. Already today, the number of factory workers is constantly decreasing, and humans are ever more becoming the control mechanism of the machine. The automotive industry, where many production steps are already fully automated, is the **pioneer** in this respect.

The lower the demand for workers, the higher will be the companies' demand for highly qualified employees. According to common belief, better education helps. Better education helps, however, only in certain circumstances. The additional qualification of an individual employee must be connected to the work in question. Additional qualifications as an accountant will be of little benefit for the individual employee, because – over time – there is a 98 per cent probability that the work of an accountant can be done by intelligent software. Creative people who are talented in mathematics and sciences are best qualified for the new labour market.

Although not every future employee will be required to be an IT programmer, they should have a fundamental grasp of analytical and technical matters. Employees should be able to form a unit with supporting machines and algorithms and to navigate the internet comfortably and move safely in social networks. To do this, it is necessary to know how the basic structurework. The employee should also be able to examine machines and artificial intelligence software critically. It is not necessary only to oversee machines, but also to coordinate them. The interfaces between humans and machines and the overlaps in the area of responsibility among the more flexible humans must also be coordinated.

a) What is the importance of humans to AI systems? (2 marks)

b) Using illustrations from the passage, explain why the term artificial intelligence is appropriate. (2marks)

c) The author seems to have contradictory views about the introduction of Artificial Intelligence in the workplace. Explain. (2 marks)

d) In your own words and according to the passage, explain why the gap between reality and laws relating to AI is growing. (2 marks)

e) What **two** characteristics, according to the passage, must an employee have to survive in the new work environment dominated by AI? (2 marks)

f) Giving a reason, explain whether machines are superior to humans when it comes to work. (1 mark)

g) Modern information technologies have already strongly influenced the world of work in the 21st century. (Rewrite adding a question tag) (1mark)

h) Make notes on the implications of AI in the workplace. (5 marks)

i) Explain the meanings of the following words as used in the passage. (3 marks)

i. Autonomously
ii. Untouchable
iii. Pioneer

2. *Read the excerpt below and then answer the questions that follow.* (25 marks)

She liked that particular one so much that she asked him to read it again and again. Eventually she forgave herself – the last step in self-acceptance.

One day when Maria and her nephew, Owuor, happened to be alone, he broached the subject of his **vocation.**

"Maria, I think God is calling me to priesthood," he said quietly. She was taken entirely by surprise.

"What?"

"I think God is calling me to priesthood."

"Have you spoken to your grandmother?"

"No I thought I'd speak to you first. Actually it was Awiti's idea. Besides, I was afraid that I might cause her pain."

"You are so young – maybe you should wait a little."

"Waiting will not make me change my mind. I know that I have no choice in the matter but I hate to do this to her."

"Then I will speak to her about it; better still, you come with me and we will talk to her together."

As usual they found Akoko busy weeding her sorghum patch. They simply brought down their hoes and joined in the work. Nothing was said for quite a spell then Akoko who well knew that at such an hour, her grandson was usually occupied elsewhere asked:

"What brings Owuor here at this hour – it can't be for the love of weeding. He has had something on his mind for a long time and has been as jumpy as an ant with its tail in hot embers. Speak up young man."

Owuor looked at his grandmother in confusion. Naturally he had thought that his secret was well kept. The confusion became respectful admiration. He should have known that nothing could escape this astute woman.

"Grandmother, you know that I have worked closely with the priest and I feel that I would like to enter the priesthood. I want to be a priest." His grandmother was nothing if not surprising, so he should not have been **flabbergasted** by her reaction but he was.

"I wondered when you would get the courage to come out with it. You would not be my grandson if you were a coward. You have concluded quite wrongly that I will stand in your way. It is true that I have had hopes that you might one day sit in the chief's stool that your father and your grandfather once occupied; but things have changed and people are turning to different things. I had also hoped that you would marry and provide many sons to ensure the continuity of the house of Owuor Kembo; but no I will not stand in your way. However, from now henceforth you shall fully take your grandfather's name so that as long as you live his name shall be heard among the people. You will not be Owuor Sino, but Owuor Kembo. That is all my boy. Do whatever the spirit bids you."

Owuor could only say weakly; "Oh grandmother!" the two women smiled at each other over his head.

And so it was that Peter Owuor Kembo, aged fifteen – formerly Petro Owuor Sino found himself a Seminarian at St. Paul's Seminary Rakwaro. His worldly possessions were few, his academic knowledge haphazard; but he had faith in God and therefore in himself and he had love in his heart and the solid love of three women behind him. Finally he had unbound hope in the future. So what if this hope was rosily coloured by his youthful enthusiasm? One wise man once said that it was better to have loved and lost than never to have loved at all. In the same vein, it is better to have been buoyed by hope, the horizons limitless before one, than to have lived in the grey world of timid fearfulness. The course of the world is changed by those who dare to dream. Some dream of wealth and others dream of fame; Owuor dreamt of **a life expended in service**. He who had never really known his father or the joys of a father-son relationship, now dreamt of being the spiritual father of many.

(a) Paraphrase the verse that has just been read by Owuor and explain what makes it likeable to Maria?
(3 marks)

(b) Describe any **two** character traits of Akoko as brought out in the excerpt above.
(4 marks)

(c) Identify and comment on the various forms of conflicts that Owuor and Akoko undergo.
(4 marks)

(d) "I had also hoped that you would marry and provide many sons to ensure the continuity of the house of Owuor Kembo…" In relation to what happens later in the novel, explain how the younger Owuor Kembo finally lives to fulfil his grandmother's, Akoko's, wish.
(3 marks)

(e) Identify and comment any **two** figures of speech present in the excerpt.
(4 marks)

(f) "Eventually she forgave herself – the last step in self-acceptance." With reference to Maria's life before this excerpt, explain why she finally forgives herself?
(2 marks)

(g) What is the significance of Owuor's change of name twice in the excerpt?
(2 marks)

(h) Explain the meaning of the following words and phrases as used in the excerpt.
(3marks)

i. vocation
ii. flabbergasted
iii. a life expended in service

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

Footpath

Path – let … Leaving home, leading out
Return my mother to me.
The sun is sinking and darkness coming,

Hens and cocks are already inside and babies drowsing,
Return my mother to me.
We do not have firewood and I have not seen the lantern,
There is no more food and the water has run out
Path – let me pray, you return my mother to me.
Path of the small hills, path of the small stones
Path of slipperiness, path of the mud
Return my mother to me.
Path of papyrus, path of the rivers
Path of small forests, path of reeds
Return my mother to me
Path, I implore you, return my mother to me
Path of the crossways, path that branches off,

Path of the stringing shrubs, path of the bridge
Return my mother to me
Path of the open, path of the valley
Path of the steep climb, path of the downward slope
Return my mother to me.
Children are drowsing about to sleep,
Darkness is coming and there is no firewood,
And I have not found the lantern;
Return my mother to me.
Stella Ngatho.

(a) Who is the persona in this poem? (2 marks)
(b) Identify and explain the effectiveness of any **two** stylistic devices. (6 marks)
(c) What is the quality of the voice in the poem? (2 marks)
(d) Comment on the title of the poem. (2 marks)
(e) Describe the general atmosphere created in the poem. (2mks)
(f) With illustrations, briefly state **three** problems that the persona is facing. (3 marks)
(g) Describe the setting of this poem. (3 marks)

4. *a)* ***Rewrite the following sentences as instructed, without changing the meaning. (2 marks)***

(i) Pandya said, "I shall find it difficult to find the office without proper directions."
(*Rewrite as* ***reported speech****, using* ***'unless'****.)*
(ii) Should Mrs. Okello see you, she would be surprised. *(Rewrite, Beginning:* ***Were*** *...)*

b) Complete the following sentences with the most appropriate prepositions. (3marks)

(i) Subsequent ……the heavy rains many schools were closed in some parts of the country.
(ii) The three students were sent home …… their unbecoming behaviour.
(iii) The farmers continued working on their farms …… the unfavourable climatic conditions.

c) (i) I went into the room with a pile of files. I tripped on the carpet which had been rolled up. *Rewrite as one sentence, using a* ***present participle****.* 1 mark)
(ii) Adela is not accustomed to such behaviour. She was deeply shocked. *(Use a* ***past participle*** *to join the two sentences.*

(1 mark)

d) Complete each of the following sentences using appropriate phrasal verbs, made up of the words given in bracket.

(2 marks)

(i) Eggs don't …… me. (agree)
(ii) Can I …… you for help? (count)

f) In each of the sentences below a group of words is underlined. Write down the best single word which may be used to replace it.

(3 marks)

(i) She is the one who filed the law suit.

(iii) His argument is quite incapable of being understood.

e) Explain the difference in meaning between the pair of sentences.

(a.i) I saw the Secretary and Treasurer.

(a.ii) I saw the Secretary and the Treasurer.

(b.i) Jane shouldn't have seen me yesterday.

(b.ii) Jane couldn't have seen me yesterday.

KASSU JET 2018
(Kenya Certificate of Secondary Education)
101/3
ENGLISH
PAPER 3 (*Creative Writing and Essay based on Set Texts***)**
JUNE, 2018
TIME: 2 ½ HOURS

1. Imaginative Composition(Compulsory)
(20 marks)

Either

a) Write a story which **ends** with the following words:
"... I knew it was just a matter of time before it was unearthed."

Or

b) The use of the social media platform should be regulated. Write a composition for or against this proposition.

2. The Compulsory Set Text: The Caucasian Chalk Circle, Bertolt *Brecht*
(20 marks)

Justice is only just when it serves people who deserve it. Write an essay in support of the above statement drawing illustrations from *The Caucasian Chalk Circle*.

3. The Optional Set Texts
(20 marks)

a) **Memories we Lost and other Short stories**
Travelers are sometimes subjected to pathetic travelling conditions in Third World cities. Drawing illustrations from Benjamin Branoff's 'Window Seat', write an essay to support this statement.

b) **Betrayal in the City, Francis Imbuga**
Those in power apply various means to silence their critics. Support this statement basing your illustrations from Francis Imbuga's *Betrayal in the City.*

c) **The Pearl, John Steinbeck**
Coexistence is paramount to survival in any society. Justify this statement using illustrations from *The Pearl* by John Steinbeck.

KASSU JET 2018.
MARKING SCHEME
ENGLISH 101/1
FUNCTIONAL WRITING

Must have a layout of a review.

(i) **Format**:
6marks
Heading – Book Review
(1mk)
Title
(1mk)
Author
(1mk)
Publisher
(1mk)
Year of publication
(1mk)
Reviewer
(1mk)

(ii) **Body**:
(**10marks)**

- The candidate should be able to at least capture the main character(s) 1mark – he /she should be able to give an outline of the plot
(2marks)
- Should be able to highlight the thematic concern(s) in the novel.
(1marks)
- The candidate should show the strength/ quality and weaknesses of the work of art. Can the text arouse interest? Is it enjoyable? etc. Must bring out 2 or more strengths and a weakness + general comment on the text (NB: the strengths should be more)
(4marks)
- What is the target audience?
(1mark)
- The candidate should conclude by recommending it to the form threes, or encouraging them to read it, or giving an overall evaluation?
(1mark)

(ii) **LANGUAGE**

A	4
B	3
C	2
D	1

CLOZE TEST

1. from
2. different
3. and
4. behind
5. face
6. himself/herself
7. person
8. late
9. far
10. workaholic

ORAL SKILLS

A i) clearing your throat
Playing a drum
Clapping your hands
Using an appropriate saying/proverb
Making a joke

ii) Rising intonation
Gestures
Appropriate facial expression

iii) Use gestures in the story
Voice variation
Use of the costumes
Employ the use of songs
Body movements

iv) Upright posture
When they ask questions
When they nod
When they give meaningful eye contacts

B) I) Pick the odd word out from each of the sets of words owing to the pronunciation of the underlined letters
a) This
b) Bread
c) code
d) Shepherd

ii) Underline the stressed syllable in the following words
a) Tailor
b) Com.ment
c) Con tent
d) a.larm

C) Polite interrupting
Note taking
Having appropriate eye contact
Having an upright posture
Observing turn taking
Carrying out a research before the discussion
Polite disagreements

D) I) he interrupts rudely
He is disrespectful/rude
Inattentive/fails to listen to the person talking
Insensitive/fails to empathize with her friend.
(any two well illustrated points)

ii) He should observe turn taking
Should use polite language
He should mind what the other party is saying.

KASSU JET JOINT EVALUATION EXAMINATION 2018
Kenya Certificate of Secondary Education
ENGLISH 101/2
(Unseen text, Excerpt, Poetry, Grammar)
Marking scheme.

Question 1

a) The importance of humans to AI is that AI systems learn from the human partner and respond to human needs. **2mks**

b) It is appropriate because machines are given human abilities. E.g. a production robot, is supposed to be designed in such a way that it has nearly human capabilities such as fine motor skills, perception, adaptability and cognition **2mks**

c) The author wonders whether the future world of work will be a world where humans spend less time earning their livelihood, which is a good thing, while at the same time considering the possibility of negative effects of AI such as mass unemployment, mass poverty and social distortions. **2mks**

d) Due to constant developments in AI, legislators are finding it difficult to cope by creating relevant laws related to AI **2mks**

e) An employee must have additional qualifications connected to the work in question and be creative and talented in Math and science
2mks

f)

g) Modern information technologies have already strongly influenced the world of work in the 21st century, **haven't they?**
1mk

h) Mark 5 points @ 1 mk

i. Robots and intelligent machines can have not only supporting, but even lifesaving functions
ii. The faster the process of the division of labour and the more process steps can be described in detail, the sooner employees can be replaced by intelligent algorithms.
iii. There will be hardly any need for employees who do simple and/or repetitive work.
iv. The lower the demand for workers, the higher will be the companies' demand for highly qualified employees.
v. Although not every future employee will be required to be an IT programmer, they should have a fundamental grasp of analytical and technical matters.

i) Autonomously- In a way that is not controlled by humans / In a self-controlled way
Untouchable-Considered too important to be replaced by Artificial Intelligence
Pioneer-Trendsetter / Original user / Innovator
(3 mks)

Question 2

a) I cry to you O Lord, hear my voice, let your ears be attentive to my cry for mercy. If you, O lord kept a record of sins, who could stand?(Psalms 130: 1-3)
Maria had backtracked from religion; when she went back to the village to live with Ogoma Kwach after his wife died. She felt that she had had sinned against God and was crying for forgiveness from God. / Her loss of several children before would make the verse likeable to her.
3 mks

b) Akoko is understanding,supportive. She accepts Owuor's calling to be a priest.
She is observant. She had known that Owuor had been having something on his mind for a long time.
She is wise. She asks Owuor to adopt the grandfather's name to ensure the continuity of her lineage. (***two traits @ 2mks)***

c) Owuor has a calling to priesthood but doesn't want to disappoint his grandmother as he is to be the heir of the chief's stool.
Akoko had hoped that Owuor would inherit the chief's stool according to tradition but times had changed and she wouldn't want to stand in his way.
She was also looking up to Owuor marrying and siring many sons to ensure continuity of the family; joining priesthood meant he couldn't get his own biological children. ***(two points @ 2mks)***

d) Owuor Kembo is ordained as a priest and was sent to serve in a large parish where he became the father of many sons and daughters
(3mks)

e) There is a **simile**. ....has been as jumpy as an ant with its tail in hot embers. Owuor had become restless due to the conflict he had been going through.

There is use of a **metaphor. ..... '**hope rosily coloured by his youthful enthusiasm.'.....
' Solid love of three women'..... deep unreserved love from Akoko,Maria and Awiti.
Allusion- 'that it was better to have loved and lost than never to have loved at all' a famous quote by Lord Tennyson
Personification. '.....Timid fearfulness'-.....
(Id+ illust @ 1mk comment 1mk) Expect two figures of speech

f) She finally forgives herself for going against the demands of christianity of having one wife for one man just to look for a child; a son and realizes that all along she had a son in Owuor who loved her like a mother. (***2mk)s***

g) He changes the name Sino to Kembo to ensure the continuity of the grandfather's family name and then to Peter; a Christian name/according to Christianity.
(***2mks)***

h) Vocation- a strong feeling that you should be doing a particular thing with your life
Flabbergasted- shocked, surprised
A life expended in service- a life spent or used to serve people

Question 3

a) The persona is a child – perhaps an older child – whose mother is away. The child is longing for her return. 'Return my mother to me'.
(2mks)

b) Repetition – 'Path' is repeated severally, to create the tone of the poem/ emphasis on the cause of the mother's absence.
Personification – the paths are personified; the speaker begs them to return the mother.
Apostrophe – Path ... Return my mother to me...- to show the persona's desperate longing for the mother
Metaphor- path of papyrus... path of small hills etc.-shows the various places or challenges the persona or mother may have faced/ indicates the various paths the mother could have taken as she went out

(Expect any two well illustrated styles + the effectiveness 3marks for each. No mark for lack of one of these).

c) The poem has a pleading / imploring / beseeching tone. '..Path, I implore you, return my mother to me. ***(2mks)***

d) The poem is in a sad mood. One feels sad at the concern and despair of the child who pleads for the mother's return. ***(2mks)***

e) The title is appropriate as it leads us to the events in the poem. The persona addresses the footpath requested it to return the mother.
(2mks)

f) No food -There is no more food
No water- and the water has run out
No firewood -We do not have firewood
Missing the mother -Return my mother to me
(Any 3 points @1mk)

g) The poem is set in **a home stead** and is in **the evening**. 'The sun is sinking and darkness coming,'/ 'Hens and cocks are already inside and babies drowsing,'
(3 marks)

4a) (i) Pandya said that unless she got proper directions, she would find it difficult to find the office.
(ii) Were Mrs.Okello to see you, she would be surprised.

(b) (i) Subsequent ***to*** the heavy rains many schools were closed in some parts of the country.
(ii) The three students were sent home ***for*** their unbecoming behavior.
(iii)The farmers continued working on their farms ***despite*** the unfavourable climatic conditions.

c) i) Going into the room with a pile of files, I tripped on the carpet which had been rolled up.
ii) Not accustomed to such behavior, Adela was deeply shocked.

d) (i) Eggs don't ***agree with*** me
(ii) Can I ***count on*** you for help?

e) (i)His writing is ***illegible***
(ii) She is the ***plaintiff/complainant/suer***
(iii)His argument is ***incomprehensible/unintelligible/unfathomable/ungraspable***

f) a) (i) The person I saw was both the secretary and treasurer
(ii) I saw two people; the secretary and the treasurer
b) (i) Jane saw me accidentally; she wasn't meant to see me
(ii) Jane was too busy to see me/ she was not at a place where she could see

KASSUJET JOINT EVALUATION EXAMINATION 2018
Kenya Certificate of Secondary Education
ENGLISH 101/3
(Creative Writing and Essay Based on Set Texts)
Marking scheme.

1. Imaginative composition

a) Must be a creative story ending with the given words. If not deduct -4 AD
It could be about something that leads to them be wrongfully accused of something or something that they have concealed and is about to be unearthed.

b) Argumentative writing

- The candidate must support his or her point of view.
- The points must be valid.
- There must be an element of creativity in the composition.

2. The Caucasian Chalk Circle

Justice is only just when it serves people who deserve it. Write an essay in support of the above statement drawing illustrations from *The Caucasian Chalk Circle***.**

Introduction

In the play, *The Caucasian Chalk Circle,* the playwright shows how justice is achieved when the right people get it. For instance Grusha is granted custody of Michael and the fruit farmers get the disputed valley. **Any relevant introduction**.

i) Azdak acquits the doctor for treating people for free despite his negligence and fines the invalid**. (p. 75-76)**

ii) Azdak grants Grusha custody of Michael (instead of Natella, the biological mother) for her sacrifices for him. **(p. 97, 98)**

iii) Granny Grusinia is compensated for her sacrifice to her country (her only son fighting in the war) when Azdak acquits her and fines the three rich farmers. **(p.80-82)**

iv) Grusha is divorced from Jussup instead of the old couple. This paves way for her and Simon to be together as they truly love each other**. (p.98-99)**

v) The stablemen is set free despite pleading guilty to rape charges as Azdak deciphers that Ludovica seduced him and the inn-keeper's ill-motives (jealousy). **(p.78-79)**

vi) The valley is granted to the fruit-farmers who had the best plans for it even though they were not the original owners**. (p.9-10)**

Conclusion

In conclusion, Azdak grants justice to those who deserved it and in the end, his era is described as a golden age.

3. The Short stories

Travelers are sometimes subjected to pathetic travelling conditions in Third World cities. Drawing illustrations from Benjamin Branoff's *'Window Seat'***, write an essay to support this statement.**

Introduction

Benjamin Branoff in his story, 'Window Seat' shows how travelling by public means in Dar es Salaam can be a nightmare. This discomfort is compounded by terrible road conditions, corrupt and indifferent police officers, overloading and theft in the vehicles as a result of congestion. / Any relevant introduction.

i) **The vehicles are un-roadworthy making the travelers completely uncomfortable.** The beat up Hyatt minivan (*daladala*) has low windows and the seats are too high making the narrator hit his head at every bump. "…the window is too low. My head keeps hitting the rusty ceiling of the beat up Hyatt minivan at every bump." (**p. 62**)

ii) **Moreover, the *daladala* is overloaded.** There are twenty-five people riding in a minivan that is supposed to carry only ten passengers. This creates great discomfort. (**pp. 62 - 63**) The passengers are squeezed like sardines "…the last person squeezes in; we all fuse our backs together. We are one…" (**p. 63**)

iii) **The corruption and indifference from the security or traffic police officers is appalling.** At Chuo there is a sentry guard who stops the vehicle and does not seem interested in correcting any of the bad situations in the vehicle. Even when a police officer waves the *daladala* to a stop, he only points to the blinkers, windshields and switches and "*…the driver reaches into his short pocket…he finds the officer's hands with his. The officer steps back smiling and waving as we drive away.*" (**pp. 63, 66, 68**)

iv) The travelers are **subjected to suffering because of the environmental pollution around the whole experience.** There is "*…endless barrage of dust that drifts in through the window…it finds crevices of my body…and sneaks into the stitching of my clothes …*" (**p. 63, 65**); "*…The rancid smell from the burning garbage oozing into the vehicle from nearby rots. (**p. 65**) noise pollution from the bus stops (**p. 64**)*

v) **The poor roads subject the travelers to a lot of discomfort**. *"The black asphalt is slick and old and wise and grabs the dirt and grass with confidence*." The roads are potholed and dusty. The personification of the pinstripe only helps in making the condition of the road more ridiculous. (**p. 64**)

vi) In such congested environment, **there are instances of theft**. There are criminals masquerading as passengers and because the vehicle is so packed with humanity, they easily slip their hands into other passengers' pockets and steal valuables. The *kanga* lady steals from the narrator. (**p. 66-67**)

vii) **The** *daladala* **conductor yells obscenities in Kiswahili**. This is after he sees the police officer in the crowd. The obscenities may be embarrassing/uncomfortable to the passengers. **(p. 66)**

viii) The narrator in his humorous take implies that in such horrid travelling situations, **one can easily miss a good opportunity for personal aggrandizement.** *Le Fille* then becomes a symbol of that missed opportunity. In the confused state of transport, he misses her. "By the time I have squeezed my way out of this unbelievably packed *daladala* and have a look around for the owner of the white feet, she is gone…" (**p. 64-65**)

Conclusion

In conclusion, the author clearly shows the poor conditions that the travelers are forced to endure like the discomfort of travelling in an overloaded vehicle and theft.

(Betrayal in the city)

- Incarcerations

4. Political assassinations
5. No freedom of speech/freedom of the media
6. Intimidations

EMBU NORTH SUB-COUNTY COMMON EVALUATION TEST
101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS, CLOZE TEST AND ORAL SKILLS)
JULY/AUGUST 2018
TIME: 2 HOURS

1. FUNCTIONAL WRITING (20MKS)

Your drama club is organizing to stage a performance of Bertoit Brecht's play. The Caucasian chalk circle. You are inviting the neighboring schools and the general public to the event.

a) Write a notice announcing and inviting other schools and the public to attend. 8mks
b) In not more than 200 words, write a synopsis of the play to accompany the notice. 12mks

2. CLOZE TEST (10 MARKS)

Read the following passage and fill in the gaps with the most appropriate word.

The police frequently _____1 our slum village in search of hidden illicit brews. It was one of _____2 raids that Constable Amka Twende earned himself unexpected _honor _____3 respect for his detective skills. _____4 chang'aa brewers _in the village had devised several smart ways of hiding their liquor in spots _____5 even the nosiest cops would not dream of looking.A new favorite trick was to put the chang'aa _____6 twenty litre jerry cans, close them tightly, tie strong sisal ropes_____7 the necks and dangle them down pit_____8. This of course necessitated boring extra opening at the back of the toilet's structures for the jerry cans to be let down before the holes were ingeniously covered and disguised _____9 soil, refuse or even green grass.No policeman in his right_____10 was going to start looking for hidden chang'aa down a toilet pit, surely.

3. ORAL NARRATIVE30 MARKS)

Read the oral narrative below and answer the questions that follow.

One afternoon, a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally the little did come along and she was carrying the basket of food. "Are you carrying the basket to your grandmother?" asked the wolf. The little girl answered, "Yes I am." So the wolf asked the girl where her grandmother lived. When the girl told him, he disappeared to the woods.

When the little girl opened the door of her grandmother's house, she noticed there was somebody in bed with a night cap and a night gown.

She realized that it was the wolf, so the little girl took a gun from her basket and shot the wolf dead.

Questions.

i) If you were narrating this story, how would you ensure your audience remains glued to the story? 3mks
ii) How would you say the words of the girl and the wolf in your narration? 2mks
iii) How would you prepare yourself to effectively tell the story? 2mks

3. b). **Provide another word that is identical in pronunciation as the underlined words in the sentences below.** **3mks**

i) Why did the <u>idle</u> <u>bridal</u> party <u>groan</u>? -.....
ii) The <u>bear</u> <u>caught</u> the <u>whale</u>. -.....

3 c). **State whether the following words have sound** /ð/ /θ/ **3mks**

i) Thin .....
ii) Than -.....
iii) Thought -.....

3 d). 1. **Identify the silent letters in each of the words below.** **3mks**

i) Succumb
ii) Whet

iii) Poignant

3 d. 2) **Indicate the correct intonation for the following sentences.**
3mks

i) Why did you oversleep?
ii) Could I come with you, please?
iii) What a tragic experience that was!

3 e) Imagine that you are required to give an impromptu speech in a crowded assembly of inattentive students. State what you would do to capture their attention.
4mks

3. f) The following conversation is between a teacher and a student who has come to class late and seeks to join the rest. Fill in the missing speech.
7mks

Student: (*knocking at the slightly opened door)*

.....
1mk

Teacher: Why are you late for class?
Student: 2mks
Teacher: How would I know that you have a sick mother? Isn't that an excuse?
Student: I would never use my mother as an excuse.
Teacher:.....
2mks
Student: She is at home. I got late preparing her breakfast.
Teacher: I am sorry about your mother. Now join the rest.
Student: (*walking to his seat) .....*
2mks

EMBU NORTH SUB-COUNTY COMMON EVALUATION TEST
101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
JULY/AUGUST 2018
TIME: 2 HOURS 30 MINS

1. COMPREHENSION (20MKS)

Read the passage below and answer the questions that follow.

The plan by the national government to import doctors and other health specialists from Cuba to plug a "shortage" of workers has been warmly welcomed by county government through the council of governors.

In the deal, the national government will pay the medics' salaries while the counties foot the transport, accommodation and security bill.

As per the 2010 constitution, which ushered in devolution, health was to be managed as a shared responsibility between the two levels of government in a vertical and horizontal manner.

But the transition authority, in this hurry, devolved health and seconded healthcare workers to counties without proper legal framework to address the challenges of this complicated cadre.

Devolution was meant to increase inclusivity and have resources enjoyed at the local level without political favors as it had been. Previously, many areas had been neglected, with little access to healthcare professionals, let alone specialists.

At the height of devolution debate, the drafters of the constitution agreed to have healthcare shared so that marginalized parts of the country would get the necessary attention through efforts such as equalization funds.

As rightly captured in the Bomas Draft, a health service commission (HSC) was to be informed to ensure issues of personnel are dealt with at the national level. This was in a bid to have adequate resource sharing, proper retention of scarce resources (specialists) and promotion of training to achieve the recommended population-to-health worker ratio.

The commission was, however, somehow excluded from the Constitution by the committee of experts in a process that lacked wide participation.

As it were, the devolution of healthcare was done hurriedly and the chicken has come home to roost. It is clear that something has gone very wrong with the management of this important national resource. Health sector strikes which should rightly be frowned upon, have become common place. The media are awash with reports of tribalism, nepotism and "countysm" in recruitment. Lack of equipment, medication and common supplies is also rampant. The national government stepped in with medical equipment leasing (MES) scheme, which saw high-tech tools and machines supplied to much-unprepared institutions, putting to question the whole structure of what exactly is devolution of health.

One must still support the tension of devolution but question its implementation. Unable to attract, train and retain specialists, the counties are salivating at the prospect of receiving "free" Cuban doctors. This is a clear admission that the devolved units are quite incapable of managing this vital resource.

Accepting human resource sourced and managed for them is to lend credence to the belief that this is a role that at best coordinated by the national government.

Daily nation, June 6 2018

Questions

a) Referring to the first paragraph, why is the term "shortage" put in quotation.
2mks

b) What shared responsibilities are highlighted in the hiring process?
2mks

c) For the drafters of 2010 constitution, what was envisaged under a new constitution order pertaining to healthcare? 2mk

d) According to the Bomas draft, what was the work of the health service commission?
2mks

e) What evidence is given to show that health sector is in crisis.
3mks

f) In note form, show according to the passage, how devolved units are un-prepared to handle health
4mks

g) Identify a case of idiomatic expression in the passage.
2mks

h) Give the meaning of the following words and phrases.
3mks

i) Ushered-……

ii) Marginalized parts-……

iii) Incapable……

Q2. Read the following extract and then answer the questions that follow.

Has anyone ever seen me gossiping with other women at the water hole? Do I always not rise early to till my lands? Have I ever begged for food from you my mother-in-law as all your daughters-in-law do? Do I not always have enough to eat and more left over to barter in exchange for cattle, goats and sheep? (Indeed the size of her herds had become quite impressive).

Children are a gift from ***Were*** both to the deserving and undeserving. Do not even murderers, witches and sluggards who cannot even feed themselves have children? Should I spit in the eyes of ***Were*** like a snake and deny that he has given me children? ***Were*** creates a child in its mother's womb in secret, in his own time and at his own volition. I have not stood in the way of my husband and other women. He is the chief and I cannot order him either to marry or not to marry.

Much has been said by the daughter of the people of Asembo (Nyar Asembo) and her son Otieno about the thirty head of cattle that were paid to my father as a bride price. It causes them much bitterness that I have not borne thirty children in exchange for those cattle. Indeed my continued presence is bitter aloes to them. Therefore I shall lift their gloom and suffering and depart from here to go back to my father's house. Be it known that my father was a wealthy man before receiving those cattle and would have remained wealthy without them, for none of my twenty-one brothers is wifeless. Be it also noted that the wealth have created here is more than double the number paid for me. This everyone knows. Therefore when I reach home, I shall request the council of *Jodongo* to convene proceedings for a separation. My people will give back your cattle and you will give back mine."

The crowd hissed; such a thing was unheard of. Didn't a man own a woman body and soul? Marriage was sacred and *chik* saw it that it remained that way by a series of taboos that made it almost impossible to severe the union. However, the insult had been great. To accuse someone of *juok,* witchcraft, even in jest was an unforgivable crime. And there had been precedents, if the woman and her people were determined enough to get separation. The people of Yimbo were a proud lot and their daughter was known all round for they always came out in massive support of her various ceremonies and functions. The only saving grace would be the high esteem in which they held their-son-in-law, Owour Kembo-the chief.

"And where might he be?" inquired someone, so taken up had they by Nyar Yimbo's oratory that they had failed to notice is absence.

"He went to a friend's funeral the day before yesterday and is due back today. Meanwhile I will teach this she-wolf a lesson." This from Otieno her brother-in-law. She looked at him straight in the eye and hissed "just you dare!" He retreated at the pure venom in her eyes. Besides, he was afraid of his brother who had added scandal to all his other sins by failing to ever lay a finger on his wife.

She left without further ado and her children, forgotten in the confusion, ran after her. This would never do. She turned and gently but firmly ordered them to go back and await their father's return. "But mother……" started the argumentative Obura. "No buts! Just go back and do as I tell you." She left them and went swiftly on her way. The crowd stood mesmerized for a while before departing also.

(From *The River and the Source* by Margaret Ogola, focus publisher)

a) Briefly explain what leads to this extract.
4mks

b) Identify and explain any two character traits in Akoko evident in this extract.
4mks

c) "And when might he be?" inquired someone. Write this sentence in reported speech.
1mk

d) Outline two aspects of tradition oppressive to women as portrayed in the extract.
4mks

e) With evidence from the extract, explain Otieno's attitude towards Akoko.
3mks

f) Identify and explain any two figures of speech used in the extract above.
4mks

g) To accuse someone of *juok,* even in jest, was an unforgivable crime. (Rewrite the sentence beginning: It was an ……
2mks

h) Briefly explain what happens immediately after this extract.
3mks

Q3. Read the poem below and answer the questions that follow.
20mks

POEM FOR MY SISTER

My little sister likes to try my shoes to strut them,
Admire her spindle thin-twelve year-old legs
In this season's style
She says they fit perfectly,
But wobbles
On their high heels, they're
Hard to balance.

I like to watch my
little sister playing
hopscotch, admire the
neat hops-and –skips
of her, their quick
peck,
never missing their
mark, not over-
Stepping the line. She is competent at peever.

I try to warn my little sister
about unsuitable shoes,
Point out my distorted feet, the
Callouses, odd patches of hard skin.
I should not like to see her
in my shoes.
I wish she would stay
Sure footed,
Sensibly should.

(by Liz Loch head in poems I' ed. Celeste flower. Singapore: Longman 1995)

a) Why does the little sister try the persona's shoes?
3mks

b) How do we know from the first stanza that the shoes do not fit?
1mk

c) Why does the persona like watching her younger sister play hopscotch?
4mks

d) In the third stanza, the persona gives us new reasons why her little sister should not wear her shoes. What are these reasons?
2mks

e) What is the message of this poem?
5mks

f) Describe the tone of the poem.
3mks

g) Explain the meaning of the following line.
2mks
"I should not like to see her in my shoes."

4. GRAMMAR (15 MKS)

a) Fill in the blank spaces with the correct preposition.
3mks

i) He persisted _____ his folly despite the advice I gave him.
ii) The brothers look so alike; one can easily mistake one _____ the other.
iii) The girl was sitting _____ shade.

b) Fill in the blank spaces with the correct form of the words in the brackets.
3mks

i). It took the police quite some time to _____ (peace) the agitated demonstrators.
ii) The criminal refused to reveal to his _____ (capture) how he escaped from thePrison.
iii) Some Christians only think of divine _____ (provide) when in need.

c) Replace the underlined word in each of the sentences with the most suitable phrasal verbs. 3mks

i). The doctor remarked that the girl _____ (resembles) her father.
ii) The looters _____ (stole) goods of unknown value during the city riots.
iii). When the _____ (regained) consciousness he was amazed to realize that he was in hospital.

d) Rewrite the sentences below according to the instructions given after each. DO NOT CHANGE THE MEANING.
3mks

i). That was the worst storm the village had ever experienced. (Rewrite beginning: Never….)
ii). John was so ill that the doctor advised him to stay at home for a few days. (Rewrite beginning with: Being…..)
iii) The farmer bought a cow that had been stolen from school. (Rewrite in passive)

e) Fill in the blank spaces in the sentences below with a suitable connector.
3mks

i). The thieves talked in whispers _____ they be overheard.
ii). My dog is small _____ fierce.
iii) The old woman is very sharp _____ her age.

EMBU NORTH SUB-COUNTY COMMON EVALUATION TEST
101/3
ENGLISH
PAPER 3
(CREATIVE WRITING AND ESSAYS BASED ON SET BOOKS)
JULY/AUGUST 2018
TIME: 2 HOURS 30 MINUTES

1. **COMPULSORY**
Imaginative composition
(20mks)

EITHER

a) Write a story ending with:
.....Since that day, I have never forgotten that painful experience.

b) Write a composition based on the following statement.
"The solution to the run-away corruption is in the hands of Kenyan's themselves."

2. **COMPULSORY SET BOOKS**
The Caucasian chalk circle by Bertoit Brecht.
"True Christianity encompasses staying true to oneself and doing good to all". How ironical has the statement been depicted in Bertoit Brecht's The Caucasian Chalk.
20mks

3. **OPTIONAL SET BOOKS.**
Answer only one question of the following questions.
EITHER

a) The short story.
Chris wanjala –memories We Lost and Other Stories.
Insatiable greed and ambition can lead to self-destruction. Using illustrations from the story, "How much does a man need," by Leo Top story, write an essay in response to this statement.
OR

b) Drama- Betrayal in the city –Francis Imbuga.
Impunity is the order of the day in most African states. Drawing illustrations from Francis Imbuga's Betrayal in the City, write an essay in support of this statement.
OR

c) The novel: **The pearl- John Steinbeck.**
Steinbeck in his novel, The pearl, portrays humans as being inherently greedy. Show the validity of this statement with reference to The Pearl.

EMBU COMMON EVALUATION TEST EMBU-NORTH
FORM 4
ENG PP1
101/1
MARKING SCHEME.
JULY AUGUST.

Q1 . FUNCTIONAL WRITING.

a) Notice should have the following;

i) Name of group or actors 1mk
ii) Title of the play 1mk
iii) Venue 1mk
iv) Time ½ mk
v) Date 1mk
vi) Charges 1mk
vii) Invitees (All schools and general public) 1mk
viii) Contact person (phone number) 1mk
ix) Border line ½ mk **8mks**

Sample Notice.

Planet theatre ∨1mk

Play Caucasian chalk ∨1mk

Venue: ∨1mk

Time :∨ ½ mk
Date: ∨1mk

All schools and general public are invited.

Charges : Kshs 200

Contact person and number ∨1mk

b) Synopsis

A candidate should be able to highlight the following;

i) The conflict in the prologue. 2mks
- Mention who are involved in the conflict
- Mention the outcome of the conflict.

ii) The killings and the petitions of the citizen. 2mks
- Mention the killings of the governor
- Mention the petitions of the citizen
- Highlight Natella abandoning Michael.

iii) The flight as the Northern Mountains 2mks
- Rotten bridge
- Grunsha hitting the corporal
- Marriage to Jussup

iv) The story of the judge 2mks
- Azdak's installation as a judge
- Azdak's rulings in the various cases
- Mention The Chalk Circle ruling between Natella and Grusha.

Language = 4mks

Q2. CLOZE TEST

1. raided
2. those
3. and
4. The
5. where
6. into
7. round
8. latrines
9. with
10. senses

Q3.

a). (i).
– Mimicking the wolf's deep hoarse voice
- tonal vanation e.g. Are you carrying the basket to your grandmother's house?
- body movement – to show the wolf's disappearance to the woods e.g. short quick steps.
- appropriate gestures to demonstrate the shooting.

3x1= 3mks

ii) The girl- in a polite, softly, respectful-falling intonation
The wolf- in an enticing and cunning –rising intonation

2x1=2mks

iii). Master the content of the narrative by memorizing
-Read the story to myself or in front of a mock audience
-Practice pronouncing the words correctly
- Choose the correct costume.

2x1=2mks

b). (i). idol bridle grown
(ii) bier court wail/wale

c). (i) ɵ
(ii) ə
(iii) ɵ

d). (i). b
(ii) h
(iii) g

e). (i). falling
(ii) falling-rising
(iii) falling

e). –Clear your throat
- clap your hands
- bang the table
- ring the bell
- blow the whistle
-beat a drum
-sing a relevant song
- recite a poem.

4x1=4mks

f). –Excuse me please, May I come in? 1mk
-You know my mother is sick. 2mks
-Where is she? 2mks
Thank you very much. (*Must use courteous language* ***thank you*** *if not no mark*) 2mks

EMBU COMMON EVALUATION TEST EMBU-NORTH SUB COUNTY
FORM 4
ENG PP2
101/2
MARKING SCHEME.
JULY AUGUST.

1. COMPREHENSION.

a) The term is put in quotation marks to indicate artificial ∨shortage since the country has all the specialists ∨it needs and some are unemployed. 2mks

b) The national government is to pay the salaries ∨while the county government pay for transport and accommodation and security bills∨ 2mks

c) Health was to be managed as a shared responsibility between the two levels of government ∨in a vertical and horizontal manner∨ 2mks

d) It was intended to handle issues of personnel; to be dealt with at the national level and promotion of training to achieve the recommended population to health workers ratio.

e) There are strikes in the health sector; reports of tribalism, nepotism in recruitment. Lack of equipment, medication supplies are rampant. 3mks

f) –National government stepped in with medical equipment leasing scheme (MES)
-Counties unable to attract, train and retain specialist
-Receiving foreign medical specialists
-Accepting national government to pay their salaries.
4x1=4mks

g) The chickens have come home to roost. 2mks

h) i).brought
ii) neglected areas
iii) unable to do

Q2 THE RIVER AND THE SOURCE

a) akoko had woken the village with wails and screams ∨and people had rushed out of their houses to the chief's homestead thinking that it was the chief or his son who had died. When a good sized crowd had gathered, she stood outside her house and in a loud voice explained to the people that she did not know how to cast spells or to brew love portions to snare the hearts of men as her mother-in-law had suggested ∨that she had bewitched her son, chief ∨Owour Kembo. 4mks

b) **Akoko is hardworking∨-** In the rhetorical questions that she asks the crowd, she says that she rises early to till her land and has never begged for food as her family had enough to eat and more left over to barter ∨.

- **She is proud** ∨-She reminds the crowd that her father was a wealthy man and even before receiving thirty head of cattle as bride price from chief Owour Kembo and would have remained wealthy without them for none of her twenty-one brothers was wifeless∨
- **She is religious-** she believes that children a gift from were both to the deserving and undeserving

- 2x2=4mks

c) Someone inquired where he might have been. **1x1=1mk**

d) **i).** Men in the community are allowed to practice polygamy without the consent of their wives∨. Akoko explains that she had not stood in the way of her husband with other women and she shouldn't order him to marry or not to∨.
ii). Women have no say in marriage; however, oppressed and aggrieved they may feel. When Akoko says that she would separate from her husband and ask her people to return the cattle paid to them as bride price∨, the crowd hisses as such a thing was unheard of a man owned a woman body and soul∨. **4x1=4mks**

e) **Otieno has a contemptuous attitude∨, towards Akoko**. He abuses her when he calls her a she-wolf∨ and would have beaten Akoko up had she not stood her ground∨ **3x1=3mks**

f) i). **Simile∨-** Should I spit in the eyes of 'were' like a snake? Akoko asks these rhetorical questions to mean that she can't dare show ingratitude to '***were***' because even if her husband would want more children, '***were***' had given her two already.
ii). **Metaphor∨-** My continued presence here is bitter aloes…….. akoko uses this metaphor to mean that she, a woman who could not bear many children to befit a chief as per community's traditions, was unwanted and unwelcomed in the eyes of her mother-in-law.
2x2=4mks

g) it was an unforgivable crime to accuse someone of *juok* witchcraft, even in jest∨**2x1=2mk**

h) Akoko leaves her matrimonial home∨ and goes back to her people∨ in Yimbo∨ **3mks**

Q3 POETRY

a) She admires them ∨and she believes she will indeed look nice in them∨1mk. This illustrated, "In this season's style she says they fit perfectly∨1mk **3mks**
b) The expression…… "but wobbles on their high heels, they're hard to balance."**1mk**
c) He admires the neat hops-and-skips of her∨their quick peck∨, never but hops-and-skips of her∨, their quick peck∨, never missing their mark∨, not over-stepping the line∨.
4mks
d) The persona points out his own distorted feet∨. The callousness, odd patches of hard skin∨**2mks**
e) The poet notes that life is full of challenges ∨ and the young (exuberant) are advised to tread carefully ∨least they fall into pitfalls∨. The youth should be themselves and not imitate their elders∨.
The older generation is also opposed to the youth who seem to be naive. "I wish she would stay sure-
footed"∨ **5mks**
f) **Cautionary tone**∨……**."**I try to warn my sister……" the persona tries to caution the younger generation ∨ **3mks**
g) The persona does not wish to see the sister face the same pitfalls that she endured∨or The persona notes with regret that had he been a bit careful, she would have avoided the pitfalls that befell her.
2mks

4. GRAMMAR.

a). (i) in
(ii) for
(iii) in
b) (i) pacify/appease
(ii) captor(s)
(iii) providence
c) (i) took after
(ii) made away with
(iii) come to
d) (i) Never had the village experienced such a storm.
(ii) Being so ill, John was advised by the doctor to stay at home for a few days.
(iii). The cow that had been stolen from the school was brought by the farmer.
e) (i) lest/else
(ii) but
(iii) despite/in spite of

EMBU COMMON EVALUATION TEST EMBU-NORTH
FORM 4
ENG PP3
101/3
MARKING SCHEME.
JULY/AUGUST.

Q1

a) Imaginative composition
- Must be a story if not deduct 4AD
- Must end with the given sentence if not deduct 2AD
- Painful experience must be seen
- If the story does not bear any relation with the ending sentence treat as irrelevant and deduct **4mks**

b)
- It must be an expository. If a story deduct **4mks AD**
- The candidate should present a plausible discussion of corruption solutions that are feasible, not far-fetched or unimplemetable.
- A candidate should argue exhaustively to leave no doubt about their understanding of corruption and its possible solutions.
- Length should be one and a half pages of foolscap. If more deduct 2mks AD for flouted rubric.

2. **Introduction**
Christianity is portrayed as a practice for its own sake. Its principles are not professed in teaching humanity through goodness. This is clearly depicted by different character in the play.
2mks

Content.

Governor George Abashwwili
- he faithfully attends the Easter Mass yet we see so many beggars and petitioner in his courtyard.
- He has a boy who's well dressed and assigned two doctors while some petitioner are malnourished, children wearing rags and definitely hungry.
- As he distributes coins to the poor, he has expansive plans to demolish part of the slums to expand his palace.

The Monk
- He is a man of cloth and he joins Grusha and the dying Jussup for financial gain.
- He had to be fetched from the tavern even after being paid in advance.
- He turns a blind eye on the presence of the child in the holy matrimony he conducts.
- He participates in the rumor mongering.

Natella.
- Does not fail to attend church but she also insults her servants and bosses around a lot.
- She is hateful of the common people who she accuses of causing her migraine.
- She is obsessed with material things/gains.

Grusha's mother-in-law
- She arranges for a holy marriage yet she's aware of an illegitimate child.
- She claims to be honest person but saves money by hiring a cheap monk.

Aniko
- She claims that she is religious and yet can't take in good hearted Grusha.
- She puts on two pair of stocking to church after being embarrassed by one of her servants.

Mark 3:3:3:3=12mks

Conclusion
Therefore, it is to note that some people preach water and drink wine.
(Accept any other relevant conclusion-2mks)
Language =4mks

3 .a) the short story
- Greed for material things can lead to insatiable desire and ambition to own more property. From the short story "How much land does man need" we are introduced to pahom a farmer who owns 123 acres of land but he is not satisfied with that he owns. This leads to self destruction.
- Pahom bumbs into a dealer who promises him an opportunity to own more land with as little as 1000 roubles Pahom is informed of an existence of 13000 acres of land owned by Bashkir family who sets a condition for one to acquire the land. A meeting is arranged between Pahom and the Bashkir. The exchange of pleasantries and condition was outlined for one to own the available land.
- Acoording to the Bashkir family one had to start from a spot and make a large circuit before sunset. All that covered distance one claimed the land. After paying only 1000 roubles a day.

- Insatiable greed and ambition made Pahom to try his luck and he sojourned very early to make a long journey to claim the piece of land. He had to do so before sunset. This greed made him to cover ground to move clearly from the starting point. Due to his greed this makes him move away from the starting point to an extent he could not visibly locate where he had started.
- When he decided to go back it was late but he managed to reach the cap where he had initially started.
- Due to his greed his journey back was tiresome and reached the point where he was exhausted which led to his collapse. He later died.

In conclusion Pahom's desire to own more land led to his own destruction and death. If he was satisfied with what he owned he could not have suffered death.

Introduction=2mks
Body=3:3:3:3=12mks
Conclusion=2mks
Language=4mks
Total=20mks

3. b). The play

Betrayal in the city Francis Imbuga.

Introduction.

Those in position of power often commit unpardonable crimes yet they go unpunished. 2mks
(Accept any other valid introduction)

Body

- Mulili takes advantage of his relationship with Boss to get away with many evils. He kills Doga and Nina for insisting on carrying on with the sharing ceremony.
- He also tells her boss about Kabiko and has him eliminated. He has Jere put in prison because of arguing with him over allowing the couple to continue with the sharing ceremony.
- Tumbo embezzles state funds and gets away with it. He is given money to organize for the play competition but does not organize for it. He advises Regine to go ahead for her brother's release when he very well knows that boss has a weakness for women. He doesn't take time to read the play written by Jusper and this leads him to the bloodless coup in which Boss' government is overthrown.
- Mosese drops his Christian name because he shared a name with the person responsible for his imprisonment. Nicodemo planted opium in Mosese's vehicle and has him charged for drug trafficking. It's no wonder he is jittery when he hears that the prisoners were going to share ideas with them during the visit the heads of state.
- Chagaga murders Adika and gets away with it. All he gets is a dismissal from his job after stating that he did it in self defense. He later tries to get lid of Adika's body by burning it. Doga and Nina cannot report this to the sub-chief because Chagaga was his brother.
- After the demonstration at the university because of the influx of impunities in Kafira, Boss brings in three hundred more expatriates to teach them a complaining about Regina.
- He also orders for the killing of Adika.

(***Accept any other valid point)***
Mark 3:3:3:3=12mks.

Conclusion

Its indeed true that those in positions of power practice impunity and get away unpunished. They misuse their power leading to suffering and oppressing of the common man who is helpless and incapacitated. **2mks**
(*Accept any other valid conclusion)*
Introduction=2mks
Body=3:3:3:3=12mks
Conclusion=2mks
Language=4mks
Total=20mks

The Pearl by John Steinback.

Sample introduction

Greed is evident throughout the text as exhibited from the actions of various characters in the text. Kino, a pearl fisherman finds superb pearl. News of this great discovery spread to admiration and greed for the pearl in equal measure.

Points to consider

- The priest on hearing about the finding of the pearl starts to think of the need for church repairs. He wonders whether Kino and Juana have been properly married (in church) and whether Coyotito has been baptized. As a result, he makes a trip to Kino's village driven by greed to lay his hands on the newly found fortune. His was an indirect approach.

- After Kino finds the pearl, the doctor, who had at first refused to treat Coyotito, takes upon himself to deliver the medicine to 'cure' Coyotito. He injects Coyotito with a drug to ensure he is sick so as to later 'cure' him. While in the homestead, his darting eyes are focused on Kino to get a clue on where the pearl might be hidden. This shows his greedy nature.

- The pearl buyers had opened different offices in town with a sole aim of exploiting the pearl fishermen. They had collaborated with an aim of buying the pearl at the cheapest price and when Kino fails to fall for their trap they dismiss his pearl of being of poor quality. This portrays their greed.

- The pearl exposes Kino's family to so much danger. There are a number of attempts to end his life. Those responsible were driven by greed. They wanted to own the pearl due to its fortune. At the same time, Kino killed in self defense. His hut is burnt down and his boat is knocked. All this shows the greedy nature of the thieves who want to own the pearl.

- Greed is also noted among the beggars who pinched camp outside the church. They also hope to benefit from the pearl for they know there is no alms giver like a poor man who suddenly becomes rich. They believe that when Kino sells the pearl they will benefit.

- The villagers followed every detail concerning Kino's pearl through Kino's brother Juan Toma. This shows some element of greed.

Conclusion

It is evident that greed for material wealth is inherent even in some cases where individual effort has not been raised.

Introduction=2mks
Body=3:3:3:3=12mks
Conclusion=2mks
Language=4mks
Total=20mks

CEKENAS
101/1
FORM FOUR
ENGLISH PAPER 1
(FUNCTIONAL SKILL)
JULY/ AUGUST 2018
TIME: 2 HOURS
END OF TERM 2 EVALUATION TEST 2018

Q1. Functional writing (20 mks)

You are the principal at Maendeleo secondary School.
In the recent past, the school has experienced rampant indiscipline and drug abuse.

(a) Write a memo to the Head of Guidance and Counselling Department to take the necessary measures (12 mks)

(b) Design a notice warning the students on the dangers of indiscipline and drug abuse (8 mks)

Q2. Cloze Test (10 mks)

Fill in the blanks with the most suitable word

Debate (1)_____ climate change dominates the dry season but fades away (2)_____ it rains. For instance, it was a hot topic when the country was experiencing (3) _____ drought a few month ago, before the heavy rains that are wreaking havoc in various (4) _____ of the country began.

The discussions prompted Deputy President William Ruto, in February, to isue a 90 days moratorion on timber harvesting in public and community forests, ordering Environment Cabinet Secretary Keriako Tobiko to (5)_____ a task force on the wanton destruction of forests.

The Green belt movement's Marion Kamau – led 10-member team (6)_____ since handed in its report, recommending an overhaul of the Kenya Forest service Board and Management. Predicatbly, the climate change (7) _____ has since waned.

Climate change simply refers to (8)_____ of weather patterns that lead (9) _____ extreme events such as a rise in temperatures, excessive rainfall, storms, Floods and droughts. In less (10)_____ 10 months, we have felt the full burnt of climate change.

Q3. Oral Skills (30 mks)

(a) Read the poem and answer the questions that follow (10 mks)

I SEE HIS BLOOD UPON THE ROSE

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 above (2 mks)

(ii) Why would you stress the word "His" in stanza 2 line 3? 2 mks)

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

(iv) How would you say line seven of stanza one (2 mks)

(v) Identify any 2 onomatopoeic words in the poem above (2 mks)

(b) For each of the following words, write another that is pronounced the same. (4 mks)

(i) Use
(ii) Tears
(iii) Lyre
(iv) Main

(c) Two of your classmates have disagreed over a certain issue leading to a conflict. As the student in charge of the class, you decide to arbitrate. Identify **four** negotiation skills you will use to ensure that an agreement is arrived at.(4 mks)

(d) You are adjudicating during an inter-schools drama festival. Your colleague is giving a report on the items presented during the festival. He or she has made obvious errors which you would wish to correct. Explain any four things you would do to ensure that your contribution is deemed courteous. (4 mks)

(e) Complete the telephone conversation below with appropriate responses (8 mks)

You: _____ (1 mk)
Teacher: Speaking. How can I help you?
You: I'm sorry, but I may not make it in time for school today. My Mum has been taken ill suddenly and we are on our way to hospital.
Teacher: _____ (1 mk)
You: Unfortunately, my siblings have travelled up-country but my neighbours are with me.
Teacher: _____ (1 mk)
You: St James Hospital in Milimani
Teacher: _____ (1 mk)
You: I will let you know as soon as the doctor diagnoses her condition. I hope I will not miss out much.
Teacher: _____ (1 mk)
You: Thank you, Sir
Teacher: _____ (1 mk)
You: _____ (1 mk)

CEKENAS
101/2
FORM FOUR
ENGLISH PAPER 2
(Comprehension, Literary Appreciation and Grammar)
JULY/ AUGUST 2018
TIME: $2^{1}/_{2}$ HOURS
END OF TERM 2 EVALUATION TEST 2018

Comprehension (20 mks)

Read the passage below and answer the questions that follow.

With mobile phone networks spread throughout the country, service such as safaricom's mobile money transfer (MPesa), mobile banking (M-Kesho) and information on agricultural produce markets (411 Get It) have increased job opportunities for rural youths as the demand for local agents increases. In his late twenties, Elijah Kimenjo from Pwani in Nakuru district is an example: he approached Equity Bank in 2007 for a loan to set up an M-Pesa kiosk. As well as enabling farmers and traders to deposit or withdraw money using their mobile phones, kimenjo was able to pay back his start-up loan in just six instalments.

By simplifying money access, members of the community have more money at their disposal and therefore are more likely to spend it locally. The service has also enabled farmers and traders to purchase inputs and make orders with their suppliers without having to travel to town. The savings made on transport costs enable them to acquire more stock, which means that the entire community benefits from more goods being available locally. Kimenjo's business has also benefitted from transactions made by the farm owners residing in Nakuru, who do not have to commute to the village to pay their casual labourers. These farm owners are also able to pay their farming supervisors for land preparation and purchase of fertilisers and seeds.

In 2008 the entire region of Nakuru experienced a severe drought, which led to widespread crop failure and Kimenjo noticed an increase flow of money through his business due to remittances from relatives in urban areas. "This service has strengthened friendships and social interactions in the community," kimenjo says"Moreover this has greatly contributed to the success of my business. This means that the entire community benefits from the goods available."

Using the revenue generated by his M-Pesa business, kimenjo has diversified into farming, now leasing 20 acres of land. He also receives information about agronomic practices from the Organic farmer e-bulletin, published by the International Centre for Insects, Pests and Ecology (ICIPE), through his data-enabled mobile phone, helping him grow maize, beans and potatoes.

The SMS-based '411 Get It' services, a joint venture between safaricom and the Kenya Agriculture Commodity Exchange (KACE), also provides Kimenjo with information on agricultural produce and market prices, enabling him to identify favorable markets and cut out middle men. With the profits from his farm, kimenjo opened an M-Kesho business, allowing community members to make deposits from their M-Pesa accounts into an Equity Bank account where they earn interest. "This is an incentive for rural youths to engage in farming." Kimenjo adds. During the planting and

weeding season, Kimenjo's operating capital is reduced as his customers increase their M-Pesa withdrawals. To counter this problem, kimenjo took out another loan from equity bank to purchase a motorcycle so that he could travel to Nakuru town quickly to top up his M-Pesa account. As a result, he has a steady flro of cash in order to facilitate local business transactions. Despite an increasing range of information services available through the internet, literacy remains a major obstacle for many people because these services are only supplied in official languages. The technologies therefore needs to be adapted in such a way as to be accessible in a variety of local dialects to help farmers have easy access to modern farming information and technologies, especially to tackle the current climatic uncertainities that are being experienced. Access to ICT services would also help to foster local skill building and knowledge sharing between rural communities. Yet guided by locally driven business oriented solutions, kimenjo's experiences and business knowledge clearly show the important linkages and synergies that exist between the development of ICTs and information sharing that can support the livelihoods of a large cross-section of youth and other members of communities for agricultural and rural development.

Questions:

a) According to the first paragraph what is the impact of the spread of mobile phone network on the youth? (1 mk)

b) "In 2008, the entire region of Nakuru experienced a severe drought, which led to widespread crop failure and Kimenjo noticed an increase flow of money through his business due to remittances from relatives in urban areas. How this statement ironical? (2 mks)

c) In note form summarize the benefits of mobile telephone as brought out in the passage (5 mks)

d) "This service has strengthened friendship and social interactions in the community," Kimenjo says. (Rewrite in reported speech) (1 mk)

e) Which other piece of technology did Kimenjo obtain to support his business? How did it help him? (2 mks)

f) What is the relevance of Kimenjo in the passage? (2 mks)

g) What is the tone of the passage? (2 mks)

h) What is the biggest problem facing mobile telephony? (2 mks)

i) Supply a suitable title to this passage (1 mk)

j) Give the meaning of the following phrases as used in the passage. (2 mks)

(i) Start – up

(ii) Incentive

Q2. Read the passage below and answer the questions that follow.

"You hate me! You never liked me! You only come to my school to spy on me because you are jealous of me you ugly witch, you pretender!" this was too much for Vera.

"I sacrificed a golden chance to be with you stupid girl and you return it with nothing but insults!" tears welled in her eyes and she dashed them away angrily with her fist; the she grabbed her sister as their mother burst into the room. Elizabeth managed to cool down tempers somewhat and took Vera aside as the more reasonable one.

"Leave your sister alone! I expect better of you Vera, I really did" Vera sniffed angrily, madder now at the uncontrollable dams that were in her eyes. When would she ever learn not to take everything so to heart? A semblance of normality was restored but the relationship between the twins had received a blow from which it would never recover.

Questions:

a) Briefly but clearly what brings about the quarrel in the excerpt. (2 mks)

b) Compare the character of Becky with that of her sister Vera (4 mks)

c) Discuss the major theme in the excerpt (2 mks)

d) "I sacrificed a golden opportunity to be with you….." From your knowledge of the novel, What did Vera sacrifice?
(2 mks)

e) Identify two aspects of style used in the excerpt
(4 mks)

f) From elsewhere in the novel, show how Vera is the reasonable one
(2 mks)

g) A semblance of normality restored. (change into the active voice)
(2 mks)

h) What happens immediately after this excerpt?
(2 mks)

i) Describe the mood prevailing in this excerpt? (2 mks)

j) Describe Becky's attitude towards Vera as brought out in this excerpt.
(2 mks)

k) Give the meaning of the following word as used in the passage
(1 mk)
Golden

Q3. Poetry

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

In Praise of the Blacksmith

Today this place is full of noise and jollity
The guiding spirit that enables my husband to forge
Makes himto do wonders
All those who lack hoes for weeding come and buy!
Hoes and choppers are here in plenty
My husband is a craftmans in iron
Truly a wizard at forging hoes
Ah, here they are! They have come eager to find hoes

Ah iron itself glow molten red with heat
And the one is ruddy and incandescent
My husband is an expert in working iron
A craftsman who sticks like wax to his trade
On the day when the urge to forge comes upon him,
The bellows do everything to speak.
The pile of slag rises higher and higher
Just look at what has been forged.
At the choppers, at the hoes, at the battle axes
And here at the pile of hatchets, large and small,
Then look at the double-bladed knives and adzes
Merely to list them all seems like boasting
And for fowl and goats, they cover yard.
They all come from of tools and weapons.
Here is where you see me eating at ease.

Question:

1. Classify this poem (2 mks)
2. Who is the persona in this poem? (2 mks)
3. Citing evidence from the poem identify the occupation of the people from which it is taken
(4 mks)
4. Isolate any two character traits of the subject.
(4 mks)
5. Comment on the use of any two techniques used in the poem
(6 mks)
6. What is the attitude of the poet towards the subject of the poem?
(2 mks)

Q4. Grammar

a) **Rewrite the following sentences according to the instructions given. Do not change the meaning** (3 mks)

(i) Jane made for the door. Jane leapt out of bed. ***(Combine the two by making one a participle phrase)***

(ii) After a new principal was appointed, results began to improve. ***(Rewrite beginning, ubsequent……)***

(iii) Is there life after death or not. This is a question which man has been asking himself for a very long time***. (Re-write beginning; The question of ……)*** Do not use the word question twice.

b) **Replace the underlined word with a correct prefix** (2 mks)

(i) After the truce, all the soldiers were armed

(ii) Many candidates spell English words

c) Choose the correct alternative

(i) My grandmother gave her inheritance to her favourite grandchildren, Nyabera and _____ (I/ me)

(ii) This matter is between Mboya and _____ (he/him)

(iii) It is _____ not you that I called. (her/she)

d) **Rewrite the underlined words using "phrasal verbs" in place of the underlined words.** (2 mks)

(i) The patient recovered from his injuries sooner than we expected.

(ii) Wafula became sick with fever after he was bitten by a mosquito.

e) **Explain the difference in meaning between the following pair of sentances.** (2 mks)

(i) She went and bought herself a skirt

(ii) She went and bought a skirt herself

f) **Complete the following sentences with the correct preposition.** (3 mks)

(i) He had a strong preference _____ the earlier plan

(ii) The accused was acquitted _____ murder after a long hearing

(iii) The students worked harder with a view_____ passing the final exam.

CEKENAS
END OF TERM 2 EVALUATION TEST 2018
101/3
FORM FOUR
ENGLISH PAPER 3
(Imaginative Composition and Essays Based on Set Texts)
JULY/ AUGUST 2018
TIME: $2^{1}/_{2}$ HOURS

Q1. Imaginative composition (compulsory)
(20 mks)
Either
(a) Write a composition based on the proverb; You never miss the water till the well runs dry"
or
(b) Write a composition explaining what should be done to preserve forests in Kenya.

Q2. Drama (compulsory) (20 mks)
Bertolt Brecht: The Caucasian Chalk Circle.
"Christianity is the fabric with which human goodness is wrapped." With close reference to the play, "The Caucasian Chalk Circle," Discuss the irony in this statement.

Q3. Optional Texts (20 mks)
Either
d) The Anthology: "Memories we lost and other stories," by Chris Wanjala
Taking one step at time is the yardstick to success. Basing your illustrations on the story "The Presiden"t by Mariatu Kamara, show the truth of the statement above.
Or
e) Drama: "Betrayal in the City" by Francia Imbuga.
Drawing examples from any four characters in Francis Imbuga's "Betrayal in the City," Write an essay to illustrate the truth of the statement*: "You are the people who choke Kafira"*
Or
f) The Novel: "The Pearl" by John Steinbeck (20 mks)
Fortune does not necessarily guarantee happiness in life. Citing adequate illustrations from, "The pearl," justify this assertion.

KAKAMEGA NORTH SUBCOUNTY JOINT EXAMINATIONS
KCSE TRIAL 2018
101/1
ENGLISH
Paper 1
(Functional writing, cloze test and oral skills)
Time: 2 Hours

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 (4 mks)

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

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

KAKAMEGA NORTH SUBCOUNTY JOINT EXAMINATIONS
KCSE TRIAL 2018
(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.

a) QUESTIONS

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

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

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

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

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

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

h) 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. COMPULSORY SET TEXT – THE RIVER AND THE SOURCE BY MARGARET OGOLLA

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

The recently concluded multi-party elections which many had hoped would usher in a new era had been characterized by confusion and cries of foul by the opposition and declarations of total transparency by the winners-who if they were to be believed, had turned from goat to guardians of the vegetable patch.

Once again the people's dogged perseverance in the face of lies and bureaucratically engineered setbacks was something to behold: Kenyans – the common people, had come out shining. The donors, not particularly impressed by the Capricorn turned guardian angel transformation of the rulers where still withholding aid and the country was going to the dogs, slowly but surely. These were the words in the mouth of all able bodied Kenyans these days and there was a fair representation of them in that room-from bankers to teachers, doctors to lawyers, engineers to architects: and each and every one of them had an opinion to be voiced, preferably at the top of his or her lungs-with the assistance, of course, of some frothy brew or stinging distillate.

Elizabeth came out of the bedroom unobserved, stood looking at the noisy gathering below. These were her children and their friends and behind her-fast asleep-her children's children; a wonderful sight indeed. She turned and pattered away quietly, but on an impulse decided to check on the little ones. She found them sprawled all over the place as only the very young can be. One rascal – her son Opiyo's son Mark actually had his leg placed squarely on another child's neck. Elizabeth bent to remove it and felt the attack of dizzy breathlessness come upon her once again and with the sure knowledge of one who has lived long she knew that this ominous suffocation was a sign of the beginning of the end. She rested a little, holding on the door and then quietly went to join Mark in bed.

She stayed awake late into the night and as was wont to happen to her so much of late, memories of seventy years duration flashed effortlessly through her mind. There she was as a very little girl, clothed in nothing but the love of Were-the god of the eye of the rising sun; then she was sitting in the shadow of grandfather Oloo's largest bull missing her mother who had gone away to seek the new way. Again there she was with her cousin Owuor walking in single file between Maria in front and grandmother Akoko in the back. They were on their way to the mission at Aluor, a haven for heartbroken widows and bereft orphans who wanted to learn the ways of Yesu Kristu. And here she was studying in her cubicle at the teacher training college. A love letter comes flying in through the open window; it was from a fellow student whose name was Cosmas somebody or other and like so many others it declared his willingness to climb mountains, ford rivers and swim oceans in order to reach her and win her love. The guy must have drowned by now, thought Elizabeth, her lips twitching. And, of course, there was a lifetime of memories with Mark Anthony-in her opinion still the best looking man around. She also remembered clearly the day Akoko had died and her conviction that it was all over. How mistaken she had been! For in truth it had only just begun and now she saw evidence of that great woman in so many of her grandchildren, but strangely enough most clearly in her daughter-in-law Wandia-the girl from the ridge country of the Kikuyu, who was no blood relative but who clearly if instinctively understood the true destiny of a woman-to live life to the full and to fight to the end.
In the small hours of the night, Elizabeth eventually slid into a fitful and disturbed sleep. Mark, being a very heavy sleeper stirred stiffly but did not wake up. The following morning everyone packed up and scattered to whatever direction they had come from – exhausted but happy.
Questions

a) Briefly explain what has led to the family gathering together?
(4 marks)
b) With illustrations, describe the setting of the excerpt.
(3 marks)
c) State three roles played by the mission at Aluor.
(3 marks)
d) Discuss any two themes found in the excerpt.
(4 marks)
e) Comment on the styles as used in the excerpt.
(4 marks)
f) From elsewhere in the novel, Akoko makes another epic journey. Describe the journey and give two reasons why she makes the journey.
(3 marks)
g) Describe the character of Elizabeth as portrayed in this excerpt.
(2marks)
h) "The guy must have drowned by now." Who is the guy referred to here?
(1mark)

i) She also remembered clearly the day Akoko had died. (Add a question tag)
(1 mark)

3. Read the poem 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.
(3marks)
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.

KAKAMEGA NORTH SUBCOUNTY JOINT EXAMINATIONS
KCSE TRIAL 2018
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 statement:
"The shortest way home is not always the quickest".

3. **COMPULSORY SET TEXT – Bertolt Brecht - The Caucasian Chalk Circle.**
(20 Marks)
Discuss the consequences of fighting and war in any society with evidence from Bertolt Brecht's The Caucasian Chalk Circle.

3. **Optional set texts**.

a) Memories we lost and other stories by Chris Wamalwa
Many victims of mental illness suffer in the hands of the community around them. With illustrations from the story *Memories We Lost,* by Lidudumalingani Mqombothi, prove this true.

Or

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.

OR

c) **The Pearl – John Steinbeck**
The Song of the Family is embodies the main character Kino's life in many significant ways. Justify this statement with illustrations from The Pearl by John Steinbeck.
(20marks)

KAKAMEGA NORTH SUBCOUNTY JOINT EXAMINATIONS
KCSE TRIAL 2018
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)

KAKAMEGA NORTH SUBCOUNTY JOINT EXAMINATIONS
KCSE TRIAL 2018
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 both locally and internationally. (1 mk)

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

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

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

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

2. Questions

a) Briefly explain what has led to the family gathering together? (4 marks)

Wandia Sigu (1 Mk) graduated (1Mk) from Nairobi university and was given a doctorate in medicine(1Mk)- the equivalent of a PhD. The family had invited other family members and friends to celebrate such an academic achievement (1Mk).
(4marks)

b) With illustrations, describe the setting of the excerpt.
(3 marks)

The celebration takes place in Aoro/Wandia's home in Nairobi (1M) immediately after the graduation-„everyone packed up and scattered ... to whatever direction they had come from" (1M). This story takes in 1992(1M), immediately after the multiparty elections- ''The recently concluded multiparty elections……"(1M) (4marks)

c) State three roles played by the mission at Aluor.
(3 marks)
- Provided home for the widows.
- Taught the new religion.
- Provided education to those who went there… the likes of Elizabeth. (3 points @ 1Mk)

d) Discuss any two themes found in the excerpt.
(4 marks)

Politics- ''….. recently concluded multiparty elections…"
Family unity- „…those were her children and their friends and behind them… her children's children. Had came together for the celebration
Religion- „on their way to Aluor mission…"
Love- ''love letters flying…" (Any two @2mks) (4marks)

e) Comment on the following styles as used in the excerpt. (4 marks)

(i) Foreshadowing
"…..felt the attack of dizzy breathlessness" she later dies as a result of difficulty in breathing.

(ii) Flashback
"….sitting in the shadow of her grandfather Oloo's largest bull…missing her mother" shows her mother's pioneering trait in Christianity. Also show the wealth back then in traditional society in

contrast to modern society. Studying in her cubicle- emphasize the importance of education and its consequences (4mks)

f) From elsewhere in the novel, Akoko makes another epic journey. Describe the journey and give two reasons why she makes the journey.
(3 marks)

The journey to Kisumu (1mk)- to protect her wealth against the evil brother in law(1mk) and to seek justice for her grandson Owuor's stool of leadership(1mk).
(3marks)

g) Describe the character of Elizabeth as portrayed in this excerpt.
(2marks)

Caring, concerned, responsible. She checked on the little ones before going to sleep. (Any other relevant trait @ 2marks)

h) "The guy must have drowned by now." Who is the guy referred to here?
(1mark)

Cosmas, a fellow student. (1 mark)

i) She also remembered clearly the day Akoko had died. (Add a question tag)
(1 mark)

She also remembered clearly the day Akoko had died, didn't she? (1 mark)

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
(1mk)

2. Only after signing an agreement with the government did the teachers agree to teach (1mk)

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)

KAKAMEGA NORTH SUBCOUNTY JOINT EXAMINATIONS
KCSE TRIAL 2018
PAPER 3
Marking Scheme

1. Points of interception

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

- The story must be the candidate's 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 shortcuts in life have disastrous results.

2. Discuss the consequences of fighting and war in any society with evidence from Bertolt Brecht's The Caucasian Chalk Circle.

Introduction

Fighting and war in any society has far reaching consequences. During war people's normal lifestyle/ way of living is disrupted and there is a lot of destruction of property and lives. Bertolt Bretch has shown how war affects people in his play, The Caucasian Chalk Circle.

Body

- During war, the innocent and the vulnerable suffer the most from the effects of war and fighting. The servants say this about their employer, the Governor's family: "They even have to have their weeping done for them (p26). Michael is being hunted down to be killed yet he is not aware of the war, being only an infant.
- There is disruption of people's normal lifestyles as farms and homes are abandoned. Resettlement has to be negotiated afresh after the war. Seep7 (prologue). As a result of war, there are ruins of a war ravaged Caucasian village, the people orchard is already destroyed and the once beautiful dairy farm is a ruin.
- People's livelihoods are destroyed as the goat herders complain of the low quality of cheese they now produce from their new settlement. The old man whom Grusha requests to sell her some milk retorts:
- "Go to the soldiers if you want milk." The soldiers of the Grand Duke burn the houses of innocent people and kill them making it difficult for them to live peacefully.
- War creates internal refugees. The farmers and the goat herders have been displaced from their homes having been uprooted by the Germans. Grusha and her fellow workers flee into the Northern Mountains as a result of fighting in the city.
- Fighting and war breeds civil wars and counter coups as warring groups fight for supremacy. The Grand Duke is over thrown by the princes who murder his governor but they are in turn rounded up and killed when the Grand Duke takes back powers.
- There is rampant landlessness during the war and fighting as seen in the cases presented before Azkak. He has been a thief as Shauwa says. The soldiers and policemen also break the law they are meant to uphold. The two farming groups – goat herders and the fruit growers are landless.
- War results in exploitation and oppression. For instance, in "The song of injustice in
- Persia. It is stated that the kings are driven by greed in their quest to acquire new territories by impoverishing peasants. Their sense of imperialism drives them in to unrealistic adventures that Azdak refers to as "the roof of the world" ironically, as the soldiers kill each other, the marshals assault each other.
- There is fear and apprehensions which are direct effects of this war. Jussup feigns illness and lies in bed for a long time for fear of being drafted into the war. He only "recovers when he hears that the war has ended. "The song of the centre" clearly portrays the fear among the soldiers at the frontline. It says that if one wants to survive the war and come back home one has to remain at the center"p47. The peasant woman at whose door Grusha leaves Michael shows extreme fear and apprehension at the sight of the soldiers. She disowns Grusha's agreement with her to claims that the child is hers and instead falls down on her knees begging for mercy.

Grusha has to flee again with Michael.

Accept any other relevant point.

Expect 4 well developed/illustrated points.

3. a)

b) 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. The Pearl – John Steinbeck (optional)**

Introduction
The Song of the Family means everything to Kino. His family are his whole world, his whole life. This is made quite clear in the very first chapter, when in the early morning he relaxes watching Juanita tending their baby Coyotito and singing a song which forms part of the Song of the Family. The Song of the Family changes as the family situation develops. To begin with, as seen in the quote above, it is gentle, lilting, soothing. However, by the end of the story when the family have lost everything and have been driven from their home, it becomes wild and desperate, 'fierce and sharp and feline as the snarl of a female puma' (chapter 6). This description conjures up an effective image of the family as a cornered animal fighting for its very survival.

Content

1. Kino views the Song of the Family as a strength and an inspiration. At this stage, the family are content and happy in their small home, happy just to be together, and so the song at this point represents security and comfort. Essentially, the Song of the Family incorporates generations of memories inherited from Kino's forebears. To Kino, the Song of the Family represents safety, wholeness, and warmth. It is the very essence of life to him.
2. The Song of the Family also warns against the "savage" and "dangerous melody" of the Song of Evil; it cries in sorrowful warning before the scorpion bites Coyotito, and it is sung while the baby fights the effects of the scorpion's poison. This is just before the scorpion stings Coyotito, introducing a note of evil and discord into Kino's small world, threatening everything that he lives for and setting into motion a chain of events that ultimately results in catastrophe for the family and Coyotito's death.
3. More than anything, the Song of the Family is a song of hope to Kino. As he fills his basket with oysters, he imagines that the Song of the Pearl That Might Be is embedded as a "sweet and secret and clinging" counter-melody within the Song of the Family.
   Immediately after he finds the priceless pearl, the Song of the Family plays in Kino's ear. It reminds him that a great future is in his grasp, but he must be careful to avoid the wrath of the gods against a man who chooses to be successful through his own efforts.
4. In Chapter Six, as Kino creeps up to the trackers, the Song of the Family is as "fierce and sharp and feline as the snarl of a female puma." It has become a war-song of sorts, propelling Kino

towards a desperate battle for the life of his besieged family. Then, after Coyotito's terrible death, the Song of the Family leads another call to battle for Kino. This time, its unrelenting rhythm guides him to the edge of the water, where he will throw the pearl back into the sea.

Conclusion

So, in the story, the Song of the Family represents many things to Kino. It is simultaneously a song of hope, peace, warmth, and wholeness to him. It can likewise serve as a song of warning as well as a song of gentle wisdom. Essentially, as the text tells us, the song incorporates the complete human experience, and it embodies all the hopes and fears of those who live by it.

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

KAHURO/ MUGOIRI JOINT EXAMINATION
101/1
ENGLISH
Paper 1
(Functional skills, cloze test and oral skills)
2hrs:

1. **Functional Skills.**

   You are the class secretary in your class and you would like the students to attend a career day at Murang'a University which is an annual event held in term two. Write a letter of enquiry to the dean of studies enquiring to be informed of the date, venue and time. Sent it through an e- mail and your class teacher should get a copy. (20 marks)

2. **Cloze test. (10 marks)**

   It never 1_____ to amaze me when I see leaders making generous pledges and promises on a 2 _____ to worthy causes knowing only 3_____ well that once the emotion of the moment dissipates the commitment to follow 4_____ on their commitment also goes.
   Apparently, personal 5 _____ has fallen victim of a society that is no longer disturbed by 6 _____ promises and 7 _____ ; a culture where lying is 8 _____ with being wise. Even under oath, some people feel quiet at ease 9_____ or stretching the truth and they get away 10 _____ it.

3. **Oral skills (30 marks)**

   Oral poem: There was a little man.
   There was a little man
   And he had a little gun
   And his bullets were made of lead, lead, lead.
   He went to the brook
   And he saw a little duck
   And he shot it right through the head, head, head.

   He carried it home,
   To his old wife, Joan,
   And lit her a fire to make, make, make
   To roast the little duck
   He had shot in the brook
   And he'd gone and fetch her the drake, drake, drake.
   The drake was swimming,
   With his curly tail,
   The old man made his mark, mark, mark,
   He fired his shot,
   But he fired too soon,
   And the drake flew away with a quack, quack, quack.
   (Anonymous)

a) i. Identify and illustrate two sound patterns brought out in this oral poem. (4 marks)
   ii. If you were to perform this oral poem, how would you make it more interesting? (2 marks)
b) Underline the stressed syllable when the following words are used as either nouns or verbs as indicated in the brackets.
   (4 marks)

i. Refuge. (noun)
ii. Subject (verb
iii. Conduct (verb)
iv. Present (noun)

c) Write the homophones for the following words. (4 marks)

i. Berth-
ii. Bough
iii. Hail-
iv. Cede-

d) Imagine the Cabinet Secretary for Education has visited your school to give a talk on essence of education. How would you ensure that you benefit from the talk maximally? (4 marks)
e) For each of the following utterances indicate whether you would say it with rising or falling intonation. (4 Marks)

i. Which factory does John work?
ii. Did you say you are moving out?
iii. How do you rate your parents?
iv. They offer very delicious food in that hotel.

f) Identify silent letters in the following words. (4 marks)

i. Heir-
ii. Bomb-
iii. Know-
iv. Solve-

g) The following is a conversation between a teacher and a student. Fill in the blanks with appropriate exchanges. (4 marks)

Student: _____
Teacher: Yes, come in.
Student: _____
Teacher: How do you do?
Student: _____
Teacher: I am sorry, I left my copy at home, but I can request my colleague to assist you with one.
Student: _____
Teacher: welcome.

KAHURO/ MUGOIRI JOINT EXAMINATION
101/2
ENGLISH
Paper 2
(comprehension, Literary Appreciation and Grammar)
2hrs: 30min

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

Kenya has agreed to**accelerate** a health agreement it signed with Cuba last year, by importing doctors from the Caribbean nation to fill gaps in county hospitals as president Uhuru Kenyatta pulls all the levers to ensure success of the Health pillar of his Big Four agenda.
Health Chief Administrative Secretary Rashid Aman said Kenya had struck an agreement to bring in a 100 medical specialists- with each county getting at least two – and Kenya would also send 50 doctors to Cuba for specialized training shortly.
Kenya would also work with Cuba on collaborative research projects, develop training for primary health care workers and collaborate to build capacity to undertake genetic engineering and biotech work.
"Time lines are as soon as possible," said Dr. Aman, who is part of the delegation with president Kenyatta who is on his last day of a state visit to Caribbean nation globally known for its leading role in healthcare.
Cuban doctors will need to be cleared by the Kenya Medical and Dentist Practitioners Board but Governors Anyang Nyong'o of Kisumu, and Mohamud Ali of Marsabit, who are also in the delegation and back the deal, said they expected no problems.
Prof. Nyong'o, who had been to Cuba twice before when he served as minister in the **coalition** government, and had been party to health cooperation agreements that were never implemented, said he wanted to see swift implementation because health was at the **epicenter** of growing Kenya.
President Kenyatta has ordered Dr. Aman to stay on, in Cuba until he delivers on critical results- an agreement with the extensive details on cooperation with Cuba.
The agreement will cover critical areas. This will include, first, the seconding by the Cuban government of doctors to Kenya to fill crucial gaps in county hospitals; and secondment of technical experts to operate equipment.
Second will be the participation in research and advanced trials of medicines in area that Kenya is vulnerable; using therapeutic anti – HIV and anti-prostate cancer vaccines; to control influenza and meningitis; and control of diabetic foot ulcers amputation.
It will also cover the vector control in the fight against malaria.
And third, Kenya will look to Cuba for vaccines against ticks, guaranteeing healthy animals and cleaner environment due to a reduction of chemicals used in tackling ticks at the moment.
The sum total of this agreements is that Cuban **experts** will come into Kenya within the next few weeks, and working hand – in - hand with their Kenyan counterparts, will roll out a range of medical interventions that will radically change how we manage a number of life – threatening diseases.
If the recent political handshake had the potential to change political discourse, the agreement with Cuba will be of seismic proportions when it comes to management of our health care systems.
The key approach for the Cubans, is simple: it is about preventive measures, with the primary guidance being that the country must stop spread of disease before it drains the economy.

a) According to the passage, how has Kenya agreed to accelerate a health agreement it signed with Cuba? (2 marks)
b) According to the passage, who is Rashid Aman? (1 mark)
c) Why do you think Prof. Nyong'o was very vital as part of the delegation to Cuba? (3 marks)
d) So how president Kenyatta was personally involved in ensuring that there is commitment in the deal. (2 marks)
e) What evidence shows that it is not easy for the Cuban doctors to come and work in Kenya freely? (2 marks)
f) Make notes on how Kenya would benefit from its collaborative relationship with Cuba. (5 marks)
g) "Time lines are as soon as possible," said doctor Aman. (*Change into reported speech*) (1 mark)
h) Explain the meaning of the following words as used in the passage.
i. Accelerate.
ii. Coalition
iii. Epicenter
iv. Experts

2. *Read the excerpt below and then answer the questions that follow.*

"Elizabeth AwitiOkumu," called the head teacher. No PhD holder ever had such a sweet sense of victory as this barefoot African girl, who without even knowing it, was the proto-type of others yet to come. With the certificate came the invitation to a newly opened Teacher Training College. It was unbelievable! She had not even thought of the future. What was she to do?

"Grandmother! Mother! Look!" "What is it my child? Asked the ever serene Akoko now a grizzled old lady but still possessing the sweetest smile that ever lit a woman's face. Maria on the other hand felt her heart thumping away in her chest, her mouth tasted bitter and she felt nauseated. All the fears of her childhood were coming back. There was a vice – like band around her head and she thought she would faint. In her head one thought went round and round, beating its wings like a trapped bird. "My child – not you, not you!" She would have given it a voice if her throat was not in a spasm. If anything happened to this child! If she was taken away from her she knew she would die. Her little baby, who had defied all odds to live to the very threshold of adulthood! "A sword shall pierce thy soul! A sword shall pierce thy soul!" and suddenly she realized she had spoken loudly and everyone turned around to stare.

"Control yourself," hissed Akoko as Awiti stared at her mother in shock. She hadn't even divulged the contents of the letter yet! What could her mother be talking about? Eventually the presentation was over? The teacher seeing the commotion at the back commended Awiti for her good work, but wisely refrained from mentioning the invitation. The poor girl had suffered long enough at the hands of the boys and the villagers.

When the three got back to their simple grass thatched hut, the old woman reprimanded her middle- aged daughter as she had never done before. The young girl had meanwhile been dispatched to fetch water. She was glad to go for she was afraid of her mother.

"My child, I am terribly ashamed of you. You are no longer young yet you have never been anything but selfish with the selfishness of a child. You feel that other people may suffer, but as for you, it is your right to be happy. You shake like a reed in the wind because you have never forgiven God for not giving you as many children as other women whom you consider less worthy. And you feel that God owes it to you to make sure that your only child lives and prospers. Learn my child that God owes nobody anything. He gives to all men both wicked and good from his great bounty according to his wisdom and mercy. You are no longer a child yet your understand nothing. Don't you know that the height of heaven and the vastness of his eternity he sees you as you shall be a hundred seasons hence when no one on earth will have any memory of you and your bloodline will have mingled and petered out like a well in the dry season?

You are not wise, my child, learn wisdom. Put your child in his hands who can both plant and bring to fruition. Try to be happy for Awiti when she tells us the news whatever it is. Don't you see the world is changing and she is acquiring what will make the difference as to whether she survives or perishes? Maria eventually calmed down and her racing heart stilled within her but when she heard her daughter's footsteps on the threshold the band tightened around her again and she started breathing fast – like a woman in labour. She struggled to control hers.

a) Place this extract in its immediate context. (4 marks)
b) Why is Maria resigned as Awiti receives the letter, and what was the content of the said letter? (3 marks)
c) For what reason was the young girl dispatched to fetch water? (3 marks)
d) "The world is changing". Give three instances which concurs with this phrase as reflected in this excerpt. (3 marks)
e) With illustrations give two character traits of Akoko evident in this excerpt. (4 marks)
f) "…who without even knowing it, was the prototype of other yet to come." Identify any other three female characters who fulfils this. (3 marks)
g) With illustrations identify any two use of figurative language in the excerpt above. (4 marks)
h) She was glad to go for she was afraid of her mother. (*Add a question tag.*) (1 mark)

3. Poetry

Read the poem below and answer the questions that follow.

The inmates
Huddled together,
Cold biting their bones,
Teeth chattering from the chill,
The air oppressive,
The smell offensive,
They sit and they reflect.

The room self-contained
At the corner the 'gents' invites
With the nice fragrance of ammonia,
And fresh human dung,

The fresh inmates sit thoughtfully.

Vermin perform a guard of honour,
Saluting him with a bite here,
And a bite there,
'Welcome to the world,' they seem to say.

The steel lock of the door,
The walls insurmountable
And the one torching tortuous bulb,
Stare vacantly at him.
Slowly he reflects about the consignment
That gave birth to his confinement
Lock in for conduct refinement
The reason they put him in the prison

The clock ticks
But too slowly
Five years will be a long time
Doomed in the dungeon
In this hell of a cell

a) Who is the persona in the poem? (1 mark)
b) Briefly explain what the poem is about. (2 marks)
c) Identify and illustrate three aspects of style in the poem. (6 marks)
d) Give evidence from the poem which indicates the inmate are suffering. (3 marks)
e) Why is the fresh inmate in prison? (2 marks)
f) Identify and explain the mood of the new convict. (2 marks)
g) Explain the meaning of the following lines as used in the poem. (2 marks)
- That gave birth to his confinement.
- The room is self-contained.

h) What does the steel lock of the door and the insurmountable walls suggest? (2 marks)

4. Grammar.

a) Fill in the dash with the correct preposition. (3 marks)

i) John excels _____ dancing.
ii) Margaret is ignorant _____ the dangers of drug abuse.
iii) Eating a balanced diet is beneficial _____ one's health.

b) Rewrite the following sentences according to the instructions after each. (4 marks)

i. It was tough but we eventually finished the assignment. (*Begin: Tough…*)
ii. Mercy said that she had not escorted me. (*Use: …denied…*)
iii. He is busy building his house so that he can marry Jane. (*Rewrite using: with a view*)
iv. The teacher will not at any cost agree with you. (*Begin: At…*)

c) Use the correct form of the words in brackets to fill in the blank space in each of the sentences below. (3 marks)

i. The accident _____ (occur) near the hospital yesterday.
ii. The _____ (argue) made them to quarrel at last.
iii. The vehicle broke down due to poor _____ (maintain).

d) Explain the two different meaning in the following sentence. (2 marks)

The teacher hates cheating students.

e) Choose the correct pronoun for each gap from among the following: him, I, me, his, she, hers. (3 marks)

i. The chief had summoned all the men except you and _____ .
ii. Although Peter and I disagreed over the matter, I am still a friend of _____ .
iii. _____ and I are the only ones who attended the wedding.

KAHURO/ MUGOIRI JOINT EXAMINATION
101/3
ENGLISH
Paper 3
(Creative composition and essays based on set texts)
2hrs: 30min

1. Compulsory imaginative composition. (20 marks)
   Either.

a) Write a story ending with: …with that experience I learnt that I should always respect my seniors.

   Or

b) Write a composition showing how detrimental taking of illegal drugs is.

2. The compulsory set text. (20 marks)
   DRAMA
   The Caucasian Chalk Circle by Bertolt Brecht.

   "Being flexible in challenging circumstances is key for survival." Drawing your illustrations from 'The Caucasian Chalk Circle' write an essay in support of this statement.

3. OPTIONAL SET TEXTS.
   EITHER.

a) The short stories. Memories we lost.
   "Contentment is all that a man need." In relation to the story "How much land does a man need." Write an essay to show the truth of this statement.

   Or

b) Drama: Betrayal in the City by Francis Imbuga.
   "Mulili is the poison in Kafira." With illustrations from the play 'Betrayal in the City" write an essay in support of the statement.

   Or

c) The novel: The Pearl by John Steinbeck.
   "Too much ambition leads nowhere." With illustrations from the novel 'The Pearl' write an essay to validate this statement.

KAHURO/ MUGOIRI JOINT EXAMINATION
PAPER ONE
101/1 ENGLISH MARKING SCHEME
Email – format

From – (1mk)
To (1mk)
Date (1mk)
Cc (1mk)
Subject (1mk)
Content – Introduction 4
Body 6
Conclusion 3
Signing off- 2 (marks)
Signature
Name

2 1 Stops
2 Whom
3 Too
4 Through
5 Integrity
6 Broken
7 Pledges
8 Synonymous
9 Fabricating
10 With
NB Rules of must apply e.g realize on

a) Having two alternative answers
- Writing capital letters inappropriately
- Wrong spelling

3a) Rhyme –man .....gun
Onomatopoeia – quack, shot
Alliteration – he had, fire for
Repetition – make, make, drake,drake, mark, mark,
Award any 2

ii) Use of gestures appropriately
Appropriate facial expressions
Maintain eye contact

B (i) Refuse
(ii) Subject
(iii) Conduct
(iv) Present

b (ii) Berth – birth
Bough – bow
Nail – nale
Cede – seed

d (i) sit comfortably at a strategic place
maintain eye contact
write short notes
avoid destructions
(any other relevant answer)

E (i) Falling
(ii) Rising
(iii)Falling
(iv) Falling

f) (i) Heir h
(ii) Bomb b
(iii) Know k
(iv) Solve e

g) Excuse me Sir/Madam may I come in?
- How do you do
- Please, assist me with your copy of English text book (or any other relevant material)
- Thank you Sir/Madam.

KAHURO/ MUGOIRI JOINT EXAMINATION
PAPER TWO
101/2 ENGLISH
MARKING SCHEME

1 a) By importing doctors from the caribbean nation to fill gaps in the county hospitals (2marks)
b) He is the Health chief Administrative secretary in Kenya (1mark)
c) He had been to cuba twice before
- He had been party to health cooperation agreement
- he wanted to see swift implementation because health was at epicenter of growing Kenya ((3marks)
d) He made a state visit to cuba and he signed the agreement to himself (1 mark)
e) They need to be cleared by the Kenya medical and Dentists practitioners Board (2 marks)
f) - Receiving 100 medical specialist from cuba.
- Sending 50 doctors to cuba for specialized training.
- collaborating in research projects with cuba.
- Developing training for primary healthcare
- collaborating to build capacity to undertake genetic engineering and biotech work (5 marks)
g) Dr Amani said that time lines were as soon as possible (1 mark)
h) - Accelerate- speed up
- epicenter- focal/central point
- Coalition- alliance, union between two groups/partnering of two teams.
- experts- people with specialized knowledge in medicine.

2 a)
b) She feared losing her only child in that in acquiring more education there was fear that she might fail to get a husband.
The letter was an invitation to a Teacher Training college (3 marks)
c) Akoko wanted to have some time with Maria as she reprimands her and ask her to accept the information of the letter
d) –introduction of formal education
- Introduction of Christianity (new religion)
Girls are being educated (3 marks)
e) Authoritative/commanding –she orders Maria to control herself.
-flexible – she is ready to abide as per the letter which Awiti had received
-Religious – she strongly believe in God e.g "….. God owes nobody anything"
-Observant- realized that Maria was uncomfortable when the head teacher handled Awiti the letter.
-wise – sends Awiti to fetch water so as to have time with Maria 2x2 = (4mks) NB Award any other plausible answer.

f) Vera, wandia, Alicia, Lisa(any 3 girls who excelled academically) (3marks)
g) Wasn't she?(Must be well punctuated) (I1 marks)
h) Hyperbole-her heart humping away in her chest/ if she was taken away from her knew she would die
- similes – bearing its wings like a trapped bird.
- you shake like a need in the weed.
- She started breathing fast like a woman in labour.
- Returned out like a well in the dry season? 2x2=4 marks ie
Identification – (1mark) x2
Illustration – (1 mark) x2

3 a) The speaker is an observer who explores through the life of prisoners/inmates (1mark)
b) The poem is talking about the life in prison which is oppressive (2mks)
c) Irony – nice fragrance of ammonia
rhyme Consignment
-confinement
-refinement
-oppressive/offensive
Personification –tortuous bulb stake vacantly at him
Alliteration – torching torturous
Total (6marks)
Award any 3 points x2
Identification (1mark)
Illustration (1 mark)

d) The cold bikes their bones and they chatter their teeth from the chill.
-The smell is offensive with fresh human dung.
-vermins bite the inmates unsparingly Total (3marks)

e) The inmate is in prison because of a certain consignment that he either stole an got lost under his care (2marks)

f) Regretful – he reflects about the consignment that landed him in the cells
-Thoughtful –he (the fresh inmate) sits thoughtfully.
-Agonizing – he agonizes at the long time that he will be in prison. The clock ticks too slowly.
Any 1 point award 2 marks) ie
Identification (1mark)
Illustration _1 mark)

g) (i) That resulted/led to his confinement (1 mark)
(ii) The inmates do everything including long calls in the cell. The 'gents" invites (1mark)

h) The steel door suggests that the security was tight and the inmates could not escape (2 marks)

4 a) (i) at/in
(ii) of
iii) to

b (i) Tough as it was, we eventually finished the assignment.
(ii) Mercy denied that she had escorted me/mercy denied that she had escorted me
(iii) He is busy building his house with a view to marrying Jane.
(iv) At no cost will the teacher agree with you.

c (i) Occurred
(ii) Argument
(iii) Maintenance

d) (i) The teacher hates students who cheat.
-The teacher does not like cheating his/her students

e) (i) me/him
(ii) his
(iii) she

KAHURO/ MUGOIRI JOINT EXAMINATION
THE GUIDING MARKING SCHEME
ENGLISH PAPER

1. Compulsory imaginative composition.

a) Points of interpretation.
- Must be a story expressing a personal experience that was unpleasant. (If not deduct 2 marks)
- Must end with the given statement. (…with that experience, I learnt that I should always respect my seniors.) (if not deduct 1 mark)
- The candidate must capture on the happenings and state clearly how the turning point came by.

b) Points of interpretation.
- The candidates must introduce and explain which drugs are illegal.
- The candidates must mention some of the causes of drug abuse.
- The candidates must show effect of taking illegal drugs.
- When concluding candidates should some ways of curbing drug abuse.

2. Compulsory set text: the Caucasian Chalk Circle.
"Being flexible in challenging circumstances is the key for survival."
Sample answer.
Introduction.
The candidates must bring out the understanding of the given statement and preferably mention some of the characters who are flexible in challenging circumstances. (Also accept a relevant general introduction).
Body.

1. The goat herders were flexible in allowing the fruit farmers to take up the valley after resolving their disputes. (candidates to expound on this point)
2. Grusha, a house maid if flexible during the coup in trying to rescue Michael who had been abandoned by his mother. (candidates to explain how Grusha portrays flexibility)
3. Simon is flexible when he testifies that he is the father to Michael despite feeling betrayed by Grusha.
4. The Grand duke humbled himself which is a sign of flexibility before the coup by seeking refuge in Azdak's house.

Conclusion.
Form the above illustrations it is clear that been flexible in challenging circumstances is the key of survival.
Short stories.
"Contentment is all that a man needs."
Sample introduction.
Lack of satisfaction has led to many evils in the society today. Family conflicts and even divorce has occurred where married couples are not satisfied with each other. Similarly, in the story 'How much land does a man need?' lack of contentment eventually lead to Pahom's death as illustrated below.
Body.

1. Pahom had a large parcel of land but he was not satisfied with it. He had 123 acres of land and pasture but he kept thinking about only one thing. 'How can I have more lands?' Eventually in pursuit of more land he ended up losing even what he had before.
2. Pahom had a big house which five family members lived in but he was not satisfied. He left his family in pursuit of more land but he never returned thus also losing his family and the big house in the process.
3. Pahom caused himself pain and was exhausted in pursuit of more land which he never achieved. This made him to throw away his outer coat, his shoes, his flask, and his cap. He ended up losing his belongings in pursuit of more land which he never achieved.
4. Pahom eventually collapsed. His legs gave way beneath him and he never rose again. Pahom was dead! Thus, pahom lost even his own life in pursuit of more land. When he died, his servant realized that all the land that a man needs is six feet from his head to his heels the size of the grave he had dug to bury Pahom.

Conclusion.
From the above illustrations, it is clear that contentment is all that a man needs.

Drama: Betrayal in the city.
"Mulili is the poison in Kafira."
Sample answer.
Introduction.

The student must bring out the concept of malice.
Body.

1. Mulili is an egocentric leader. For instance, where he fails to cooperate with Jere in allowing the shaving ceremony even after Jere had conspired with him in allowing Mustafa to escape.
2. Mulili is a betrayer. He betrays his cousin Boss even after having received a lot of favors from Boss.
3. Mulili needlessly kills his rivals. Mulili executes the death of Doga and Nina and also Kabito.
4. Mulili is an inefficient leader. He is always not punctual for meetings as it is highlighted during the committee meeting in preparation for the visiting head of state.
5. Mulili is hypocritical. He feeds Boss with lies concerning Kabito and after Kabito's death he pretend that he knows nothing about it.

Conclusion.
From the above illustrations it is clear that Mulili is the Poison in the Kafira state.

The Pearl.
"Too much ambition leads nowhere."
Sample answer.
Sample introduction.
In our society today many politicians have lost a fortune because of ambitions to attain political seats. They end up using everything and when they fail to attain the desired position they bring about a lot of sadness to themselves and to those close to them. similarly, as illustrated in 'The Pearl' Kino is too ambitious after discovering the magnificent pearl but it only brings sadness as illustrated below.
Body.

1. Too much ambition blinds someone. Kino and Juana were happy and excited after discovering the great pearl and they thought everyone share their joy. P43. (expect candidates to expound on this point)
2. Too much ambition makes someone to be unrealistic. In the incandescence of the pearl the fictions formed of things Kino's mind had considered in the past and given up as impossible. P44 Kino unrealistically thought that the pearl would solve all the problems in his life.
3. Too much ambition makes someone to be unreasonable. "And if Kino's planning came to nothing, those same neighbours would say, … you see what have become of him. And I myself so the moment his reason left him. P. 46-47
4. Too much ambition makes someone to be inhuman. Kino killed three men and even quarreled with the wife in the process of protecting the great pear. (expect candidates to expound on these points)

Conclusion.
From the above illustrations it is clear that too much ambition leads nowhere.

MURARANDIA / KAHURO JOINT EXAM
101/1
ENGLISH
Paper 1
(Functional skills)
2 hours

1. **FUNCTIONAL WRITING**

a) Your best friend has just been elected as the student's president in your school. Write a **congratulatory note** to him or her. (8mks)

b) Write a **recipe** of a dish for about ten people who will grace his/her celebration party. (12mks)

2. CLOZE TEST

Some of the old people are .1…… by the fear of death. In the young there is a ……2……for this feeling. Young men who….3…… a reason to fear that they will be killed in battle may justifiably feel .4……in the thought that they have been … 5……of the better things that life has to offer**.** 6…… **,** in an old man who has known human joys and sorrows**,** ….7…… has done whatever work he could do, the fear of the death is ……8……ignorable. The best way to overcome it - so at least it seems to me - is to make …….9…… interests gradually wider and more impersonal, until bit by bit the walls of the ego…10……, and your life becomes increasingly part of the universal life.

(Adapted from integrated English. A course for Kenya Secondary Schools Book 4: Kenya Institute of Education: Jomo Kenyatta Foundation 1989, Nairobi. Kenya.)

3. a) Read the following story and answer the questions that follow.

A Greedy Old Man and the Sausage

Once upon a time there lived an old man. One day he paid a visit to his in-laws. On entering the house of his mother-in –law, he found that she had been roasting some meat, among which was a delicious looking sausage, and she was not in the house. He immediately took the sausage and quickly shoved it into his quiver. And it so happened that a piece of live coal had got stuck on the sausage, but the old man did not know. He quickly shut the quiver.

No sooner had he sat down than the owner of the house came in. They sat down to talk about the children's health. When they had finished, it was time for the old man to return to his home. Just then, the woman noticed smoke issuing from the quiver and asked the old man: " Paker **, how come the quiver is smoking ?" The man answered: "Oh it is some naughty fire stick*** with a soft wood*** that smokes whenever it comes into contact with soft wood **** and the arrows." The woman kept quiet and got up to escort her guest.

When they had walked only a short distance, the fire made a hole in the quiver and the arrows fell out *tiak!* Together with the stolen sausage! The lady who was walking closely behind exclaimed: "See, had I not known it!" Then the old man fearing that that his sausage might be eaten, shouted: "Oh my Paker, please do not eat it!" So while the lady ran home in shame, the greedy old man continued with his journey in extreme embarrassment. They showed each other their backs, and there ends the story of the greedy old man.

(Adapted from an Oral literature of the Maasai by Naomi Kipury)

(a) Mention any one thing you would do to alert the audience before telling the story. (1Mark)
(b) How would you say the line, "Paker how come the quiver is smoking?" to bring out complete effect.(2 Marks)
(c) Explain how you would effectively dramatize the old man's response; " Oh it is some naughty… and the arrows" (2 marks)
(d) State the appropriate intonation for saying the line, "See, had I not known it!" and indicate the emotion it brings out in the woman. (2marks)
(e) Identify a sound feature in the story. (1mark)

b) For each of the following words, provide another that is identical in pronunciation. (5marks)

i) Symbol
ii) Coup
iii) Lam
iv) Mayor
v) Wear

c) The underlined indicates the stressed word. Explain what each sentence means on the basis of this. (2 mks)

I will <u>walk</u> to the hospital
I will walk to the <u>hospital</u>

d) Underline the letter that is not voiced in the following words: (3 marks)

i) Resign
ii) Diarrhea
iii) Sachet

e) Your school drama group has just returned from a choral verse presentation at the county competitions where they quite unexpectedly failed. Mention any four reasons that might have led to their failure. (4 mks)

f) Read the following conversation between Odwak and Njoroge, and then answer the questions that follow.

Odwak: Before she died of liver cancer, my sister felt a lot of pain and lost a lot of weight.
Njoroge: Talking about that, I had a toothache last night. I tell you I couldn't sleep.
Odwak: Yes, so about my sister….
Njoroge: (scrolling through his phone). You remind me about my sister. In fact she wrote to me last week telling me about her son's fees. She believes I have more money than I need, and that I should give her some.
Odwak: Well, maybe you have a lot of money. But thank you for being such a good listener! (Stands up to go).
Njoroge: What! Have I offended you?

i) Explain the shortcomings in Njoroge's listening skills. (6mks)
ii) **For each set of words below, underline the odd one out. (2mks)**
i) Cough Bough Dough
ii) Not Note Knot

MURARANDIA / KAHURO JOINT EXAM
101/2
ENGLISH
Paper 2
(Comprehension, Literary Appreciation and grammar)
2 ½ hours

1. **Read the following passage and answer the questions that follow: (20 Marks)**

A Kenyan woman is among TIME's 100 Most Influential People, a prestigious annual list published by the American news magazine that acknowledges extraordinary people changing the world.

M/s Nice Nailantel, a 27 year old anti FGM activist from Oloitokitok, Kajiado South, is the only Kenyan who made it to the magazine's 2018 list. She is listed alongside media mogul Oprah Winfrey, President of the United States Donald Trump, Prince Harry and China's President Xi Jinping.

She is recognized for her **relentless efforts** to end female genital mutilation.

M/s Nailantel's journey began at the slopes of Mt. Kilimanjaro at the age of seven when her parents died. At this age, a Maasai girl is considered to be at the cusp of womanhood and ripe for circumcision, and later marriage to an older man.

Nailantel's **unparalled courage** – never witnessed before in her village- saved her on the eve of her planned circumcision, she ran away with her sister, away, to avoid the cut.

When she returned home, she had clarity of thought that surprised even her grandfather, Mr. Philip Lampat Sing'aro, a respectable village elder. She negotiated with him to give her one more year to prepare herself for the rite of passage. When a year passed, she remained adamant against the cut, although her sister finally gave in .M/s Nailantel would later join high school and at 15, she became a role model and a fierce crusader against FGM.

Using diplomacy and negotiation, M/s Nailantel approached Maasai elders with information about the ramifications of FGM on a woman, imploring them to **recalibrate** their thinking around the practice.

Although her plan did not work at first, the elders warmed up gradually and the greatest sign of respect from them came when they handed her the *esiere*, a powerful walking stick that symbolizes leadership.

Now at 27, Nailantel has become a paragon of a fearless campaign against FGM that has so far saved more than 15,000 girls. Her efforts have spawned international headlines in respectable newspapers such as the New York Times and have afforded her an **enviable** seat amongst the citadel of global icons, pioneers and world leaders.

Although the announcement was made yesterday, Nailantel received an email from the magazine two weeks ago, but had to keep the news from her closest family members. This is because the magazine was strict on the confidentiality of the matter.

"I am truly honored and grateful to be in the list," she said in a phone interview with the Saturday Nation. "It shows how important our work against FGM and child marriage is," she added.

M/s Nailantel is not sure how the magazine learnt about her although she suspects that it was Jaha Dukureh, a Gambian ant-FGM crusader, who recommended her and eventually wrote a short story to accompany the announcement in the magazine. "I did not know she was writing the story," she says.

She has been closely following Jaha's work through international media.

M/s Nailantel said her grandfather is proud of her. "I called him. He may not understand the magnitude of this recognition but he is very proud of me and I am quite sure he is telling every villager about this," said a jovial Nailantel.

As she prepared to jet off to New York the following morning to receive her award at a gala event scheduled on Tuesday/s Nailantel was **mulling over** what she will say during the three minutes she will have to make a toast at the event.

(Saturday Nation April 21, 2018)

1. Are there other Kenyans on the 2018 Time Magazine list? Support your answer. (1 Mark)
2. Why was Nailantel put on the Time Magazine list? (1mark)
3. Using about 43 words write a summary on how Nailantel was able to avoid FGM. (6 marks)
4. Explain how Nailantel was able to convince the elders about the dangers of FGM. (3marks)
5. With clear illustrations, describe any two character traits of Nailantel that are portrayed in the passage. (4 marks)
6. Re-write the following in reported speech: "I am truly honored and grateful to be in the list," Says Nailantel. (1 mark)
7. Explain the stylistic device that is brought out when the elders give Nailantel the *esiere* –walking stick. (2 marks)

8. Explain the meaning of the following words as used in the passage. (2 marks)
   i) Unparalled courage
   ii) Recalibrate

2. <u>Read the following extract and then answer the questions that follow.</u>
25 marks

"Aoro, school is not necessary for a bright, strong fellow like you. School is only for those fools who still want to learn. Today I will give you food. Tomorrow you go out and earn it. I will also allow you to stay in this house for one month after which I expect you to move out and look for a place at your own." Mark stood up and left the room his dumbfounded family staring after him. He had never troubled his head with vague theories about the supposed fragility of growing minds, and if he had he would have pointed out the fact that he had yet to father a fragile child. . He woke up his son at dawn and ordered him out.

"But father! I have not had breakfast!"

"Since when did you see breakfast walking in here by itself? Go out and earn yours." He reached for his belt. Aoro grabbed his shirt and took to his heels. He would take his chances out in the streets. Out there he learned for the first time that everything cost money and that he hadn't the foggiest idea about how to earn it. When he got home that evening, he was famished but nobody offered him any tea. At dinner, no place was set for him and his father sat sternly at the head of the table, his face hewn out of granite. Aoro slunk into his room and sat groaning on his bed. The whole situation was getting out of hand.

Late that night Tony watched him quietly as he got out of bed and headed for the kitchen. It gave a funny sense of *déjà vu.* He had lived through that scene in different circumstances not so long ago. This time however, he knew that there would be no success. He had seen Elizabeth lock the kitchen with a resolute expression on her face.

The Following Morning, Aoro did not have to be woken. It is impossible to sleep on an empty stomach. That night even the porridge at school would have looked good to eat anything at all looks good if death by starvation is imminent. He waited for his father in the sitting room feeling a great affinity to the proverbial prodigal son. Wondering whether using that rogues' flowery language might help his case: "Father I have sinned before you and God;" but he knew his father well enough to realize that such language would cause his immediate banishment back to the pigpen. Besides his father might just take him up on his offer and make him into a house servant. When Mark emerged from his room, Aoro stood up respectfully, his hands held at his back. This man held his future in his hands.

"What are you still doing here?"

"Father! I am very sorry, please forgive me. I promise never to do any of those things again. I will work hard. You know how hard I can work. I'll never make you ashamed of me again, Father! Father!..."this last as Mark made as if to turn away.

a) What happens before and after the extract? (4 marks)
b) Discuss any two stylistic devices evident in the extract. (4 marks)
c) "He had lived through the scene in different circumstances not so long ago," In note form, highlight the circumstances referred to using your knowledge of the text. (6marks)
d) How are the following characters portrayed in this extract? (4 marks)
   (i) Aoro……
   (ii) Mark……
e) i) "What are you still doing here?" (Rewrite in reported speech). (1 mark)
   ii) Go out and earn yours. (Rewrite supplying a question tag.) (1 mark)
f) Between Tony and Aoro, who is younger? (1 mark)
g) Explain the meaning of the following words and expressions as they are used in the extract. (4 marks)
   i) Getting out of hand……
   ii) Resolute……
   iii) Dumbfounded……
   iv) Affinity……

3. Read the following poem and answer the questions that follow.

I SPEAK FOR THE BUSH (by Everett Standa.)

When my friend sees me

He swells and pants like a frog
Because I talk the wisdom of the bush!
He says we from the bush
Do not understand civilized ways
For we tell our women
To keep the hem of' their dresses
Below the knee.
We from the bush, my friend insists,
Do not know how to 'enjoy':
When we come to the civilized city,
Like nuns, we stay away from nightclubs
Where women belong to men
And men belong to no women
And these civilized people
Quarrel and fight like hungry lions!

But, my friend, why do men
With crippled legs, lifeless eyes,
Wooden legs, empty stomachs
Wander about the streets
Of this civilized world?
Teach me, my friend, the trick,
So that my eyes may not
See those whose houses have no walls
But emptiness all around:
Show me the wax you use
To seal your ears
To stop hearing the cry of the hungry;
Teach me the new wisdom
Which tells men
To talk about money and not love,
When they meet women:

Tell your God to convert
Me to the faith of the indifferent,
The faith of those
Who will never listen until
They are shaken with blows.

I speak for the bush:
You speak for the civilized-
Will your hear me?

Questions

i) State the two societies mentioned in the poem. (2mks)
ii) Identify the imagery used in the poem. (2mks)
iii) How has the poet used the word 'friend' in the poem? (2mks)
iv) What is the message of this poem? (4mks)
v) What is persona's attitude toward the friend? (2mks)
vi) Explain the tone of the persona in this statement. (2mks)
"….Tell your God to convert me to the faith of the indifferent."
vii) Explain why the persona does not admire the civilized world. (4mks)
viii) explain the following words as used in the poem (2mks)
i) "….the wisdom of the bush" ……
ii)"They are shaken by blows"……

GRAMMAR

a) Rewrite the following sentences as instructed (3 marks)

i) Nyambura never came late to school this term. (Begin: Not……)
ii) If I had known that they would bring the book with them, I would not have brought this copy. (Rewrite the sentence using **need not** instead of **would not**)
iii) No ones likes to be sick. (change the infinitive into a gerund)

b) For each of the following sentences replace the underlined phrasal verbs with one word that that has the same meaning. (3mks)

i) You need to cut down on the expenses
ii) The visitor remarked that the little boy took after his father
iii) They made up for the lost time

c) Fill in the blanks with a suitable preposition (3 marks)

1. Nanzala came home _____a bus. (with/on/in)
2. The children were pleased ----------- the news . (about /with /at)
3. We heard it all ---------- the radio. (over/on)

d) Use the correct form of the adjective given in the brackets. (2 marks)

1. John is the ..... (Cleverer /cleverest) of the two.
2. Her work is ..... (Perfect/most perfect/perfectest)

e) 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)

MURARANDIA / KAHURO JOINT EXAM
English
Paper 3
(Creative Composition and
Essays Based on Set Texts)
2 ½ hours

EITHER

1. Imaginative Composition (Compulsory)
(20 marks)

(a) Write a story ending with …. He walked away feeling dejected.
Or
(b) Write a story based on the proverb:
"A pot is broken at the door step"

2. The Compulsory Set Texts
(20 marks)

The Caucasian Circle by Bertolt Brecht.
"Blood is thicker than water." Drawing your illustrations from The Caucasian Chalk Circle, explore how the playwright negates this statement.

3. The Optional Set Texts
(20 marks)

Answer any one of the following three questions.
Either
The Novel

(a) John Steinbeck, The Pearl
"Kino's family faces many misfortunes as a result of the pearl." Using examples drawn from John Steinbeck's novel The Pearl, write an essay in support of this statement.
Or

(b) Drama
Francis Imbuga, Betrayal in the City
Injustice propagated by leaders in Kafira has led to the suffering of the citizens. Discuss this statement basing your illustrations on the play Betrayal in the City.

Or

(c) Short Stories
Memories We Lost and Other Stories
In reference to Leo Tolstoy's story, " How Much Land Does Man Need ? " write an essay to illustrate that greed invites frustration and eventual destruction.

MURARANDIA / KAHURO JOINT EXAM
101/1
ENGLISH PAPER 1
MARKING SCHEME

1 A).Must be a congratulatorynote 1 mk. If not deduct two mark
- must mention the name of being congratulated 1mk
- The name of the sender must be indicated in the signing off. 1mk
- the congratulatory note should e brief
- The achievement must be stated early in the message.
- The tone should be sincere.

NB: *deduct one mark if the tone is insincere i.e. Sarcastic*

Format	3
Brevity	1
Achievement	2
Language	2
TOTAL	8 Marks

B.) Must be a recipe. If not, deduct up to 3 marks
- Must have the title "Recipe" 1mk
- Must indicate the number of people the meal is prepared for. 2mks
- List of ingredients 2mks
- The procedure/method 2mks
- Serving the food 1 mk
- Language 4 mks

TOTAL 12 Marks

2. CLOZE TEST
1. troubled
2. justification
3. have
4. bitter
5. cheated
6. Nevertheless
7. and
8. somewhat
9. your
10. recede

3. A) NARRATIVE
(a) Clapping/ coughing/ clearing the throat /story! story!
(b) In a rising intonation; with the finger pointing the quiver.
(c) in a low bemused tone/in a hesitant voice that shows confusion/not convincing/the face probably frowning with worry and anxiety.**Nb** 11/2 mark for correct tone and 1 ½ mark for facial expression.
(d) Rising and falling: one of utter dismay/disappointment/ contempt/disgust/
(e) tiak- ideophone

3.B) i) cymbal
ii) coo
iii) lamb
iv) mare
v) ware

C). i) emphazing walking not any other means
ii) Emphazinghospital not any other place

D). resign; diarrhea; sachet

E)
- poor voice projection
- lack of proper/appropriate gestures
- failure to use facial expressions
- poor intonation
- wrong pronunciation/enunciation
- stage fright
- poor grooming
- wrong posturing
- failure to have eye contact

F) i) Njoroge diverts attention from the concerns of Odwak. He has his own concerns, and this demonstrates, he is selfish.
- Njoroge insensitively interrupts Odwak's speech. "So about my sister."
- Njoroge shows no empathy he makes no effort to put himself in the shoes of Odwak.
- There is complete breakdown in communication because of Njoroge's poor listening skills.
- Njoroge does not even realize he was not listening and that this has frustrated and offended Odwak. 6mks

ii) - Cough
- Note

MURARANDIA / KAHURO JOINT EXAM
MURARANDIA / KAHURO JOINT EXAM
MARKING SCHEME
ENGLISH PAPER 2
101/2

Q1.

1. No, she is the only Kenyan who made it to the magazine's 2018 list.**1mk**
2. she was recognized for her relentless efforts to end female genital mutilation. **1 mk**
3. on the eve of her planned circumcision she ran away with her sister. 6mks
   when she returned home, she negotiated with her father to be given one year to prepare.
   After a year passed, she remained adamant against FGM and became a model and crusader against FGM. **2 x 3 =6**
4. - She used diplomacy and negotiations. 3mks
   - She talked to elders about the dangers of FGM**1 ½ x 2 = 3**
5. -Determined/courageous – she runs away on the eve of her circumcision. 4mks
   - persuasive/convincing – she negotiates with her grandfather to give her one more year to prepare herself for circumcision.
   2 x 2 =4
6. - Nailantel says that she is truly honored and grateful to be in the list. 1mk
7. - Irony, the elders who were initially against her and are the custodians of FGM finally reward her. 2mks
8. -Not seen/witnessed before 2mks
   - Change their way of thinking **1 mk each**

2a) Aoro arrives home after being suspended from school.

- Elizabeth asks him if he has a problem at school
- Elizabeth asks to see the letter
- Aoro reluctantly produces the suspension letter
- On arrival, Elizabeth gives mark the suspension letter which he read and said nothing
- Mark called his family together after dinner and declared that Aoro had become a man and will have to provide for himself.

Any two 2 x 1 = 2mks

After
Aoro passed out
His mother rushed him out to him from kitchen
Mark brought a basin of water which he then threw on his face. He came to and shook his head
Any two 2 x 1 = 4mks

b) dialogue - Dialogue between Mark and Aoro brings out more
a)strict firm/firm/ brings out Aoro as apologetic

- sarcasm"Aoro , school is not necessary for bright strong fellows like you."
- Bibilical allusion – "prodigal son."
- Brings out Aoro as apologetic/develops theme of religion

Metaphor – His face hewn out of granite – shows how firm mark was in his decision
Any two 2 x 2 =4mks

c) tony and Aoro had gone to the river with the twins

- Odongo almost drowned
- The twins reported the madest doctoring the story to absolve themselves from blame.
- Elizabeth declares that tony and Aoro will not have dinner as a punishment
- Late in the night the two (Aoro and Tony)

d) Aoro -Mischievous has herein sent away from school.

- Naïve – still expects to be given breakfast
  "But father….breakfast."
  Remorseful "father I am very sorry.

Mark - Resolute – tomorrow you go out.…
Considerate- I will allow you to stay in this house for a month.
Sarcastic – Aoro school is not necessary…..
NB: Identification 1mk
Illustration 1 mk

e) **i)** mark asked Aoro what he was still doing there.
ii) Will you?
f) Aoro
g) **-** worsening
- Determined/uncompromising
- shocked/baffled
- Similarity

Q 3. Poem
i) This in the bush/primitive society **2mks**
ii) Similes – "he swells and pants like a frog."
Metaphor – bush represent the so called primitive
iii) The word friend has been used ironically to emphasize the fact that he is dislikes him/bring out the social gap between them. **2mks**
iv)
- The hypocrisy and indifference in the civilized world but my friends. Why do men/with crippled legs.....empty
stomachs/wander about the streets of the civilize world?
- Teach me my friend my eyes may not see those whose houses have no walls.

v) scornful/sarcastic/contemptuous. **2mks**
vi) Sarcastic. **2mks**
vii)-too many and neglected people **4mks**
- Many are homeless/destitute
- Many are hungry
- People talk of money and not love

viii) **i)** the good qualities found in the village/so called primitive world. **2mks**
ii) Brought to their senses by force.

GRAMMAR

a) **i)**not once did Nyambura come late to school this term. **3mks**
ii) I need not have brought this copy if I had known that they would bring the book with them.
iii) no one likes being sick.

b) **-**reduce **3mks**
-resembled
-compensated

c) **-**On **3mks**
- At
- Over

d) –cleverer **4mks**
- Perfect

e) –sought **4mks**
-swam
- span
- conscientious

MURARANDIA / KAHURO JOINT EXAM
MURARANDIA / KAHURO JOINT EXAM
MARKING SCHEME
ENGLISH PAPER3
101/3

MARKING SCHEME
ENGLISH PAPER 3
General GuidelinesQuestion One

Paper 103/3 is intended to test the candidate's ability to communicate in English.Communication is tested at different levels of the following:

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

It is the Linguistic Competence shown by the candidate that should carry the marks.
The following categories can be used to help the examiner arrive at the appropriate mark:

D 01-05
There is generally no communication. Parts of the question might actually be copied. All manner of grammatical errors are evident. There are some broken parts which should be identified (01- 03)

C 06 – 10
This category is characterized by a jerky flow of thoughts and simplistic language. The candidate communicates understandably but more or less clearly. Tense errors, spelling and construction mistakes are quite common. Communication is still hampered and the candidate lacks confidence in the language. In the lower 'C' category (06- 07), the reader at times has to guess what the candidate is saying. The upper 'C' (09 – 10) may be clean but is still simplistic and the candidate still communicates in an uncertain manner.

B 11- 15
This category is marked by a better fluency as the candidate demonstrates that he/she can use English as a normal way of expressing himself /herself. There are still numerous errors but these should not be over penalized. At this level, some candidates may become ambitious or even overambitious with a tendency to misuse words. There are some items of merit of single words in this type of essays.

A 16 -20
The candidate is now very much at ease with the language. At this level, the candidate deliberately manipulates language to serve his /her purpose. There is outstanding use of language not only of single words but whole sentences or evenparagraphs. There is clever use of vocabulary/ mature language. Communication is not limited to the idea level but even the emotional aspect comes out. In the upper 'A ' category (18-20) , the errors in the essays are felt to be slips and should not deny the student from getting the full range of marks. The candidate communicates in an unusual style with a lot of pleasantness. There is a definite spark!

Question 1. (a) Must be a story. If not treat as irrelevant and deduct 4marks.The story **must**endwith the given sentence, if not deduct 2 marks. The sentence must naturally end the story. If sentence is merely tagged, treat as minor irrelevance and deduct 1 mark.
NB all deductions must be made from the final mark.

Question 2 (b) Must be a story. If not deduct 4 marks. The story must illustrate the given proverb.
The story must illustrate the proverb. If not deduct 2marks for irrelevance. Candidates **must not** define the proverb. If defined deduct 2 marks.

Question 2 The Compulsory Set Text
The *Caucasian Chalk Circle* by Bertolt Brecht
"Blood is thicker than water." Drawing your illustrations from **The Caucasian Chalk Circle**, explore how the author negates this statement.

(Accept a plausible introduction.) ie
In life, it is naturally expected that those people who are related should treat each other with much concern and love. In **TheCaucasian Chalk Circle,** this natural expectation seems to have been reversed as we going to see in the following essay.

- Governor Abashwili and Prince Kazbek are related, but despite this close relationship, the Fat Prince organizes for his brother to be ousted from power and even beheads him.
- NatellaAbashwili, the mother of Michael has no motherly affection for him .She abandons the baby at the hour of need and runs away for dear life leaving Michael to fate.
- Lavrenti, Grusha's brotherwho issupposed to stand up for his sister helplessly watches as Grusha suffers at his home.Lavrenti forces Grusha to marry a dying man Jussup so that he would get rid of her in order to please the wife Aniko.
- The mother - in –law,Jussup's mother uses Jussup's illness to make money Lavrenti has to pay her money so as to have Jussup marry Grusha.The mother wants Jussup to die so that she may not spend more money baking cakes.

Accept any appropriate conclusion that wraps up the foregoing essay.

2:3:3:3:2 4 For Language
Introduction 2
Body 3:3:3:3 12
Conclusion 2
Language &organization 4
TOTAL 20 Marks

Question 3 the Optional Texts

a) The novel – John Steinback - *The Pearl*
(Accept a plausible introduction)

- The doctor gives coyotito the wrong medicine in order to manipulate Kino
- Kino is injured when thugs try to steal the pearl
- He didn't get the opportunity to sell the pearl.
- His house is burnt down
- His canoe is destroyed
- Coyotito is shot dead by people who are pursuing Kino in order to get the pearl

(Look for an appropriate conclusion)
2:3:3:3:3:2:4

b) Francis Imbuga*Betrayal in the City*
In the play **Betrayal in the City**, by **Francis Imbuga,** many leaders who are given leadership responsibilities have failed to offer a fair and just treatment to the citizens and as a result, many characters suffer injustice perpetuated by the leaders of Kafira.
(Accept any other relevant introduction = 2 marks)
Points to consider

1. Doga and Nina are mistreated and killed by cruel leadership of kafira.
- Denied to perform shaving ceremony for Adika.
- Mulili and Jere are sent to stop them from conducting the ceremony.
- This indicates injustice suffered by a citizen.

2. Mosese is falsely imprisoned by the government of kafira.
- He speaks against the government of kafira at Adika's funeral.
- He is disappointed by the restrictions put forward by the government of kafira; the funeral should only last for 10 minutes
- This indicates how citizens are suffering unfair treatment by leaders.

3. Regina is nearly raped by the head of state, Boss.
- Regina visits Boss to negotiate for the release of Moses
- She escapes through the window when boss attempts to rape her.
- Boss is an agent of injustice which leads to innocent suffering unfair treatment by leaders.

4. Adika is shot dead.
- He was killed while leading demonstration of university students against hiring of expatriates
- Adika is shot dead four times.
- The kafira citizens are thus denied the right of expression and demonstration.

Conclusion
In conclusion, it is true argue that the people entrusted with leadership responsibilities are discharging their unfairly thus causing suffering to innocent citizens. Regina and Mosese for instance suffer in the hands of government officials. This calls for those holding government positions to be responsible.
2:3:3:3:3:2:4

c) Short story
Sample introduction

Greed is a vice that has brought spectacles. It begins with discontentment and ascends to corruption and destruction. The story,'How much land does man need?' exemplifies greed that results in destruction.

Point 1

Pahon has 123 acre farm. He has a big house and a good family of five members. The writer says his number of cattle kept increasing. With all this this, the seemingly well-to-do farmer lacks contentment and a thought constantly disturbs him: 'how can I have more lands?"

Point 2

A passing dealer tells him of a land he had bought from Bashkir's. This is at a seven day –day-walk distant place.

The size of the farm is 13000 acres bought at only 1000 roubles. The description eats into Pahon's remaining contentment. He seeks direction and declares, "I have to go there and buy land." The subsequent haphazard plan to take on the journey to the land of the Bashkir's, shows frustration.

Point 3

After seven-day walk with his servant, he does not sleep all night for the anticipation of how he would beat the Bashkir's in their own game and get the biggest tract of land among all buyers. In the morning he skips breakfast to keep time for the start of striding across the vast fertile land. This shows despair to a point of self-harm.

Point 4

Pohan walks up to noon time and since he has to be back to the hillock by sunset, he decides to stride towards the east side in a bid to cover the area that he dims enough for the day. However, the thought that he should curve more fertile land and the damp hollow craves him the more. He therefore remaps his walk and the distances back to the hillock elongates. In despair to beat the deadline-sunset-he strains himself to a point of throwing away his jacket, shoes and other valuables.

Point 5

Pohan finally reaches the fox-fur cap mark placed at the point he started his walk. This is long after the sun has dipped and obviously he has lost. Besides the deal becoming invalid, he collapses and dies due to exhaustion. His death portrays the ultimate prize for the insatiable greed.

Point 6

The vanity of Pohan's greed is sealed when his own servant buries him ina grave that measures six feet from his head to his heels-it is the much land that he needed.

2:3:3:3:3:2:4

WEITHAGA / KAHURO END OF TERM 2 EXAMINATION----- 2018
101/1
ENGLISH
(Functional Writing, Cloze Test and Oral Skills)
PAPER 1
JULY, 2018
TIME: 2 HOURS

1) Functional Writing
(20mks)
You are the secretary of the Drama Club in your school. Your club wishes to perform the play. **The Caucasian Chalk Circle** in a neighboring school.

a) As the secretary of the Drama club write a letter to the principal of the school asking to be allowed to perform the play
(12mks)

b) In about 250 words write the synopsis of the play **Caucasian Chalk Circle** that would accompany the letter in (a) above.
(8mks)

2) **Fill in the blank space with the most appropriate words.**
(10mks)

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 children? 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 (30mks)

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

The Man and his Donkey

Once upon a time a man had a donkey. One day, the man decided that he wanted to take the donkey to the market so that he could sell it. And he told his son to get the donkey ready so that they could take it to the market. The son got the donkey out of the stable and as they were leaving home the father told the son to ride on the donkey.

They had not gone far when they met an old man. The old man looked at the three, the father and the son and their donkey, and commented. "Surely, young men these days have no respect for the elders. How can you ride on the donkey while your father walks? " When the young man heard what the old man had said, he came off the donkey and asked his father to ride on the donkey as he walked.

They went on, the father riding on the donkey as the young man walked. But before long they met an old woman. The old women looked at the three, the father and the son and their donkey, and commented: "surely, you cannot punish your son like this.

How can you ride on the donkey while he runs and swats as he tries to follow you and the donkey? The two of you should ride on the donkey" when the man heard what the woman had said, he called his son and told him to sit on the donkey in front of him. And the three, the father and the son on the donkey, proceeded their way.

They had not gone far when they met yet another man on the way. The man, full of shock, looked at them and commented: "How can the two of you ride on the donkey like that? Don't you think that you will break his back? Indeed, the two of you should carry the donkey on your shoulders"

When the father and son heard what the man had said, they came off the donkey, cut a long pole, and tied the donkey on to the long pole. They then lifted the pole, the father in front of the son following and carried the donkey on their shoulders.

They did not go far before the donkey began to kick and bray and to move his head from side to side. And as they were crossing a river, the donkey fell off the pole and into the water. And so they did not get to the market.

If you were the fourth person to meet the man, his son and their donkey, what advice would you have given them?

And that is the end of my story (Adapted from Aesop's Fables)

Questions

i. What techniques will the narrator use to capture and maintain the audience attention? (3mks)

ii. If you were part of the audience for this story, explain three things you would do to show that you are participating in the performance (3mks)

iii. How would you say the line. "And that is the end of my story" (1mk)

iv. Your friend has been appointed to narrate the story before an audience. She has come to you for advice on how to prepare for narration. Write down the suggestion that you will tell her to consider. (3mks)

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

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. (4mks)

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. (5mks)

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

Hurry hurry has no blessing

(i) Identify the genre (1mk)

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

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

WEITHAGA / KAHURO END OF TERM 2 EXAMINATION----- 2018
101/2
ENGLISH PAPER 2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
JULY 2018
TIME 2½ Hours

1. **Read the passage below and answer the question that follow** (20 marks)

Africa are undoubtedly a very enduring race and have the capacity to utilize the available natural resources for the betterment of live. The biggest challenge however, is to identify ways and means of creating an environment that is likely to encourage development in Africa.

Perhaps the greatest strategy would be to develop political structure and government institutions that have the capacity to formulate and implement genus poverty alleviation strategies. Administrative arrangements that no longer serve our needs should be overhauled or discarded altogether. Government should foster exploitation and management of natural resources by providing an enabling environment. Having stable governments may not be effective if we don't fight corruption. We should ensure that leaders and government agents become answerable to the taxpayers. The public should be educated on the ills of corruption. Those who have stolen public funds must be made to return it or face the full force of law. Again people known to have **stashed** money in foreign banks should be forced to repatriate that money so as to improve cash flow in our economies.

Apart from this, Africa countries must find a way of solving their internal conflicts without involving the international community; after all, we are all brother with a common cause. The need to unite and exist as unitary state should be stressed as this overrides clan and tribal rights or sentiments that fuel animosity. The African union should be strengthened to enable it to arbitrate intra and inter-states disputes. The resulting peace will provide a suitable environment for economic growth and set us on the road to recovery and prosperity.

Another solution would be to develop rural –based economies since the bulk of our population lives in the areas. Industries that produce and those that manufacture farm inputs, machinery and implement should be located in rural areas. Similarly, mining concerns should establish processing plats near mines. Such industries will naturally recruit manpower from the locality involved and consequently reduce the incidence of infrastructure, which will open up the rural areas for business. This will further encourage agricultural expansion and increase food production to counter perennial food shortages in Africa. For instances, development of dairy and beef processing industry in the rural areas will encourage development of sustainable livestock keeping and probably bring to an end the loss of cattle to drought. A rural based economy will basically raise the income of the rural people and bridge the **disparity** between the rich and the poor.

We could also introduce appropriate technology in exploitation of natural resources and in wealth creation. Since imported technologies are expensive to maintain, Africa should tap the local expertise to develop technologies appropriate to our needs. Home – grown technology should enable us alleviate Africans food insecurity for utilizing river and lake water for irrigation and by harvesting wind and solar energy.

Lastly, our regional economic units such as ECOWAS, SADC and EAC should be transformed into common markets by removing unnecessary tariffs on goods at various entry point so as to realize the benefits of a common market.

The people of Africa should continually seek a better life. We have the resources; the manpower and the capacity to make things move.

a) From paragraph 1, what is the author's opinion of Africans?
(2marks)
b) What should African countries do to fight corruption?
(3marks)
c) Explain how Africans can open up rural areas
(3marks)
d) We have the resource; the manpower and the capacity to make things move. (Rewrite adding a question tag) (1marks)
e) Using information in the passage, summarize the ways of fostering development in African countries in not more than 50 words.
(5marks)
f) What is the tone of the last paragraph of this passage? Give reasons from the passage to support your answer. (3marks)
g) Explain the meaning of each of the following expressions as in the passage.
(3marks)
i. Stashed
ii. Disparity

iii. Fuel animosity

2) **Read the following extract and answer the questions that follow** 25mks

The River and the Source

One day, when the warm humid air lay too wet and heavy even to breathe, with hardly a breeze from the great lake to stir it, a strange man in a long garb reaching down to his ankles and a red head dress that for all the world resembled a tao-fish dish-arrived in the village and asked for the chief. He was accompanied by another one whose mode of dress defied description for nobody had ever seen shorts, leggings and a string of beads, came running to see for themselves these weird creatures. They were at first amazed, then amused. If it wasn't for ugly looking stick that the second one was wielding, they would have tried to touch the strangers' clothes for their fingers were obviously itching to do so.

The heavy air was split with sounds of amazement and laughter.

"Wololoyaye!"

"Mama yoo!"

"Biuru une! Come and see!"

The strangers were taken to the chief's house an the older people saw that their faces were solemn. They couldn't be bearers of good news.

"We greet you, O chief Owuor. We are people sent by sirikal, the government , with a message for you," the white garbed one who was obviously the spokesman decleared.

"And who may I ask, is this sirikal? I've never heard of him," said the chief baffled.

"You may have heard that the country is being ruled by white people now. They with the help of some black people have formed something like the council of jodongo, only much bigger, to make sure that everyone lives in peace according to the new law. This is sirikal."

"Is that so?"

a) Explain what had caused the outburst at the beginning of the extra?
(2marks)

b) What is strange about the chief's question?
(2marks)

c) Comment on the use of local dialect in excerpt.
(4marks)

d) Describe the different moods depicted in the excerpt.
(4marks)

e) Identify with illustrations one theme from the excerpt.
(2marks)

f) Illustrate a character trait of the chief.
(2marks)

g) In note form state what the messengers' had to say to the chief in this excerpt
(5marks)

h) Explain the meaning of the following words as used in the excerpt:
(2marks)

I. Solemn

II. Garbed

i) "Come and see!"
Rewrite in reported speech

3) Read the poem below and answer the questions that follows

My grandmother

She kept an antique shop-or it kept her.
Among Apostles spoons and Bristol glasses,
The faded silks, the heavy furniture,
She watched her own reflection in the brass
Salvers and silvers 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
(2marks)
b) In note form, summarize what each stanza is talking about
(4marks)
c) Identify and briefly explain the use of any two images in the poem
(4maks)
d) What does the persona feel towards the subject matter?
(2marks)
e) What do the following lines mean in the poem?
(2marks)
"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
(2marks)
g) Explain the paradox in the line:
(2marks)
-things she never used
But needed:
h) Explain the persona's sense of guilt?
(2marks)

Grammar 15mks

4a. Rewrite the following sentences according to the instructions given after each. Do not change the meaning (3mks)

(i) Lilian Gilbreth invented the step-on garbage can. Her children wrote about her life. (join into one sentence using 'whose')
(ii) My brother and me have been taking Piano lessons for six years (rewrite correctly)
(iii) Is this the only blue car in your showroom? (Begin: aren't)

(b) **Use the correct form of the word given in brackets to fill in the gap(3mks)**

(i) The accident victims were admitted in a _____ hospital. (Refer)
(ii) I did not get the question because it was _____ set. (Logic)
(iii) Felirascar _____ in Standard One this year. (Be)

(c**) Replace the following underlined expressions with the most appropriate one word. Write the word below the expression (3mks)**

(i) When the teacher met her outside the classroom, Erastina made up a story
(ii) The walls of the mall cared in after the terrorists struck.
(iii) He always irons out people's problems.

(d**) Choose the correct pronoun from the brackets to complete the following sentences. (3mks)**

(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) **Fill in the blank spaces with the correct preposition (3mks)**

(i) Every member is entitled _____ one acre of land.
(ii) John is very excited _____ going to India.
(iii) He has been down _____ Malaria for the last three years.

(f) They have been cooking the food since morning (rewrite in passive).

WEITHAGA / KAHURO END OF TERM 2 EXAMINATION----- 2018
101/3
ENGLISH
PAPER 3
(IMAGINATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
JULY 2018
TIME 2½ Hours
Answer three questions only
Either

1. a) Write a composition that starts with the words:
I had not realized that this day would change my life forever.....
b) Write a composition to illustrate the saying **"The shortest way home is not always the quickest"**

2. Compulsory set text
Bertolt Brecht: The Caucasia- Chalk circle. Discuss any four conflicts in the play and explain how each one is resolved
The short story Barry McKinley: Almost Home

3. a) Discuss the futility of illegal immigration using the short story Almost Home for illustration.
b) **Francis Imbuga Betrayal in the City**
The wages of sin is death
Using Mulili for illustrations discuss the truth of the statement
c) **John Steinbeck: The Pearl**
Greed is dehumanizing. Using the Pearl for illustrations support the truth of the statement.
Deduct 2AD if length exceeds 2 pages of foolscap.

WEITHAGA / KAHURO END OF TERM 2 EXAMINATION----- 2018
101/1
ENGLISH
PAPER 1
MARKING SCHEME

1) a) Address - Senders 01 format language 05
- Recipient 01 date 01
Salutation ½
Subject ½
Closing tag - yours faithfully ½
Name ½
Introduction – As the secretary (01) - Introduce club (01) (don't score if name is missing)
Request to be allowed to perform (01)
Date 01
Membership and experience (01)
Language – 3mks

b) Synopsis - (8mks)
Conflict statement the play is based on ……
Summary of the prologue. Noble child, Flight to the Northern Mountain, in the northern Mountain, the story of the Judge, the chart circle. (**each to score 1 mark**.)
Total 5 marks
Language 3 (It must be in present tense if not deduct 1 AD)

2) CLOZE TEST
i. Shown
ii. Regularly
iii. Revelation
iv. is
v. from
vi. negative
vii. their
viii. relatives
ix. them
x. lack

3) (a) (i) (a) Gestures
(b) Tonal variation
(c) Involving audience
(d) Opening / Closing formulae
(e) Suspense
(ii) (a) Maintaining eye contact
(b) Answering question
(c) Facial expression
(d) Sitting at close range
(iii) Rising intonation
(iv) (a) Performing before a mock audience / mirror
(b) Choose appropriate costumes
(c) Choose on appropriate non-verbal cues
(d) Memorize the story
(e) Pre-visit the venue to plan on available space

3) (b) (i) gate – gait
(ii) bread – bred
(iii) you – ewe
(iv) rest - wrest

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

3) 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 (5X1=5mks)

3) e) i) proverb

ii) hurry hurry – proposition
has no blessing – completion

iii) Repetition – hurry hurry
Alliteration – hurry hurry has

WEITHAGA / KAHURO END OF TERM 2 EXAMINATION----- 2018
101/2
ENGLISH PAPER 2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
JULY 2018
TIME 2½ Hours

MARKING SCHEME

1. Comprehension

a) Africans are undoubtedly a very enduring race √ 1 and have the capacity to utilize the available natural resources for the betterment of life. √1. (Total 2mks)

b) - The public should be educated on the ills of corruption √ 1
- Those who have stolen public funds must be made to return the funds and face the full force of law. √ 1
- Ensure that leaders and government agents become answerable to the taxpayers. √ 1 (3 points each 1 mk) (Total 2mks)

c) By setting up industries in the rural areas √ 1. This will provide employment √ 1 and necessitate development of infrastructure. √ 1 (total 3 mks)

d) We have the resources; the manpower and the capacity to make things move, don't we? (1 mk) (Wrong punctuation, zero)

e) African countries can foster development by establishing stable governments √ 1a, developing political structures and government institutions that can formulate and implement genuine poverty alleviation strategies √ 1b, fighting corruption √ 1c, encouraging a rural based economy √ 1d, use of appropriate technology √ 1e, and transforming our regional economic markets to common markets by removing tariffs on goods √ 1f (48 words).
Marking instructions for e
- Allow a maximum of 50 words
- Answer must be in continuous prose. If not penalize by 50% for each point noted
Affix N to the penalized point.
Penalize by a glimmer for faulty expression once per sentence.
If you've penalized for writing in point form, do not penalize again if there are faulty expressions.

f) An optimistic tone √ ½ hopeful √ ½. The author believes that Africa has the capacity to move towards a better future √ 1. (Total 03mks)

g) i) Hidden √
ii) The difference / the gaps / the inequalities √ 1
iii) Intensify hatred. √ 1

2) **THE RIVER AND THE SOURCE**

a) Strange men in strange dresses. Long garb reaching his ankles and a skull cap- had arrived in the village. The children, who were naked, thought this was funny.

b) The chief thinks sirikal is a person/ the chief is part of the sirikal but he does not know it.

c) The local dialect "Wololoyaye! / mama yoo! Biuru une!"
- Injects life into the narration making it enjoyable.
- It adds local flavor and provides variety.
- It provides social and geographical setting.

d) First there is excitement when people see strangers dressed in a funny attire. Then there is tenseness as the elders notice the strangers look sad/ solemn (They conclude that they cannot be bearers of good bews).

e) Theme of change –a new form of government is in place.

f) Strange men- respectful / courteous- they greet the chief in a respectful manner.
wise- they first give background information before breaking the bad news.
Older men- observant / discerning- they notice that faces of the strangers are sad and conclude that they cannot be bearers of good news.

g) The message is that:
- A clan of Jo-jerman and Jo-ingreza had been hard at war against each other.
- Young people had joined to help and from the chief's village. Obura, Ambere Kongoso and Nyaroche Siwal, had gone.
- They went to fight Jo-jerman in a place called Tanganyika.
- Only Nyaroche survived and is a beggar at Kisumu.
- The government / the white people had given a bracelet as a 'thank you' in memory of the fallen men

h) Solemn- sad / serious

i) Garbed- dressed/ adorned

3) **QUESTION THREE: POETRY**

a) The person 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 used as one of the antique item.√

4) **GRAMMAR**
A. (i) Lilian Gilbreth whose children wrote about her life invented the step-on garbage can.
(ii) My brother and I have been taking Piano lessons for six years.
(iii) Aren't there other blue cars in your showroom?
B. (i) Referral
(ii) Illogical
(iii) is
C. (i) invented
(ii) Collapsed
(iii) Solves
D. (i) he
(ii) Me
(iii) i
E. (i) to
(ii) About
(iii) With
F. (i) The food has been being cooked since morning.

WEITHAGA / KAHURO END OF TERM 2 EXAMINATION----- 2018
101/3
ENGLISH
PAPER 3
(IMAGINATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
JULY 2018

MARKING SCHEME

Question 1a. Must be a story if not deduct 4 mks.
Must be relevant i.e. the candidate must illustrate what and how his/her life changed. If not deduct 2mks.

b) Must be a story if not deduct 4mks
Must be illustrative of the saying if not deduct 2 mks.
NB: Length must be maintained if more than 2 pages foolscap deduct 2 mks

2. Caucasian Chalk Circle
Introduction: Must not be a definition of conflict but the candidate must use his/her own words to show that they understand the question.

(I goat herds' and fruit farmers. The goat herders and the fruit growing commune. They are arguing over the ownership and usage of the valley. Goat herders claim they are the original owners of the valley but have been forced to free by the Government because of War. They have come back because the land they have relocated to is not favorable for their goats. The fruits farmers have laid elaborate place for the valley. They will irrigate establish fruit and vine orchards. The delegate from Tiflis helps settle the difference and valley is given to the fruit farmers. Conflict between Grusha and Natella. They both claim Motherhood rights to Michael.

Natella claims that she is the biological mother while Grusha claims right over the child. Since picked him and nurtured him for 2 years. The mother claims him out of greed for prosperity. The conflict is resolved when Azdak draws a circle around the child and asks the two to pull and child Grusha hesitates twice and the judge rules in her favor.
Conflict between Grusha and Jussup. When Grusha gets to her brother's home in the Northern Mountain, her brother schemes to have her married to a dying man. It turns out that Jussup Hall all along feigned. Illness to evade war and when war was over, he recovers. Grusha has engaged herself to Simon. Jussup complains that she is not fulfilling her matrimonial duties. He argues: can't the peasant do it herself"

You are not my wife. God has given you sex pg 56-57. The dispute is solved when Azdak gives Grusha a divorce and then she is free to marry Simon. Conflict between Grusha and Simon. When Simon returns from war and finds her at the river washing Linen, when Simon sees Michael he thinks that she has been unfaithful to him. He gets emotional and walks away. He later realizes that the baby belonged to Natella. He comes to help her acquire the child and even lies that the baby is his. Conflict is also resolved when Azdak devorces Grusha from Jussup.
Conflict between Princess and the Grand Duke. The Princess wants to take over power and leadership from the Duke and his Governors. The conflict leads to staging of a Coup where Grand Guke is exiled and Governor of Nuka George Abashwili is beheaded. The judge of the Supreme Court is hanged and Azdak is made a Judge.
Other conflicts
Grusha and the Corporal
Azdak and landowners
Mark any four well developed paragraphs

(3 a) MARKING SCHEME

1a. Short story

Futility of illegal immigration in the short story
Almost Home
Ali is being deported
The Minister sends Slattery and Tarrant to deport him through ship.
They have plastic tie handcuffs for use in case he resists.
Ali Mahfouz is dwarfed in the middle of Slattery and Tarrant
"He looks like a small child going on holiday with a pair of muscular uncles"
"Any hanky-panky….. I will smack you and if I smack you will remember".

Ali had to lie that he was a medical student and his face book picture showed him standing outside a College of surgeons.

Ali did odd jobs
Worked for two Egyptian brothers
Slicing Kebab meat into half moon pan
Had power washed cars
Scrubbed pots and wiped down tables

Sold Christmas trees door to open
For eighteen months, he worked in the meat packing plant.
Ali makes an attempt to escape
At a service station near Bordeaux jumped and ran to a nearby table
He lies to a woman that Slattery and Tarrant were foreign soldiers who had abducted him on Frenchsoil.
Two previous attempts to deport him had been made by air but he was disruptive and alarmed other passengers by calling out that he was a terrorist and had a bomb.
Ali is finally tied with a handcuff
Tried another escape when he requested a bathroom to just south of Salamanca
Almost hit by a trailer
Caught by a low bar in the shin
Tarrant gets hold of him.
Ali suffers the guilt of not having sent any money to his family who had raised two thousand Euros for him to travel.
He jumped into the ferry.

3b. Marking Schemes: Betrayal in the City Question

1. Mulili is very rude to Doga and Nina despite the fact that they are mourning their dead son. He even makes fun of the loss of their son and denies them permission to carry out a shaving ceremony, a very important ritual. This shows no respect for the elderly to an extent of them wanting to strip naked. Out of this he is cursed.
2. Mulili has Doga and Nina killed. He confesses this to his Boss……

   Pg 8. "Tell him what I does with stubborn old men's". This indicates a threat.
   Pg 10. "You tell him am a man with action no words"
3. He gets Jere arrested when he allows the old couple to perform the shaving ceremony.
4. Mulili's greed drives him to snatch Kabito's milk tender. He goes to Boss and gives false accusation on Kabito.

- Kabito colours your name in Blood
- He says Boss has ruined the economy of Kafira
- He says Boss took Regina by force

   In the long run he organizes Kabito's Death through assassination.

5. He disowns boss claiming he is only a distart cousin. He goes ahead to enumerate boss ills such as spoiling the economy of Kafira and ruling for too long. He suggested that there is reason. Why Boss should not be killed.
6. He is corrupt
   Uses his position as Boss cousin to a mass wealth for himself. Boss instructs University Catering Department to award him the tender that had originally given to a small man. He helps Mustafa a criminal to escape across the border.
7. Kabito meets his death after involving himself in an argument with Mulili. He alleges that Kabito called him a primary kid.

(3c) MARKING SCHEME THE PEARL

Greed is dehumanizing

1) Greed from the Priest

The priest is greedy. When he receives the news about Kino's Pearl he thinks of how he stands to benefit. He remembers the repairs that are necessary in Church and wonders whether he had baptized Kino's Child knowing very well that Kino is poor. He wonders whether he has married the couple in Church. Later he tells Kino that he should give thanks to him who had given him the pearl.

2) The Doctor

He refuses to treat a child knowing the effects of a scorpion sting just because of his greed for money. He is in-human, he deliberately makes Coyotito sick so that he can have a share of the pearls proceed. He asks, "Has he any money….. No, they never have money pg. 28. Pg 56 when do you think you can pay this bill? The beggars are aware of his evil nature "They knew his ignorance, his cruelty, his avarice…… his clumsy abortions…… his corpses go to Church pg. 25.

3) The Pearl Buyers

They have already discussed and decided what price they would give Kino long before he appears. Pg 64…and the men who sat in their offices and waited for Kino knew what price they would offer……

Even though the know the pearl deserves a better price they give it the lowest price.
When Kino enter one of the pearl buyer's office his eyes becomes steady cruel and unwinking as a hawk's eyes.
Each one thought how the patron would not live forever and someone had to take his place.

4) Greed makes everyone interested in Kino's pearl.

Kino is attacked 3 times. He is left with bruised forehead blood oozes from his scalp and there is a long deep cut in his cheek. He kills one of the greedy attackers. Coyotito is hit by a stray bullet and he dies .
Conclusion - tie up the argument in the essay.
All essays
Mark Introduction (2/2)
Body 3:3:3:3 (12/12)
Language 4/4

Distribution of language mark

BODY MARKS	LANGUAGE	CONCLUSION
10,11,12	2/2	2/2
7,8,9	¾	2/2
6	2/4	2/2
5	2/4	½
1,2,3,4	¼	1/2

Length that exceeds 450 words deducts 2AD.

LANG'ATA SUB-COUNTY
101/1
ENGLISH
PAPER 1
FUNCTION SKILLS
2018
TIME: 2 HOURS

1. <u>FUNCTIONAL WRITING -20MKS</u>

a. Imagine that you are the chairperson of the Tendering Committee in your school. Write a memo to all heads of department requesting them to attend a meeting to discuss how to acquire supply of goods such as stationery, students' uniform, food stuff, laboratory equipment, audio-visual materials and sports equipment for the school.
Copy the memo to the head of the institution.
(12 marks)

b. Write an advertisement inviting various companies to tender their goods with your school. The company must be a wholesaler Company. It must indicate the mode of payment, and how the goods would be delivered to the school.
Inform the company when the items are required in your institution.
(8 marks)

2. CLOZE TEST

Read the passage below and fill in each blank space with an appropriate word.
(10marks)

Tension was (1) _____in various parts of the country when rumours went round that phone users would die after receiving calls from (2)_____ telephone numbers. Many telephone users avoided calls (3)_____ their mobile phones after information spread that calls coming in red digits could cause death (4)_____ because high frequency waves would cause excessive bleeding in the brain. Some subscribers (5) _____ switched off their phones. The rumours started (6) _____ in the morning when several people received (7) _____ messages warning them against receiving calls from some listed numbers (8) _____, it was later established, belonged to a company in Pakistan "I have switched off my phone because the news are (9) _____," One person said. However, it was later discovered that the rumours were only a (10) _____ to cause panic.

3. <u>ORAL SKILLS 30mks</u>

A) Read the poem below and answer the questions below correctly.

Had we but world enough, and time
This coyness, lady, were no crime.
We would sit down and think which way
To walk and pass our long love's day.
Thou by the Indian Gange's side
Shouldst rubies find; I by the tide
Of Humber would complain. I would
Love you ten years before the Flood.
And you should; if you please, refuse
Till conversation of the jaws.
My vegetable love should grow
Vaster than empires, and more slow;
An hundred years should go to praise
Thine eyes and on thy fore head gaze
Two hundred to adore each breast,
But thirty-thousand to the rest.

(i) Explain how rhythm has been achieved in the poem. (3 marks)

(ii) Assume you are performing this poem to an audience, in which ways would you enliven your presentation. (4 marks)

(iii) How would you say the following lines in the poem
"Thine eyes and on thy fore head gaze
Two hundred to adore each breast. (3 marks)

b) Assume you are the student leader of Guidance and Counseling in your school. The principal asks you to research and write a report on rising cases of drug Abuse in your school and present your findings during PTA and Student joint meeting. Explain how you would deal with stage fright associated with public speaking of this kind.

(6 marks)

c) Classify the words below according to the sound of the underlined "Ch" letters. An example of each of the sounds represented has been given.

(3 marks) (½ each)

Chaos	Bench	Choreography
Chaise	Charisma	Chamois
Sachet	Wretch	Chore
Chortle	Chef	Chronological

d) In each of the following list of words, underline the correctly stressed word.

(5 marks)

a) Ir \ relevant
b) Glo \ rify
c) Opera \ tive
d) Pictur \ esque
e) Ambi \ guity
f) \ Administration
g) Eco \ nomic
h) \ Immature
i) Mountain \ eer

e) The manager of Smart Uniform Company calls to speak to the principal Upendo Secondary School. The secretary answers the telephone call.
Read the conversation below and then answer the questions.

Secretary:	(picks the phone) Hello. Secretary Upendo Secondary School speaking.
Manager:	Hello. Could I speak to the Principal, please?
Secretary:	May I know whom I am speaking to please?
Manager:	Okey. Please remind him about our meeting in your school.
Secretary:	Thats alright. I will relay the message to him.
Manager:	Thank you for your assistance. Goodbye.
Secretary:	Goodbye and thank you for calling.

(i) Explain how the speakers employ etiquette in their conversational skills.
(3 marks)

(ii) Write the message you would relay to the Principal if you were the secretary.
(3 marks)

LANG'ATA SUB-COUNTY
101/2
ENGLISH
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
PAPER 2
TIME: 2 ½ HOURS

1. **COMPREHENSION (20 marks)**

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

How to dress to impress, how to communicate to invoke trust, how to posture to exude confidence, how to stand out as the best above the rest are all challenges that we persistently face when we compete for jobs, positions and even social acceptance.

We live in a society that judges us primarily by our physical appearance and ability to advance out propositions. Those who have the gift of garbs, the skill in creating an impression and the art of swag tend to make it further in the path of life as compared to those who sit pretty waiting for manna to fall and for ability to be recognized.

Quite philosophically, we can postulate that every time we step out into the world, we face intense scrutiny and vetting from all those around us. Our neighbours scrutinize our behavior to determine whether the home front is pleasant or tumultuous, colleagues examine our demeanor to gauge our propensity to win or lose clients assess our conduct to deliver on promises and strangers create an impression of whether our persona is repulsive or attractive just from the first glance.

In fact, everywhere we turn, there's sure to be someone judging whether or not we are who they think we are. Due to this persistent societal inspection we learn that image is everything and invest heavily in our outward appearance. And for those who understand just how pivotal it all is, they invest even more heavily in the 'inward' appearance that provides the zest, zeal and gusto to face with enthusiasm no matter what. While image is everything, it's nothing void of intricate preparation. As we venture for job interviews, business pitches or even social engagements, we are tasked with anticipating all technical questions that could be posed, preempting all personal issues that could be raised and predicting any historical sensitive occurrences that could be revisited.

Even more critically we are expected to conduct background and emotional intelligence on those we shall come face to face with in the judging panel. Most panels tend to consist of three types of people; the neutral, the balanced and the biased. Those who are neutral are often fence-sitters keen on taking the safe middle ground. Where they could make a decisive choice, they make generalized conclusions; they make more decisive ones often rationalizing why. Those who are biased unashamedly take a stance based on their predispositions and values. They are often inclined towards a candidate who is their tribe, gender, schoolmate or friend. They have no qualms going out of their way to defend their preference.

Without doubt we have all been victims of the three personalities, seldom to our pleasure and frequently to our dismay. The vetting you and I undergo in our daily endeavours is not at all easy. Yet in the success and failures we learn to improve for the next encounter.

As we face the realities of constant scrutiny and vetting, it must have been interesting to watch our Cabinet Secretaries during the recently concluded vetting exercise. The kid-glove approach that was applied with many of the candidates suggested that the exercise was more of a rubber stamp for the nominations made. The **lukewarm** manner in which technical competence was established, personal character was unearthed and historical scandals or **grey areas** were clarified made us realize that what the candidates had undergone was a field day in comparison to the grilling sessions we endure in our quests for jobs. Indeed, watching the events unfold made me wonder whether we currently have a constitution whose tenets are ahead of its time. Whatever the case, it's refreshing that we have embarked on the journey.

Moving forward, as our new executive starts its mission to help us all fulfill our dreams, let's hope they will work with honesty, dignity and utmost professionalism. Let's pray that they will endeavour to exceed our expectations, proving that despite neutrality and bias witnessed in select cases, they were worth every penny. Finally, start the week more balanced than neutral, won't you!

(Angela Ambitho, Standard on Sunday, May 19, 2017)

Questions.

1. Which challenges do people face when competing for jobs, positions and even social acceptance? (2mks)
2. According to the writer, what should one do if one wants to succeed in our society? (3mks)
3. Identify the writer's attitude towards the neutral panelists. (2mks)
4. In note form outline the various forms of societal inspection as outlined in the passage. (3mks)
5. In your opinion, what could be some of the historical sensitive occurrences that could be revisited in a job interview? (2mks)
6. Citing examples from the passage explain what emotional intelligence is. (2mks)
7. Without doubt we have all been victims of three personalities, <u>seldom</u> to our pleasure and frequently to our dismay. (Replace the underlined word with a synonym). (2mks)
8. The <u>kid-glove approach</u> that was applied with many of the candidates suggested that the exercise was more of a rubber stamp for nominations made. (Explain the meaning of the underlined expression). (1mk)
9. Whatever the case, it's refreshing that we have embarked on the journey ..... (Put a question tag). (1mk)
10. Give the meaning of the following word and expression as used in the passage. (2mks)
    (a) Lukewarm
    (b) Grey areas

2. **THE RIVER AND THE SOURCE:**

Read the excerpt below and answer the questions that follow:

Such an experience is, however, very hard to shake off and now they were consciously trying to get another baby and as sometimes happens in such cases nothing happened. She remained confoundingly slim for the remainder of the year; and the next. It was too much. She forgot her earlier good intentions and one day actually accused him of having deliberately given her chloroquin to make her sterile. He was so angry that he stood up and lifted his hand as if to strike. He was actually foaming at the mouth. Then he turned on his heels and left the house. She tried to keep up her anger. After all she had been the wronged one, but when he had not come by late that night and on the following day, her anger turned to alarm and raw fear. Where could he be? He had been in
an accident? Had he committed suicide? Had he left her? If he had she had only herself to blame. But that evening, he came home smelling like a brewery. He offered no explanation and she asked none; however family life continued somewhat uneasily for they were both still too young to give way to each other.

Questions:

1. Explain what happens before this extract. (2mks)
2. "Such an experience is, however, very hard to shake off ...." Explain in details which experience this is. (3mks)
3. Explain the major theme in this extract. (2mks)
4. Discuss two traits each of 'she' and 'he'. (4mks)
5. Explain, from your knowledge of the novel, how the fortunes of the couple turned around. (2mks)
6. Explain **three** styles found in this extract. (4mks)
7. (i) Then he turned on his heels and left the house. (Rewrite beginning: On his heels....)
   (ii) After all, she had been the wronged one. (Add a question tag).
   (iii) Such an experience is, however, hard to shake off. (Rewrite using inversion)
9. Explain the meaning of: (2mks)
   a) Confoundingly
   b) Raw fear
10. Explain what happens after this extract. (3mks)

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

A SECOND OLYMPUS

From the rostrum they declaimed
On martyrs and men of high ideals
When they sent out
Benevolent 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.
Whenever their feet had passed
Oh, they did themselves fine.
And strutted about the place,
Self-proclaimed demi-gods
From counterfeit Olympus
One day they hurled down thunderbolts
On a toiling race of the earthworms.
They might have rained down 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 wriggling things
Strange prejudice for gods.

Questions

a) What is the poem about?
(3mks)

b) Giving a relevant explanation, identify the persona in the poem.
(2mks)

c) Whom do you think the persona refers to as 'they'? Explain.
(2mks)

d) What is the attitude of the poet towards 'they' in the poem?
(2mks)

e) Identify and illustrate any two themes evident in the poem.
(4mks)

f) What is the dominant style that the poet has used to deliver the message in the poem? Cite one illustration and explain its effectiveness.
(3mks)

g) Describe the character trait displayed by 'they' in the poem.
(2mks)

h) Explain the **meaning** of the following **lines** as used in the passage.
(2mks)

(i) They trampled down all that was strange
(ii) And filled the void.
(iii) With half digested alien thoughts.

4. **GRAMMAR:** **(15 Marks)**

1. Rewrite the following sentences according to instructions given.
   a. If I were the cabinet secretary in charge of internal security, I would ensure all criminals were jailed. (Begin were….)
   b. I like Nairobi more than Machakos. (Use prefer)
   c. The army has rounded all the rebels. (Rewrite in passive).
2. Use the **correct form** of the words in **brackets**.
   a. The liberals were subjected to _____ (relent) bombarding by the loyal soldiers.
   b. The _____ (certain) of the petition outcome has made him very nervous.

c. No single female candidate won the _____ seat in the just concluded elections. (Governor)

3. Replace the following **phrasal verbs** with **one** word.
   a. The students have <u>taken to</u> the new teacher quite fast.
   b. Selfish leaders have <u>brought about</u> the fall of many states.
4. Fill in the blank spaces in each sentence with the **most appropriate** choice from the ones provided.
   b. Odongo introduced Apundo and _____ (her/she) to his father.
   c. Mrs. Swazuri sent two students, _____ (I, me) and John out of her class.
   d. We are better than _____ (they, them).
5. Use the **correct** order of **adjectives** in **brackets** to fill in the gaps.
   a. Karita is a _____ (Kenyan, basketball, brilliant, short) player.
   b. My _____ laptop is very efficient. (ugly, small, old, dell, grey)
6. Use **prepositions** to fill in the blank spaces.
   a. He was charged _____ murder.
   b. He was willing to get the treasure _____ any cost.

LANG'ATA SUB-COUNTY
101/3
ENGLISH
PAPER 3
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
TIME: 2 ½ HOURS

1. Creative Composition and Essays Base on Set Texts

(a) Write a composition beginning with the following words; I walked into the courtroom that sunny afternoon

Or

(b) Write a composition based on the proverb.You never miss the water till the well runs dry.

(20mks)

2. Compulsory Set Text: The Caucasian Chalk Circle: Bertolt Brecht
"There is nothing praise-worthy about war", drawing illustrations from the play The Caucasian Chalk Circle, write an essay illustrating the truth of this statement.

3. **Optional Set Text**
Either Play

(a) **Short Story**
Memories we lost
Discuss how the author has brought out parenting and change in the story 'Light' by Lesley Nneka Arimah

(20mks)

(b) **Francis Imbuga**: Betrayal in the City
"Satire is the mirror through which Imbuga laughs at the society." Write an essay justifying this statement using illustrations from the play Betrayal in the City.

(20mks)

Or

(c) Novel
The Pearl - John Steinbeck
Discuss how greed brings out the worst in us basing illustrations on Kino in John Steinbeck's 'The Pearl'

(20Mks)

LANG'ATA SUB-COUNTY EXAM
101/1
ENGLISH
PAPER I
FUNCTIONAL SKILLS
MARKING SCHEME

1 . **INTERNAL MEMO**

NAME OF INSTITUTION (e.g. LOVER HIGH SCHOOL) INTERNAL MEMO REF NO. TO. FORM CC. DATE SUBJECT: WRITTEN IN CAPITAL LETTERS AND UNDERLINED
Signature NAME (in capital letters and underlined). Designation

POINTS OF INTERPRETAION

✓ Written clearly and grammatically.
✓ Use polite language.
✓ Length of memo depends on the information to be delivered. Relevant information. Be concise and precise. (3 marks)

Must be in the format of internal memo if not deduct. (4 marks)

1. Name of institution ½ mark
2. Internal memo ½ mark
3. Reference No. ½ mark
4. Name of a person sending the memo ½ mark
5. Name of person being sent to ½ mark
6. Date ½ mark
7. The subject (if candidate writes Re (0) 1 mark
8. CC ½ mark
9. Sender's signature ½ mark
10. Sender's name ½ mark
11. Designation ½ mark

F = 06 L = 04

b) Advertisement

(i) Address should include:

✓ Physical address ½ mark
✓ Postal address ½ mark
✓ Telephone number ½ mark
✓ Email address ½ mark
✓ Date ½ mark

} Either can stand for physical and postal address. If a candidate chooses one of them award (1 mark)

CONTENT

(i) Description of products or services required: as stated in
(a) above (1 mark)
Dealership: Indicate that the company must be a wholesaler ½ mark
Mode of payment: the company should state whether by cheque or cash. ½ mark
Date: the institution should indicate when items are required ½ mark
Delivery: Inquire whether the company delivers the items or the school collects them. ½ mark
Inquire on condition of sale: Is the price fixed or there is a discount/offer on the items. ½ mark
Inquire on the warranty of goods or lack of it. (optional)

2.

1. high
2. some
3. to
4. allegedly
5. even
6. spreading

7. text
8. which
9. shocking
10. hoax (10 marks)

3. a (i) Use of sound related patters such as:
* Alliteration we, would
which, way
long, love
* Repetition of words
e.g Love
* Rhyme – use of Rhyming words
e.g. time, crime
way, day
side, tide
breast, rest (3 marks) (½ - 1D)- identification
(NB: No marks for identification without illustration). ½ Ill. - illustration

(ii) * Use of appropriate gestures e.g. point at the head when saying the words, ".....think which way."
(Line 3)
* Use of relevant musical instruments.
* Use of appropriate décor and costumes.
* Employing appropriate body movement.
* Use of appropriate facial expression e.g. an expression that shows affection e.g. ".....Love you ten years".
* Employing appropriate posturing
* Use of appropriate voice variation e.g. pauses, where there are full stops, semi-colons and commas.
(Any 4 points 1 x 4) (4 marks)

(iii) * with a falling intonation
* Use a slow deliberate pace
* Place more stress on content words e.g. eyes, forehead, gaze hundred, adore breast.
* Use appropriate gestures e.g. point at my eyes, forehead
* Facial expressions should be employed appropriately such as open eyes wide to gaze.
(Any 3 points 1 x 3) (3 marks)

b)
✓ Thorough preparation on the subject matter through facts finding on current trends of drug Abuse.
✓ Write down salient points in an organized chronological manner for quick reference.
✓ Assume a mock audience prior to the presentation and rehearse the points.
✓ Personal psyching that the audience are ordinary that are not likely to judge you too harshly.
✓ Preparation on presentable personal appearance e.g. clean lines, smartness.
✓ Practice on proper punctuation and audibility.
✓ Practice on proper body posture
✓ Determine language. (6 marks((any 6)

c)

/ts/	/S/	/k/	
Wretch	Chaise	Chaos	
Chore	Sachet	Choreography	
Chortle	Chamois	Chronological	(3 marks)

(½ each)

d) Ir \ relevant
Pictur \ esque
Ambi \ guity
Eco \ nomic
Mountain \ eer (5 marks)

e) (i) Greeting each other as preliminary introduction to the conversation is show of warmth and readiness to establish a rapport.
(ii)Use of polite words e.g. please, may I, sorry, thank you.
(iii) Speakers endeavour to give their identity to each other.
(iv) Simple, language and transparency in their manner of speaking.
(v) Secretary's readiness to offer assistance.
(vi) Biding each other goodbye (3 marks) (each ½ x 6 = 3 marks)

E (ii) Students may design a 'while you were away' message document'
Format varies but information is the same.

FROM:	½ mark
TO:	½ mark
MESSAGE: WHO/WHY	1 mark
TIME:	½ mark
SIGNATURE:	½ mark

OR

Simple write a message for the Principal in continuous prose.
It should also bear the same information as above. (3 marks)

LANG'ATA SUB-COUNTY EXAM
PRE-MOCK 2018
101/2 – ENGLISH PAPER 2 – MARKING SCHEME

1. COMPREHENSION.

✓ How to dress to impress.
✓ How to communicate to invoke confidence.
✓ How to posture to exude confidence.
✓ How to stand out as the best above the rest. (@ ½ mks = 2mks)

2.
✓ One should have the gift of the grip.
✓ The skill in creating an impression.
✓ The art of swag.

3.
✓ Scornful.
✓ He refers to them as fence sitters keen on taking the middle ground.
✓ Where they could make a decisive choice, they make generalized.
(1mk for identification, 1mk for illustration)

4.
✓ Our neighbours scrutinize our behavior to determine whether the home front is pleasant or tumultuous.
✓ Colleagues examine our demeanor to gauge our propensity to win or lose.
✓ Clients assess our conduct to deliver on promises.
✓ Strangers create an impression of whether our persona is repulsive or attractive just from the first glance.
✓ (Should be in note form, deduct 50% of the total score if in continuous prose = 4mks)

5. Scandals like corruption, nepotism, high handedness etc. (accept any logical answer = 1mk)
6. This refers to temperaments / attitudes / biases / prejudices etc.
7. Rarely
8. Without proper consideration (1mk)
9. haven't we? ('h' must be small) (Must put question mark if not award 0 = 1mk)
10. (a) Lukewarm – Lightly, lacking in seriousness.
(b) Grey areas – 'dirty' areas
- Contentious.

2. THE RIVER AND THE SOURCE

1. Mark gave Elizabeth some anti-malaria tablets ✓¹ when she was sick. She gets worse, taken to hospital with the help of neighbour, and lost the pregnancy. ✓¹ (2mks)
2. One morning, Elizabeth woke up with a bolt of nausea.
✓ Ignorantly Mark gave her chloroquin tablets not realizing she was pregnant.
✓ She was admitted to hospital suffering from severe bleeding which led to her miscarriage. (3mks)
3. Family conflict – the tension between Mark and Elizabeth.
Hostility – she accused him of trying to poison her.
Concern – had he been in an accident?
4. <u>She (Awiti)</u>
Insensitive / Hot tempered – accused him of poisoning her.
Concerned – had he been in an accident?
Wise – she accused him of trying to poison her.
<u>'He' - Mark</u>
Defiant – stayed away and gave no explanation.
Self-controlled almost slapped her but he controlled himself.

5. before long Awiti became pregnant again and gave birth to twins – Veronica and Rebecca.
6. Authorial intrusion – such an experience ---
   Rhetorical questions – "Had he committed suicide?" "Had he left her?" They portray Awiti's anxiety due to Marks continued absence.Simile – "he came home smelling like a brewery – It shows he was totally drunk.
7. On his heels he turned and left the house.
   (i) Hadn't she?
   (ii) Hard to shake off, however, is such an experience.(Award 0 if no punctuation)
8. (a) Surprisingly/confusingly.
   (b) Strong worry.
9.

✓ After 3 years of marriage and no child, Mark's mother arrived demanding to know what was happening.
✓ Mark told her off refusing to allow her not to interfere in their affairs.
✓ This incident help to mend the relationship between the two.

3. POETRY

(a) The poem is about colonialism and the evils associated with it e.g. Oppression / racial prejudice etc. The poet ridicules colonialism and depicts it as an evil through which the colonized go through untold suffering.(3mks)

(b) The persona is an observer. ✓¹ Reports the happenings depicted in the poem. "…they declaimed … they trampled down all that was strange…" ✓¹

(c) "They" refers to the colonialists / oppressors. 'Benevolent despots ill on an unwilling race. 'They trampled down all that was strange.' 'Self-proclaimed demi-gods.'

(d) The poet is:

✓ contemptuous
✓ despising
✓ critical
✓ disapproving
✓ Scornful towards 'they' – the colonialists. Uses expressions that show disapproval e.g.
✓ self-proclaimed demi-gods.
✓ From counterfeit Olympus…

Any other appropriate answer + correct illustration.

(e) Themes:

✓ Colonialism – Benevolent despots to an unwilling race.'
✓ Oppression – trampled, enslaved, yoke, bulldozed.
✓ Prejudice – trampled down all that was strange.
✓ And filled the void.
✓ With half digested alien thoughts.

Any two appropriate themes – identification (1mk) – Illustration (1mk)

(f) Metaphor (1mk)

✓ The rostrum – high moral ground assumed by the colonizers from which they look down upon the victims of their oppression.
✓ Straining the yoke – suffering of the victims of colonialism as a result of hard labour / economic exploitation etc.
✓ Half-digested alien thoughts – foreign cultural values little understood by the locals.
✓ A trail of red – heavy full on human life suffered by victims of oppression.
✓ Self-proclaimed demi-gods – colonizers who regards themselves superior to those they colonize.
✓ Toiling race of earthworms – the hapless victims of colonization.

Any one correct illustration + appropriate explanation. (3mks)

(g) Character traits displayed by 'they'

✓ Cruel / unfeeling / brutal
✓ 'They left a trail of red'
✓ 'They might have rained down pebbles.'
✓ 'To pelt the brats to death.'
✓ Killing in the name of high ideals.
✓ Despising / contemptuous / prejudiced.

(i) From the rostrum they declaimed'
(ii) They trampled down all that was strange'
(iii) They did not like wriggling things.

Any one correct trait + appropriate illustration.

(h) They stamped out the indigenous cultural practices and replaced them with foreign culture that
✓ the locals did not fully understand.
✓ and replaced/changed
✓ not properly understood and foreign

4. GRAMMAR

1. (i) Were I the cabinet secretary in-charge of internal security, I would ensure all criminals were jailed.
(ii) I prefer Nairobi to Machakos.
(iii) All the rebels were rounded by the army.
2. (i) Relentless
(ii) Uncertainty
(iii) Gubernatorial
3. (i) liked
(ii) caused
4. (i) her
(ii) I
(iii) they
5. (i) brilliant, short, Kenyan, basketball
(ii) ugly, small, old, grey, Dell
6. (i) with
(ii) at

LANG'ATA SUB-COUNTY
102/3 – ENGLISH PAPER 3 –
MARKING SCHEME

1. **CREATIVE COMPOSITION**

(a)
✓ Must be a story if not deduct 4mks AD.
✓ Must begin with the given sentence if not deduct 2mks AD.
✓ Must reflect an episode in court

(b)
✓ Must be a story if not deduct 4mks AD.
✓ Must bring out the meaning of the proverb.

2. **INTRODUCTION** **(2mks)**
When war breaks out in a country or society it causes devastating effects. In Bertolt Bretch's play 'The Caucasian Chalk Circle' the negative effects of war are evident as illustrated below.
Body / Content (12mks)

(ii) War causes loss of lives.
✓ The Governor, George Abashwili is beheaded.
✓ The Judge is also beheaded.
✓ Pg. 14 – The petitioners – our last remaining son.
✓ Pg. 68 – The song of injustice in Persia.
✓ Pg. 30 – Your son has been killed in the war.

(iii) War causes destruction / loss of property.
✓ Pg. 8. They haven't as many villagers.

(iv) People are displaced.
✓ Goat herders Rosa Luxemburg displaced during the Second World War.
✓ Natella displaced.
✓ The servants including Grusha are displaced.
✓ The Gand duke disguises himself as an old man and hides in Azdak's house.

(v)Hunger and poverty (scarcity of resources)
✓ Pg. 8 – everything is rationed since the war broke out.
✓ Pg. 69 – the weavers go home from their rooms in rags.
✓ When things are scarce prices go up – Grusha buys milk at a higher price.

(vi) Family disintegration

- ✓ George Abashwili's family
- ✓ Sons separated from their mothers since their sons have gone to war and others have died.
- ✓ Grusha separated from her fiancé Simon Shashava.

(vii) Insecurity

- ✓ Servants flee in fear of their lives.
- ✓ Grusha flees – fears for her life and Michaels.
- ✓ The Grand duke disguises himself as an old man for fear of his life.
- ✓ Peasant woman is afraid of keeping Michael.

(viii) Misuse of power

- ✓ The prince tries to impose a judge on the people – nepotism.
- ✓ The manner in which Azdak is appointed judge is questionable. Takes advantage of the war situations.
- ✓ The prince instructs the Iron shirts to run after Grusha and baby Michael instead of taking care of the security.

The Iron shirts harass the people – pg. 32
Conclusion : 2mks
Expect any 4 well illustrated points:
3:3:3:3
Language and presentation : 4mks

3. **SHORT STORY – 'Light' by Lesley Nneka Arimah**

The author addresses the theme of parenting as a role of every parent. It should not be left to either the male or female parent. Light' is a warm story that vividly depicts its theme of parenting which affects children and other family members.

Enebeli is forced to sit down the girl and give her a talk on sex after her uncle makes a careless joke in a wedding. He had to take this duty because somebody else would have done it and gone to the extent of offering 'practical lessons' for the same.

Enebeli demonstrates poor parenting when he still washes dishes and cooks for her daughter who is now fourteen. He does not teach her responsibility as they still share house chores. When in conversation via Skype with her mother, it she openly reveals that daddy made her breakfast.

When Enebeli sends his daughter to school he did not expect her to change. According to him, she is well brought up and appropriately cultured. However, she soon changes and learns how to write love letters. As a result, he is summoned by the head teacher to discuss the changes in her daughter.
On the other hand, Enebeli's wife does not spend quality time with her daughter and yet expects her daughter to be morally upright.
The few attempts he makes over the phone to teach her manners only widen the gap between them.

Enebeli's wife goes to the USA to study so she can get a good job back in Nigeria. Her taste changes and she looks for a job in the US and comes for her daughter. Her desire to try and bring up the daughter according to the right morals push her to make this decision.

Parenting according to the text is not an easy task. The decisions and actions of parents towards their children will always dictate their upbringing as shown above.
3:3:3:3 = 12 marks
Conclusion – 2 marks
Language – 1 – 4

(b) **Betrayal in the City by F. Imbuga**

Content

- ✓ Characters are satirized.

Mulili

- ✓ His actions and poor mastery of English language.
- ✓ He thinks he knows too much yet he only has primary level of education.
- ✓ It is laughable that such a person with poor reasoning is the advisor to the head of state.

Boss

- ✓ His weakness on women is ridiculous e.g. Regina.
- ✓ Goes to an extent of locking up Mercedes – his wife – when she complains of the issue.
- ✓ It is a shame that such immorality is evident in the nation's top leadership.
- ✓ He recommends that prisoners act in the play and are now fed on bred and butter.

Tumbo says that "it is through this visit that the voice of their negotiators may continue to be

heard.

Kabito and Nicodemo

- ✓ They bitterly criticize Mulili yet they are equally corrupt.
- ✓ Kabito reveals that he had spent the previous night being nice to people.
- ✓ They advocate for an extension of sitting after the visit of head of state is over.
- ✓ The government employs expatriates at the expense of its citizens.
- ✓ When the university students demonstrate they are brutally treated. Adika is murdered during the demonstration.
- ✓ More expatriates are appointed in the name of putting the university students in their place.
- ✓ The citizens have no voice in Kafira and those who raise their voices are silenced.
- ✓ The elites have no place and those who go against the leaders are jailed e.g. Mosese and Jere.
- ✓ Satire is also exposed in the incompetence and inexperience of the government officials.
- ✓ It is highly ridiculously that Boss agrees to take part in the rehearsals in the play. He even allows the prisoners to use real guns leaving him exposed.
- ✓ It is too late when he realizes, he becomes a victim of his own incompetence.
- ✓ The priorities of Kafira are satirized.
- ✓ Changing names is item number three in the new development plan. Blows are even exchanged over the same.
- ✓ Boss has substituted his name with something no one can pronounce.

Any four well illustrated points (4 x 3 = 12mks)
Conclusion – 2 marks
Language and presentation – 4 marks.

(c) **The Pearl -** John Steinbeck's

The text seems to point out the undesirable portrait that is greed; that it only destroys that which it comes into contact with. The pearl, initially meant to be a symbol of hope; quickly turns out to be a symbol of self-destruction. Not only is Kino self-destroyed, but he leads to the destruction of the very family he seeks to protect; the death of Coyotito.

In seeking a better price for the pearl, Kino's objective can be said to be education for his son . Arguably, it can be said that Kino's 'greed' can be said to unavoidable. He does not seek more than the pearl can fetch. He is a human being presented with a huge temptation of material wealth which he cannot turn down and instead fights to protect.

Greed seems to be implanted in the people's minds. Regardless, that need completely transforms and brings out the worst in Kino (as it does with the doctor, the priest, the pearl buyers and even Juana at the beginning). He kills those who get in his way and even beats up Juana for attempting to get rid of the pearl.

Conclusion

To sum up, Kino was at peace with his family though they were struggling to live a comfortable life. When he gets the Pearl he changes to the worst harassing even his own wife. It is the avarice to get better that leads him to this losing his son in the process.

Bernard when Jeff accidentally knocks him down with the car and Clara, Jeff's mother tells Jeff to drive off.

Any four well illustrated points
3:3:3:3
Introduction – 2mks
Conclusion – 2mks
Language – 4mks

MOKASA JOINT EXAMINATION
Kenya Certificate of Secondary Education
101/1
(Functional writing, cloze test and oral skills)
ENGLISH
2018

Paper 1
Time: 2 Hours

1. Imagine you are the Secretary of the Drama Club at Upendo High School. The National Drama Festival is scheduled to take place in three weeks' time. The Patron has informed you that you need to have a meeting with the other members of the cast who are also the club members to plan for the festival which will take place at Meru High School. Write a **notification** of meeting.
(20 marks)

2. Fill the blanks in the passage below with an appropriate word.
(10 marks)

The chorus of praise for the Meteorological Department for **(1)**.....predicting when the rains would begin is a public vote of confidence in the institution. The weatherman **(2)** ..... the exact day of the first deluge of the new rainy season and the duration. **(3)** ..... it is disappointing that despite the accuracy, the country has once again been caught napping. This is, **(4)** ..... partly due to the skepticism arising from the past predictions. But more worrying is the exposure of the lack of **(5)** .....to deal with floods. A country whose vast (6) ..... of land have been ravaged by a lengthy drought is now awash with water does not know how to deal with. It is a sorry state **(7)** ..... suffering and agony when it rains and also when it shines. The perennial utter **(8)** ..... of the people, agencies and the national and county leadership is astounding and costly. Seven people have died in the past two days and there is every indication **(9)** ..... there will be more deaths and destruction of **(10)** .....

3. Answer all the questions in the spaces provided.
(30 marks)

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

Who will believe my verse in time to come,
If it were filled with your most high whoosh deserts?
Though yet heaven knows, it is but as tomb
Which hides your life and shows not half your parts
If I could write the beauty of your eyes
And in fresh number all your graces,
The age to come would say 'This poet lies'
Such heavenly touches never touched earth's faces,
So should my papers, yellowed with their age,
Be scorned, like lazy less travelled old men of less truth than tongue

i) Identify the rhyme scheme of the poem?
(2 marks)

ii) Apart from rhyme, how else has rhythm been achieved?
(2 marks)

iii) Identify four words with silent letters and underline the letters.
(2 marks)

iv) Which words would you stress in the first line and why?
(2 marks)

b) Provide a word that is pronounced in the same way as the words provided below.
(4 marks)

i) some
ii) be
iii) their
iv) come

c) You have been invited to an interview for a clerical job in your former primary school. List things that you will do before and during the interview so as to excel in the interview
(4 marks)

d) Your teacher of English has asked you to present an oral narrative to your class during the English lesson. List three verbal techniques you will employ so as to make your narration interesting to the audience.
(3 marks)

e) Consider the riddling session below and answer the questions that follow:
(4 marks)

Challenger: I have a riddle. Are you ready for it?
Audience: Yes, give us the challenge.
Challenger: I have a wife who never returns to where she came from
Audience: The waters of a stream.
Challenger: No
Audience: Rain.
Challenger: No, give me a city
Audience: Mombasa
Audience: fine, I will settle in Mombasa. The answer is the leaf of a tree.

i) How is the audience's attention captured before the riddling session in the riddle provided above?
(1 mark)

ii) Indicate whether the intonation used in the sentences provided below assume a **falling** or **rising** intonation.

(3 marks)

I have a riddle. Are you ready for it?
The waters of a stream
The answer is the leaf of a tree

f) Read the conversation provided below and answer the questions that follow:
(7 marks)

JOHN: Hallo…
OPERATOR: Emergency**,** which service do you require?
JOHN: There's been a terrible accident and I want you to do something about it.
OPERATOR: Kindly tell me the service you require. Is it fire, police or ambulance?
JOHN: Oh yes, ambulance.
OPERATOR: Your phone number please?
JOHN:0723…..
OPERATOR: Am putting you through.
DRIVER: Hello, will you tell me the exact location of the accident scene
JOHN: Just behind my house.

ii) What are the shortcomings of John's listening skills?
(3 marks)

iii) John did not succeed in giving directions clearly. What are the guidelines of giving directions?
(4 marks)

MOKASA JOINT EXAMINATION
101/2
(Functional writing, cloze test and oral skills)
ENGLISH
Paper 2

Time: 2 1/2 Hours

1. Read the passage provided below and answer the questions that follow:
(20mks)

Years ago scientists warned that a hole in the layer of ozone surrounding the earth could have serious effects on human health and the environment. In the 21st century, it is imperative that global warming and ozone layer depletion form a **monstrous combination** in climate change. Ozone layer depletion does not cause global warming, but both of these environmental problems have a common cause: **human activities that release pollutants into the atmosphere altering it.** Global warming is caused primarily by putting too much carbon dioxide into the atmosphere when coal, oil, and natural gas are burned to generate electricity or to run our cars. Ozone **depletion** occurs when gases formerly found in aerosol spray cans and refrigerants are released into the atmosphere. The ozone layer sits in the upper atmosphere and absorbs ultraviolet radiation, another type of solar energy that's harmful to humans, animals and plants. Since the 1960s, there has been a trend of increasing warming of the lower atmosphere and a cooling of the upper atmosphere. This dynamic creates conditions that lead to ozone loss. Largely because heat from Earth's surface that normally would convey through the lower and upper atmosphere, and eventually escape to space is now being trapped.

Depletion of the ozone layer has significant outcomes to plants and animals on earth. Phytoplankton form the **foundation** of aquatic food webs. Exposure to solar UVB radiation has been shown to affect both orientation and motility in phytoplankton, resulting in reduced survival rates for these organisms. This radiation has been found to cause damage to early developmental stages of fish, shrimp, crab, amphibians, and other marine animals leading to decreased reproductive capacity and impaired larval development. Increases in UVB radiation could affect terrestrial and aquatic biogeochemical cycles, thus altering both sources and sinks of greenhouse and chemically important trace gases. These potential changes would contribute to biosphere-atmosphere feedbacks that mitigate or amplify the atmospheric concentrations of these gases.

To **halt** the depletion of the ozone layer, countries around the world agreed to stop using ozone-depleting substances such as halons, carbon tetrachloride and methyl bromide. Although this is not a uniformly positive story since it has indirectly led to new problems such as climate change; the reduction in ozone-depleting substances has had a beneficial side-effect. Ozone-depleting substances are also very potent greenhouse gases, contributing to the phenomenon as other substances widely known to have a greenhouse effect like carbon dioxide (CO_2), methane (CH_4) and nitrous oxide (N_2O). Therefore, by diminishing emissions of ozone-depleting substances, both the ozone layer and the climate have been protected at the same time.
Retrieved 10th Feb, 2018 from *https://www.eea.europa.eu/climate/...*

Questions

1. What is the relationship between ozone layer depletion and global warming?
(2mks)
2. According to the passage, what is the significance of the ozone layer?
(2mks)
3. What is ironical about ozone loss in the atmosphere?
(3mks)

'Depletion of the ozone layer has significant outcomes to plants and animals on earth.' Rewrite the sentence beginning: Not only…
(1mk)

4. In note form, outline the consequences brought about by the effects of ozone layer depletion on the environment (3mks)
5. In what ways hast reduction in ozone-depleting substances been beneficial
(2mks)

6. Identify the author's tone as he speaks about global warming and depletion of the ozone layer? (2mks)
7. Provide the meaning of the following words and phrases as used in the passage (4mks)
   a) Monstrous combination
   b) Depletion
   c) Foundation
   d) Halt

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

The specialist listened to their story, examined the child and ordered immediate admission. Daniel took it all in good grace until the man with the needles came to draw blood. He wept pitiably. He had known nothing but love and comfort in all his short life. Had he not tried to be a good boy? Why was the man poking at his hands with sharp needles? He turned his slanted tearful eyes to his mother and she staggered out of the room with Vera's arm around her shoulder.

"I think you should return later Dr. Sigu," suggested the sister-in-charge.

"She is right my dear. Let's go home. His daddy can stay with him until they have finished with him."

Vera guided Wandia out of hospital into the bright sun. When they were in the car, Wandia turned suddenly and asked Vera:

"Where is your God?" a question as old as man's sojourn on this earth.

" Here with us in this terrible situation. Have no doubt"

"Then ask Him for the life of my son."

" I already have," answered Vera simply.

A couple of days later it was confirmed that Daniel indeed had leukaemia-but it was not the most aggressive form, there was even the possibility of a cure. On hearing that Wandia abandoned her agnostic stance and went to church, a place whose doors she had not darkened since her wedding day and to which only Aoro out of sense of his strong religious inheritance rather than any clear belief, had hitherto gone with the children. Wandia went there specifically to bargain with this strange and terrifying God.

a) Briefly explain the story referred to in the excerpt. (3 marks)
b) Describe Wandia's attitude towards (4 marks)
   i) God
   ii) Daniel's sickness
c) Give the meaning of the following phrases as used. (4 marks)
   ii) 'Took it all in good grace.'
   iii) 'Doors she had not darkened,'
d) Vera assures Wandia that God is with them in the terrible situation. Is Vera qualified to give religious counsel? (2 marks)
e) Identify and illustrate one dominant theme highlighted in the excerpt. (2 marks)
f) Make notes on Aoro's strong religious inheritance evident in the novel. (4 marks)
g) It was not the most aggressive form, and there was even a possibility of cure. (Rewrite beginning: There…) (1 mark)
h) What do we learn about Vera from the excerpt? (2 marks)
i) Comment on an instance of irony in the excerpt. (3 marks)

2. Read the poem provided below and answer the questions that follow: (20mks)

DUSKS OF DRINKS AND DRUGS

Drinks and drugs drained our dreams,
Drinks and drugs drowned our dreams;
They drew dusks and dark nights,
Drinks and drugs spawned our nightmares;
We wailed and screamed in seas of terror
In sweat-drenched bodies, bobbed we out,
Like drugged fish out of muddy streams;

Gasping for breath-hearts pumping and panting.
Inaudibly mumbled incoherent words
Pulled back stubborn sleep to no avail,
She fled like a refugee fleeing a civil war.
Our bedmates asked: we answered not!

Boniface Wasira

(i) Who is the persona in the poem?
(2marks)

(ii) What is the poem talking about?
(3 marks)

(iii) Comment on the use of any three aspects of style in the poem.
(6 marks)

(iv) What the persona's attitude towards drinks and drugs as brought out in the poem?
(3 marks)

(v) In your own opinion, do you think the persona has regrets regarding drug use? Support your answer. (3 marks)

(vi) Explain the meaning of the following phrases as used in the poem.
(3 marks)

a) …bobbed we out
b) Drinks and drugs spawned our nightmares
c) Pulled back the stubborn sleep to no avail.

4. GRAMMAR (15mks)

1. **Complete the following sentences using little, a little, few or a few.**
(2mks)
   a) You do not need to go to the supermarket. We have ……. items in our store.
   b) Give the carnations ……. water every evening if you do not want them to wither.
2. **In each of the following sentences, use the correct order of the adjectives provided in brackets. (2mks)**
   a) My aunt bought a …… (nice, blue, warm, silk, leather) jumper.
   b) Every student has a …… (long, Kenyan, beautiful, rectangular, red) geometrical set
3. **Fill in the blank spaces with an appropriate word from the ones provided in brackets. (2mks)**
   a) The chicken had ……. on the counter all day until it was cooked and ready for us to eat (lie, lay, lain).
   b) "You asked ……..to the dance?' James inquired (who, whom).
4. ***Rewrite the following sentences according to the instructions given. (2mks)***
   a) I had finished writing my essay. The examiner announced the end of the exam.
   (Begin: **Scarcely**
   b) We trekked for seven kilometres. It had rained heavily.
   (Begin:**Although …**
5. **Fill in the blank spaces with an appropriate preposition**
(3mks)
   a) The chief guest arrived at the venue just …… time for his speech.
   b) Aloysius prefers swimming ……. riding motorcycles.
   c) Come …… the dining room", Mary told Angelika, "we want to serve lunch."
6. **Punctuate the following sentences correctly**
(2mks)
   a) to be or not to be that is the question Shakespeare said
   b) walk towards the door herman said youll find the key to the pigeon hole.
7. **Replace the underlined words with appropriate idiomatic expressions**
(2mks)
   a) Johnson and Felicity had an argument but eventually Johnson <u>gave up</u> and left for home.
   b) "Don't worry about what he said, Mary remarked, "He's just <u>teasing you</u>.

MOKASA JOINT EXAMINATION
TIME: 2 ½ HOURS
English Paper 3 (101/3)

Answer **three** questions only.

1. Imaginative Composition (Compulsory)
(20 marks)

Either

a) Write a composition beginning with the following sentence:
"The night was different from all previous nights…"

Or

b) Write a composition explaining the importance of co-curricular activities in achieving a wholesome education in Kenyan schools.

2. The Compulsory Set Text
(20 marks)

Bertolt Brecht, *The Caucasian Chalk Circle*
"In any society, abuse of power has serious ramification on both the individual and others." Drawing illustrations from *The Caucasian Chalk Circle* by Bertolt Brecht, justify the assertion.

3. The Optional Set Texts
(20 marks)

Answer any one of the following questions.

Either

a) **The Short Story**
Chris Wanjala (Ed.), *Memories We Lost and Other Stories*
At depressing moments, it is hope and positive thinking that make life bearable. Write an essay to justify the truth of the above statement drawing illustrations from Siddhartha Gigoo's "The Umbrella Man."

Or

b)
The Novel
John Steinbeck, *The Pearl*
"A great fortune can always bring people together even the least expected." Using illustrations from *The Pearl* by John Steinbeck, write an essay in support of this statement.

MOKASA JOINT EXAMINATION
101/1
(Functional writing, cloze test and oral skills)
ENGLISH
1, 2018
Paper 1

Time: 2 Hours
MARKING SCHEME

1. Functional writing

FORMAT (5 Marks)

Address: *only one*
(1mk)

Date: *in full*
(1mk)

Salutation: *Dear* (followed by the name of a specific member, e.g. **Dear Tom**)
(1mk)

Subject matter: RE: NOTIFICATION OF A MEETING
(1mk)

Valediction
(1mk)

Content **(9 marks)**

The name of the group meeting, (The Drama Club)
(1mk)

The purpose and nature of the meeting (Annual, Impromptu, Weekly)
(2mks)

The date of the meeting,
(1mk)

The time of the meeting
(1mk)

The venue of the meeting
(1mk)

The agenda:

(i) Preliminaries
(ii) Confirmation of the Previous Meeting
(iii) Matters Arising
(iv) Rehearsals for the National Festival
(v) Date of Travel to Meru High School
(vi) A.o.B

($^1/_2$ a mark @= 3marks)

Language (4marks)
Tone (2marks)
It must be a formal tone.

2. Cloze Test.

1. accurately
2. gave
3. However
4. perhaps
5. capacity
6. swathes/tracts
7. of
8. helplessness
9. that
10. property

3. Marking scheme

a) i) Identify the rhyme scheme of the poem? (2mks)

- ababcdcdef$^{\sqrt{1}}$ - regular$^{\sqrt{1}}$

ii) Apart from rhyme, how else has rhythm been achieved?
(2mks)

- Alliteration - **l**ike **l**azy **l**ess *(the sound l has to be underlined)*

- Onomatopoeia – whoosh
- Assonance – **i**t **i**s *(the sound l has to be underlined)*

iii) Identify four words with silent letters and underline the letters (2mks)

- Tom**b**, **k**nows, ha**l**f, **w**rite

iv) Which words would you stress in the first line and why? (2mks)

- Believe, verse, time, come – content words *(must identify all of them to score full marks)*

b) Provide a word that is pronounced in the same way as the words provided below (4mks)

- Some - sum
- Be- bee
- Their- there
- Come - cum

c) You have been invited to an interview for a clerical job in your former primary school. List things that you will do before and during the interview so as to excel in the interview (4mks)

Before

- Put together appropriate documents
- Research on what the clerical job entails
- Groom appropriately

During

- Maintain eye contact with the panelists
- Respond audibly to the questions
- Answer questions in a precise and concise manner

(2marks for before and 2 marks for during)

d) Your teacher of English has asked you to present an oral narrative to your class during the English lesson. List two verbal techniques you will employ so as to make your narration interesting to the audience. (3mks)

- Mimicry
- Tonal variation
- Voice variation

e) i)How is the audience's attention captured before the riddling session in the riddle provided above? (1mk)

- Posing the question- Are you ready for it?

ii)Indicate whether the intonation used in the sentences provided below assume a falling or rising intonation (3mks)

I have a riddle. Are you ready for it? Rising
The waters of a stream – falling
The answer is the leaf of a tree – falling

f) i) What are the shortcomings of John's listening skills? (3mks)

- Fails to respond to the question being asked due to inattentiveness
- Fails to give appropriate directions
- He dwells on irrelevant details

(focus is on etiquette)

(the student must contextualize and do not accord marks for character traits)

ii) John did not succeed in giving directions clearly. What are the guidelines of giving directions? (4mks)

- Give approximate distance
- Landmarks
- Compass direction
- Give specific place

MOMALICHE 2 CYCLE 5 JOINT EVALUATION TERM I, 2018
Kenya Certificate of Secondary Education (K.C.S.E)
101/1
ENGLISH
Paper 1

(Functional and Oral Skills)

2 Hours
Fuctional Writing
(20marks)

There has been a change over in the Administration of your school. The chairperson of the school Student Council Executive which comprises of eight members calls for a familiarization meeting with the Principal.

The Executive has the following members: The School Chair the Deputy, the Dining Hall Prefect, the Games Captain, the Medical Prefect and three Dorm Prefects.

The following issues were addressed in the meeting:

(i) Introduction of members
(ii) Election of Council Members
(iii) The Role of Council in School
(iv) Motivation of members
(v) Discipline of members
(vi) Any other Business

During the meeting, the Dining Hall prefect sends his apology due to an on-going exam, while two Dorm Prefects are away due to fees.

As the Secretary of the Student Council Executive Committee, write the Minutes of your first meeting with the new Principal.

CLOZE TEST (10 marks)

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

Although the government has--1----------a number of county schools to national status, most of them have not shown any--2----------achievement to warrant their newly-acquired title. Thus, the-3---------- is for government to provide adequate resources to prepare the schools to take their rightful place and ultimately-4----------alternative centers of excellence. The reason for elevating more schools to national status is-5----------just in name, but to offer opportunities for more primary school leavers to benefit--6---------- the resources in these institutions. ---7----------that is not achieved, and then the drive to expand national schools will become an academic exercise. After form four, the -8----------will be looking for progression to universities or other tertiary institutions. Statistics indicate that about-9----------third of the candidate, 149,717 out of 482,133 who registered for the exams, scored grades C+ and above, --10----------for university admission.

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

When, in disgrace with Fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art and that man's scope,
With what I most enjoy contented least,
Yet in these thoughts myself almost despising;
Haply I think on thee, and then my state,
(Like to the lark at the break of day arising)
From sullen earth sings hymns at heaven'ss gate,
For thy sweet love remembered such wealth brings
That then I scorn to change my state with kings.
(*William Shakespeare's Sonnet 29*)

i) Identify any **four** pairs of words that rhyme in this poem. **(2 marks)**

(ii) Give **two** instances of alliteration **in** this poem.
(2 marks)

iii) 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.
(4mks)

Identify any five pairs of homophonesin the list below.
(5 marks)

phloem	mad	heir	
floors	flaws	berry	
hair	coarse	flame	
clause	mud		
course	cause		
close	cloze		
bold	bald		
floss	air		
phlegm	bury		

Provide two words for each of the following sounds. **(2 marks)**

/a:/	**/ɜ:/**
I)	I)
II)	II)

The underlining indicates the stressed word in the sentences below.
Briefly explain what each sentence means. **(3 mks)**

Mary bought a present for John.
Mary bought a present for John.
Mary bought a present for John.

Using a riddle of your choice , explain the riddling process. **(6 marks)**

Classify the following sub-genre. **(2 marks)**

Ken can can a can of curled kales

The following is a conversation between a father and his daughter.

DAUGHTER: (*shortly having arrived home from school*) Good afternoon, Daddy
FATHER: *(Sitting complacently in the sofa, reading a newspaper. Looking up…..)* Good afternoon *(Resumes reading)*
DAUGHTER: (*Holding out her school report form)* Daddy, I'm excited. My teacher said I was the best improved. I was…….
FATHER: Oh, you were? Me, I used to be number one. I was absolutely unbeatable.
DAUGHTER: Chemistry has been a particular headache *(now looking at the report form which she thought her father would want to see)*, but this time…….
FATHER: (*Stretching his arms, looking preoccupied)*
Chemistry for me was particular easy.
I never scored anything less than 90%
DAUGHTER: Dad, I was going to tell you that this time…….
FATHER: *(Absent minded)* by the way, where is your mum?
DAUGHTER: Mum is in the garden picking vegetables. But dad, you're not listening to my story. I was telling you
about Chemistry
FATHER: You mean you have a story about chemistry? Chemistry is not about stories. It is hard science.
DAUGHTER: It's about my improvement……..
FATHER: (laughing*)* me, it wasn't matter of improvement. I was always at the top of the class
DAUGHTER: Daddy, I give up. You're not listening
FATHER: *(looking surprised)* Listening? I heard you: you were talking about improvement in chemistry, weren't
you?
DAUGHTER: anyway, Dad. Thank you for paying attention. Enjoy your newspaper.
FATHER: Oh yes, I'm reading an interesting story about politics

Question

Identify four ways in which the father can improve hislistening skills
(4mks)

MOMALICHE 2 CYCLE 5 JOINT EVALUATIONTERM I, 2018
Kenya Certificate of Secondary Education (K.C.S.E)
101/2
ENGLISH
Paper 2

(Comprehension, Literary Appreciation, Grammar)
MARCH/APRIL 2018
2 ½ Hours
COMPREHENSION

Few in Kenya may have noticed this headline story. Last week, Cape Town municipal authorities approved a punitive tariff for high water usage in the South African city which has a population of nearly four million people. This was in response to a crippling drought that has gripped the city well known for its high tourist traffic. Cape Town is said to be suffering the worst drought in recorded history, according to climate researchers. If residents don't save enough water, Cape Town will reach "Day Zero" on April 21, and will have to turn off the taps and risking becoming the first major city in the world to run dry.

To prevent" Day Zero", the city's officials announced residents will be limited to 50 litres per person per day from February 1. The water crisis facing Cape Town is a clear pointer of climate change that continues to ravage the earth.

Kenya is not immune from **ravaging** effects of climate change. It's barely a year ago since water rationing measures were instituted in Nairobi after water levels at Ndakaini Dam, which meets 85 percent of Nairobi's water demand, fell below the half-full mark.

A lot has been said about what could be done to **mitigate** against the effects of climate change-particularly the erratic weather patterns that have affected agriculture and the management of the planets water resources. But I dare say little has been said or done to promote water recycling as a mitigation measure to consider. In Kenya, the discussion around water recycling has largely centered around manufacturers who, in any case, have to find more efficient ways of production to keep their overheads as low as possible. I think it's time the discussion around water recycling went further out into households and businesses operating in Kenya.

While recycling is a term that has been generally applied to plastic bottles and paper waste, water can be recycled as well.
Water recycling is essentially all about reusing treated wastewater for beneficial purposes such as agricultural and landscape irrigation, industrial processes, toilet flushing, and replenishing a ground water basin (referred to as ground water recharge). Israel is already leading on this front, with reports indicating that almost 90% of Israel waste water is purified and used in irrigation.

Spain comes a distant second as it recycles only 20% of its waste water, compared to Israel's 87% .Through water conservation and reuse , Israel has been able not only to survive drought and periods of droughts ; it has also been able to thrive and use reclaimed water as a fulcrum for creating new businesses and economic opportunities. Water recycling indeed offers resources and financial savings.

In Kenya, quite a number of entrepreneurs have already come up with solutions such as biodigesterthat recycle domestic waste water reuse. Property developers are also increasingly factoring waste water treatment and recycling into their building plans. The Karen Waterfront Mall in Nairobi, is an emerging case in point on how water resources can be recycled and sustainably put to good use. At the heart of the soon-to-be opened mall is a lake, 14,000 square metres in size, which doubles up as a wetland. , It will be the main water storage area, while the land will act as the catchment area.

The mall has adopted a system that will see it incorporate sophicated water recycling and storage system. This way, the waterfront will considerably reduce its reliance on water supplies from public utility companies. This not only makes sense ecologically, but also makes huge financial sense, especially considering that as much as 75% of the water bill that consumers pay in Nairobi constitutes sewerage costs.

Turning to green building solutions such as the water recycling systems adopted by the Karen Waterfront Mall can indeed curb the problem of water shortage in major urban centers such as Nairobi, whose populations are growing by **leaps and bounds** every year. Nairobi, whose name actually means "A place of cool waters" in the Maa language, can avoid the agony of what Cape Town is going through if it adopts water recycling as a means of enhancing sustainable use of its water resources. Let's all remember, every drop counts. As the adage goes: **waste not, want not!**

QUESTIONS

1. What is 'Day Zero 'according to the writer?
   (2mks)
2. What reason does the author give for the above phenomenon.
   (2mks)
3. Why is it difficult to mitigate against the effect of climate change?
   (2mks)
4. Water recycling indeed offers resources and financial savings.
   (Use not only) (1mk)
5. In note form , give the benefits of water reuse
   (5mks)
6. What is the writer's tone towards water conservation? (2mks)
7. How has Israel benefited by reusing its water.
   (2mks)
8. Explain the meaning of the following expressions as used in the passage.
   i) Leaps and bounds
   ii) Waste not want not
   iii) Ravaging
   iv) mitigate

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

She felt the weight of injustice that women have felt since time immemorial in her male dominated world. Even a half- wit like her brother-in –law could rob her of her hard earned wealth, and her grandson of his rightful position as the chief, for in all truth Otieno should have held the chief's stool only until the infant Owuor came of age, but it was now clear he had no intention of ever giving up the chiefdom and after his death, his numerous sons would make sure that it stayed in the family. Owuor would be outnumbered practically by infinity to one. As it was, his grandmother feared for his life and watched him like a hawk. It was disquieting to have all one's egg in this one tiny frail basket.

After pondering over her predicament at length Akoko decided to make contact with the sirikal and seek their intervention. The first thing she did was to remove her two year old grandson and take him back to her brother, Oloo in Yimbo. His mother had meanwhile married one of the numerous cousins. In any case she was not the sort of woman to fight for her rights, leave alone her sons's. All she wanted was a husband and some security, and who could blame her? After all not everybody could be like Akoko.

Before she left she went to see her daughter Nyabera who was in mourning again having lost both her sons to a ferocious outbreak of measles which had raged through her village during the last harvest. She was pregnant again but so downcast and depressed that she stayed in her house, rarely going out and hardly eating. She needed help and her mother decided to spend some time with her before leaving.

She found her daughter thin to the point of emaciation with her belly sticking out before her like an appendage. When she saw her mother still unbent and uncowed by suffering, looking like a woman half her age, she just broke down and wept in her arms as if she was a little girl again.

"Cry my child, for one does not bury a child without burying apart of one's soul with it. It is good to cry for who can comprehend the ways of Were? It is for us men to wash away our painful confusion with tears and then to carry on, perhaps there might be some meaning in it all that only glimmers like firefly in a dark night. Who knows but that one day,Were will give you a child that lives and grows? Yesterday is not today and today is not tomorrow for each day rises fresh from the hands of Were god of the eye of the rising sun, bringing with it gladness and sorrow, sun and darkness, the two faces of Were; for how can we appreciate light unless we understand darkness? Weep my child and do not hold pain within yourself for it will turn into a snake that devours you from the inside."

Questions

i. What happens immediately before this excerpt? **3 marks**

ii. Name two injustices Akoko suffer from her brother-in-law**.**
2 marks

iii. Akoko and her daughter can be said to be similarly ill-fated. Give reasons using evidence from the extract and elsewhere in the novel**.**
2 marks

iv. "After all not everybody was like Akoko". How was Akoko different from her grandson's mother mentioned in the excerpt**?**
2 marks

v. (a) Akoko mentions of going to the sirikal for intervention.As brought out in the passage and elsewhere in the text, why did she want intervention? **2 marks**

(b) Apart from the sirikal, name other changes that come with the white man**.**
4marks

vi. Comment on any one stylistic device used in the excerpt.
2 marks

vii. Akoko's life and lineage is paralleled to the journey of a river. Justify.
6 marks

viii. **'For how can we appreciate life unless we understand darkness?'** Identify any one character who goes through this experience. Explain.
2mark

Read the oral narrative below and then answer the questions that follow. (20 marks)

Nyasaye (God) wanted to put a stop to the rampages of death-death which claims the lives of everyone
Young and old
Boys and girls
Men and women
Strangers and kinsmen;

Death which kills
The innocent and the guilty
Chiefs and their subjects
The healthy and the sick
The wise and the foolish.

So one day he sent a servant to earth with a message for all his people. "send me an offering of fresh, untainted fat," he ordered. "It should be as clean and sparkling as the moon." Hearing this, the people slaughtered a goat, removed its pure white fat, and placed it in a clay dish overspread with fine fresh leaves.

Now they summoned Ngo'ngruok, also known as Haniafuthe Chameleon, and ordered him to take their offering to Nyasaye. They also fashioned a long pole that reached up to heaven where

Nyasaye dwells in his glory. This was the path Ng'ongruok would follow when carrying their offering.

But Ng'onguruok accidentally soiled the fat with his clumsy feet, and on his arrival before Nyasaye, presented a dirty and unsightly offering. Nyasaye was furious and rejected it, shouting: "tell the people of earth that because of this insult they must continue to die, just as their ancestors have done!"

Ng'ongruok descended from heaven delivered Nyasaye's message, and returned the offering to the people. Ever since then, alas death has continued to ravage human beings. For his clumsiness, Ngo'ngruok was cursed by the people. Hence, he must always walk on all fours, and his steps must be hesitant and slow. That is why you will always see him carrying one leg raised from the ground as he tries to decide exactly where to tread.

(Adapted from: keep my words by B. Onyange-gutu and A.A Roscoe)

Questions

(20marks)

a) Giving illustrations,classify the above narrative.
(3 marks)

b) Identify and explain two features of oral narratives evident in the genre above.
(4marks)

c) With illustrations, explain the attitude of the community mentioned in the passage towards death.
(3 marks)

d) Describe the personality of the following**.** **(4 marks)**
I) Ngo'ngruok
II) Nyasaye

e) Explain two aspects of culturepractised by the community from which the narrative is drawn.
(2 marks)

f) Explain the nature of death as brought out in the narrative. **(2 marks)**

g) Explain one moral lesson learnt. **(2 marks)**

GRAMMAR **(15 marks)**

a) Complete the following sentences using the appropriate form of the word given in brackets

1. Grace did not know that a tree had _____her house (strike)
2. A solar eclipse can be an _____sight (awe)
3. Don't just sit there _____;help her (idle)

b) <u>Rewrite the following sentences as instructed. Do not change the meaning .</u>
(3mks)

1. Cherono's handwriting is better than anyone else's in this class (rewrite using a superlative)
2. He was so generous that he was soon went bankrupt.
   Begin: such …….
3. It is the most beautiful painting I have ever seen.
   End ……. beautiful painting

c) <u>Explain the difference in meaning</u>
(4mks)

1. a). She went and bought herself a skirt .
   b) She went and bought a skirt herself.
2. a) Peter was executed like a murderer.
   b) Peter was executed as a murderer.

c) Add question tags to the following sentences (2mks)
i) I don't think anyone will volunteer……
ii) Don't play with your rose……

Supply one word to replace the underlined ones
2marks

1 <u>.People who repair shoes</u> usually require basic training
2. <u>The people gathered to listen to the preacher</u> were very attentive last Sunday

Change the following sentence into passive.
1 mark

Darren flew the plane over the Pacific

MOMALICHE 2 CYCLE 5 JOINT EVALUATIONTERM I, 2018
Kenya Certificate of Secondary Education (K.C.S.E)
Paper 3

1. **IMAGINATIVE COMPOSITION (COMPULSORY)**
   Either

(a) Write a composition that ends with ……and that is why I thank God every day!
OR
(b) Write a story to illustrate the proverb: "Too many cooks spoil the broth"

2. The compulsory set text
The Caucasian Chalk Circle – Bertolt Brecht.
"Your relative can disappoint you during hard times." Drawing illustrations from the play **The Caucasian Chalk Circle**, write an essay in support of the statement.
(20 marks)

3. OPTIONAL SET TEXTS
(20mks)
Answer one question from the three options given below.
Either

(a) **Memories We Lost and Other Stories**
Pahom is a character who helps to develop the author`s thematic concerns in the story "How Much Land Does Man Need?" Describe his character that helps in the development of the thematic concerns depicted in the story.
or

(b) **The Play**
Francis Imbuga, Drawing your illustrations from Imbuga'sBetrayal in the City, write an essay to justify this statement.
or

(c) **"The Pearl" John Steinbeck**
"Human beings can sometimes be driven by greed to turn into animals." Validate the truth of this statement drawing your illustrations from John Steinbeck`s "The Pearl."
Betrayal in the city
"In a dictatorial regime, not only those in the cells are prisoners." Drawing your illustrations from Imbuga'sBetrayal in the City, write an essay to justify this statement.
or

(c) **"The Pearl" John Steinbeck**
"Human beings can sometimes be driven by greed to turn into animals." Validate the truth of this statement drawing your illustrations from John Steinbeck`s "The Pearl."

MOMALICHE 1CYCLE 1 JOINT EVALUATION
ENGLISH PAPER 1 marking scheme

1. **Question 1**
   MINUTES OF THE STUDENT COUNCIL EXECUTIVE MEETING HELD ON (DATE) IN (VENUE) AT (TIME)

3. AGENDA
(i) Introduction
(ii) Election of members
(iii) Role of the council
(iv) Motivation of members
(v) Discipline of members
(vi) A.O.B

4. NUMBERING
   MIN1/02/2018: INTRODUCTION
   All the other minutes to follow a clear numbering system.
   Deliberations and resolutions reached must be brought out under each minutes. They must be brief and clear.
   Brief comment s by the Principal may appear.

5. A.O.B
   Any other issue raised by the members will be here which may include the principal's guidance and remarks.

6. ADJOURNMENT
   To show date of next meeting where possible . Time the meeting ends.

7. CLOSURE (SPACECTOR THE FOLLOWING)
   Name of chairman signature, date Name of secretary
   Heading- 1 mk
   Members present- 1 mk
   With apology- 1mk
   Absent- 1 mk
   In attendance- 1 mk
   Preliminary- 1 mk
   Confirmation- 1mk
   Matters Arising- 1 mk
   2 mks for every business of the day i.e iii),iv) and v)
   A.O.B- 1 mk
   Next meeting/ Adjournment- 1 mk
   N/B No signature
   Language- 1 mk

cloze test marking scheme

1. upgraded
2. remarkable
3. challenge
4. became
5. not
6. from
7. If
8. candidate
9. a
10. qualifying

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

When, in disgrace with Fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art and that man's scope,
With what I most enjoy contented least,
Yet in these thoughts myself almost despising;

Haply I think on thee, and then my state,
(Like to the lark at the break of day arising)
From sullen earth sings hymns at heaven'ss gate,
For thy sweet love remembered such wealth brings
That then I scorn to change my state with kings.
(*William Shakespeare's Sonnet 29*)

Poetry: Answers

i) Identify any **four** pairs of words that rhyme in this poem. **(2 marks)**

a) Eyes cries
b) State fate
c) Hope scope
d) Despising arising
e) Brings kings

(ii) Give **two** instances of alliteration **in** this poem. **(2 marks)**

Line 14 scorn state /s/
Line12 hymns heavens /h/

iii) 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. **(4mks)**

a) tonal variation
b) stress
c) dramatic pause
d) pitch, tempo

(each should be explained with illustration from the poem)

Identify any five pairs of homophones in the list below. **(5 marks)**

phloem mad heir
floors flaws berry
hair coarse flame
clause mud
course cause
close cloze
bold bald
floss air
phlegm bury

(i)……cloze…… ……close……
(ii)……berry…… ……bury……
(iii) ……phloem…… phlegm……
(iv) ……floors…… …flaws……
(v)……coarse…… …course……

Provide two words for each of the following sounds. **(2 marks)**

/a:/ **/ɜ:/**
III) barn I) bird
IV) bath II) world

The underlining indicates the stressed word in the sentences below.
Briefly explain what each sentence means. **(3 mks)**

<u>Mary</u> bought a present for John.
It is Mary, not any other person
Mary <u>bought</u> a present for John.
Mary performed the actionof buying in particular
Mary bought a present for <u>John.</u>
Mary bought a present for not any other person but John

Using a riddle of your choice , explain the riddling process. **(6 marks)**

Challenger: Introduces the riddle- riddle, riddle
Respondent: The acceptance by the audience- riddle come
Challenger: The challenge itself- I have a piece of meat with the skin on the
Respondent: Guesses- attempts by the audience to answer the riddle
Challenger: Demanding of prize and gives the answer of riddle as he receives the prize

Classify the following sub-genre. **(2 marks)**

Ken can can a can of curled kales

A tongue twister- has almost similar but confusing sounds (illustrate)
State two functions of the sub-genre**. (2 mks)**

a. Used for entertainment
b. For recreation purposes
c. Speech therapy

The following is a conversation between a father and his daughter.

DAUGHTER: (*shortly having arrived home from school*) Good afternoon, Daddy
FATHER: *(Sitting complacently in the sofa, reading a newspaper. Looking up…..)* Good afternoon *(Resumes reading)*
DAUGHTER: (*Holding out her school report form)* Daddy, I'm excited. My teacher said I was the best improved. I was…….
FATHER: Oh, you were? Me, I used to be number one. I was absolutely unbeatable.
DAUGHTER: Chemistry has been a particular headache *(now looking at the report form which she thought her father would want to see)*, but this time…….
FATHER: (*Stretching his arms, looking preoccupied)*
Chemistry for me was particular easy.
I never scored anything less than 90%
DAUGHTER: Dad, I was going to tell you that this time…….
FATHER: *(Absent minded)* by the way, where is your mum?
DAUGHTER: Mum is in the garden picking vegetables. But dad, you're not listening to my story. I was telling you about Chemistry
FATHER: You mean you have a story about chemistry? Chemistry is not about stories. It is hard science.
DAUGHTER: It's about my improvement……..
FATHER: (laughing*)* me, it wasn't matter of improvement. I was always at the top of the class
DAUGHTER: Daddy, I give up. You're not listening
FATHER: *(looking surprised)* Listening? I heard you: you were talking about improvement in chemistry, weren't you?
DAUGHTER: anyway, Dad. Thank you for paying attention. Enjoy your newspaper.
FATHER: Oh yes, I'm reading an interesting story about politics

Question

Identify four ways in which the father can improve his listening skills **(4mks)**

a. He should stick to the topic of discussion
b. Should interrupt when necessary
c. Should observe turn taking effectively
d. Should show interest in the conversation
(no illustration, award not)

MOMALICHE ENGLISH PAPER 2
Marking scheme
QUESTIONS

1. What is 'Day Zero 'according to the writer? (2mks)
- Turning off the taps
- Running out of water
2. What reason does the author give for the above phenomenon.(2mks)
- Drought has gripped the city
- Climate change
3. Why is it to mitigate against the effect of climate change? (2mks)
- Little has been done to promote recycling
- The discussions has been centred around manufacturers and not everyone.
4. Water recycling indeed offers resources and financial savings.
(use not only) (1mk)
- Not only does water recycling indeed offer resource but also financial savings
- Water recycling does not only indeed offer resources but also financial savings
5. In note form , give the benefits of water reuse (4mks)
- Agricultural use
- Landscape irrigation
- Industrial processes
- Toilet flushing
- Replenishing ground water basin
6. What is the writer's tone towards water conservation? (2mks)
- Appreciative/cautionary / advisory 'I think it is time the debate …….
7. How has Israel benefited by reusing its water.(2mks)
- Has survived droughts
- Has created businesses and economic opportunities
8. Explain the meaning of the following expressions as used in the passage.

i) Leaps and bounds
- Very fast at a very high rate

ii) Waste not want not
- Using well what one has and the individual solve a need

iii) Ravaging
- Destroying a wide area; destruction

iv) Mitigate
- To lessen the effects of something ;make less severe or less harmful

Excerpt :Answers-The River and the Source

i) Otieno takes over the chief's stool with glee and heavy arrogance.He dispenses the council of jadong'o

ii) The injustice that Akoko suffers from her brother-in –law Otieno.
a. He tries to grab Akoko's personal wealth. √1
b. There is a clear indication that OtienoKembo had no intention of giving up the chiefdom when young Owour, Akoko grandson came of age. √1He appropriates his late brothers wealth and tries to grab Akoko's personal wealth

i. (aBothAkoko and Nyabera lose their their husbands
(b) Both Akoko and Nyabera lose their children. Answers must have the phrase …both…

Iv Akoko does not remarry like her daughter-in –law after the death of her husband. √1
- Akoko could fight for her rights, " in any case, she was not the type to fight for her rights. √1
2marks

v. (a) She wanted the serikal to force OtienoKembo to relinquish the chiefdom to young Owour when he came of age.
(b) The Whiteman came with Taxes, new religion, money and education. 3 marks

vi. (i) Metaphor√1 – she felt the weight of injustice that women……√1
(ii) Proverb √1– it was disquieting to have all one's eggs in this one tiny frail basket. √1 2 marks

vii. (a) she gives birth to Awiti. √1
(b) – Awiti gives birth to children- Becky, Vera, Aoro and other children. √1
- Becky given forth two children with new white husband. √1
- Aoro marries Wandia and have children. √1

viii. Aoro,Wandia,Nyabera;with illustrations

ORAL NARRATIVE: ANSWERS

h) Giving illustrations, classify the above narrative. **(3 marks)**
- Myth because it explains the continuation of death

- Has supernatural creatures
- Inclined to religious aspects

i) Identify and explain two features of oral narratives evident in the genre above. **(4marks)**

- Dialogue between Nyasaye and Chameleon
- Use of local dialect
- Use of a song
- Aspect of fantasy
- Moral lesson (no illustration, do not award)

j) With illustrations, explain the attitude of the community mentioned in the passage towards death. **(3 marks)**

- The community is contemptuous/disdainful/ spiteful of death
- They send Chameleon to intervene on their behalf to God in order to stop the calamity of death

k) Describe the personality of the following**. (4 marks)**

I) Ngo'ngruok- lazy, makes the fat dirty

II) Nyasaye-temperamental, tell the people of earth that because of this insult they must continue to die

l) Explain two aspects of culture practised by the community from which the narrative is drawn. **(2 marks)**

- Religion- they believe in existence of Nyasaye
- Offering of sacrifices- the white fat of the goat offered to Nyasaye to eliminate death

m) Explain the nature of death as brought out in the narrative. **(2 marks)**

- Death is inevitable. It consumes every one 'boys and girls'.

n) Explain one moral lesson learnt. **(2 marks)**

We should be careful with how we work. Chameleon was clumsy

GRAMMAR marking scheme

a) Complete the following sentences using the appropriate form of the word given in brackets

1. Grace did not know that a tree had _____her house (strike)

- struck

2. A solar eclipse can be an _____sight (awe)

- awesome

3. Don't just sit there _____;help her (idle)

- Idly

b) Rewrite the following sentences as instructed. Do not change the meaning .(3mks)

1. Cherono's handwriting is better than anyone else's in this class (rewrite using a superlative)

- Cherono's handwriting is the best in the class.

2. He was so generous that he was soon went bankrupt.

Begin: such …….

- Such was his generosity that he was soon went bankrupt.

3. It is the most beautiful painting I have ever seen.

End ……. beautiful painting

- I have never seen such a beautiful painting
- I have never seen a more beautiful painting.

c) Explain the difference in meaning (4mks)

a). She went and bought herself a skirt .

- She bought a skirt for her own use (for her to be wearing)

b) She went and bought a skirt herself.

- She personally bought the skirt (not any other person)

2. a) Peter was executed like a murderer.

- Like one who has murdered

b) Peter was executed as a murderer.

- Just like a murderer that he was

c) Add question tags to the following sentences (2mks)

i) I don't think anyone will volunteer. Will they?

ii) Don't play with your rose. Will you?

d) Fill in the blank spaces with suitable prepositions (2mks)

i) Inspector Mwala was an expert _____catching criminals.

- in

ii) Please refrain_____smoking in the auditorium.

- From

e) Change the following sentences into reported speech(1mk)

Jim said, "Let's go home now."

- Jim suggested / said that they go home then/at that moment.

Supply one word to replace the underlined ones 2marks

1. People who repair shoes usually require basic training
   cobbler
2. The people gathered to listen to the preacher were very attentive last Sunday
   congregation

Change the following sentence into passive.1 mark

Darren flew the plane over the Pacific

The plane was flown over the Pacific by Darren

MOMALICHE 2 CYCLE 5, 2018

MARKING SCHEME

1. **IMAGINATIVE COMPOSITION (COMPULSORY)**

Either

(a) Write a composition that ends with .....and that is why I thank God every day!

OR

(b) Write a story to illustrate the proverb: "Too many cooks spoil the broth"

2. The compulsory set text

The Caucasian Chalk Circle – Bertolt Brecht.

"Your relative can disappoint you during hard times." Drawing illustrations from the play **The Caucasian Chalk Circle**, write an essay in support of the statement.

(20 marks)

3. OPTIONAL SET TEXTS

(20mks)

Answer one question from the three options given below.

Either

(a) **Memories We Lost and Other Stories**

Pahom is a character who helps to develop the author`s thematic concerns in the story "How Much Land Does Man Need?" Describe his character that helps in the development of the thematic concerns depicted in the story.

or

(b) **The Play**

Francis Imbuga, Drawing your illustrations from Imbuga'sBetrayal in the City, write an essay to justify this statement.

or

(c) **"The Pearl" John Steinbeck**

"Human beings can sometimes be driven by greed to turn into animals." Validate the truth of this statement drawing your illustrations from John Steinbeck`s "The Pearl."

Betrayal in the city

"In a dictatorial regime, not only those in the cells are prisoners." Drawing your illustrations from Imbuga'sBetrayal in the City, write an essay to justify this statement.

or

(c) **"The Pearl" John Steinbeck**

"Human beings can sometimes be driven by greed to turn into animals." Validate the truth of this statement drawing your illustrations from John Steinbeck`s "The Pearl."

Question 2

Compulsory text

Introduction

Family members should always be there for one another especially during hard times. This is not usually the case. Some abandon, close family members during hard times for personal gain.

Any other relevant introduction

Content

(i) NatellaAbashwili abandons her son Michael when she is fleeing from the palace because of the marauding soldiers after the assassination of her husband.
She was more concerned with her material possessions.
She is preoccupied with what clothes she will carry.
Even tells one of her maid to put Michael down so that she can fetch the little saffron colored boots from the bedroom. (pg. 24-25, 92)
Material thirst overrides her motherly instinct and helpless Michael is left behind.

(ii) LavrentVashnadze, Grusha's brother, does not protect his sister from the mistreatment she undergoes from his wife Anikothat is after arduous trek through a challenging journey that is full of danger. After risking her life,Grusha had expected a warm reception from her brother.

Though Grusha is ill from the walking she is given a cold reception by Lavrenti and Aniko. They torment her with many unnecessary questions simply because she has a child.
Lavrenti does not come to her defense when Aniko gives Grusha a hostile treatment.
Singer refers to him as the cowardly brother.
Grusha advices little Michael that they need to make themselves as small as cockroaches so as to remainunnoticed.
Lavrenti disposes of the sister by arranging a marriage to a "dying" Jussup since he fears annoying Anikobecause she is the owner of the land she and Lavrent live on. (pgs. 44, 45, 46, 47, 48, 49)

(iii) The Fat Prince ArsenKazbekiplots and overthrows his brother GeorgiAbashwili. As a brother, the Fat Prince is supposed to be a confidant who should always protect his brother, something he fails to do but plots with others to kill him.
The Fat Prince is motivated by greed for power.
The fat prince and other princes meet in the capital and plot how to overthrow the Grand Duke and other governors.
At the command of the Fat Prince the palace guards refuse to take orders from The Adjutant and soon the soldiers get hold of the governor and he is beheaded.
He later carries his head on a lance and has it pinned at the door.

(iv) Jussup's mother ispurely after the money she will get from Lavrenti for allowing the sickly JussupmarryGrusha.
The peasant woman readily accepts to marry off her dying son at a fee and when she hears that Grusha has a child, she raises her fee to six hundred piasters from the initial four hundred.
She hires a cheap monk instead of a priest to preside over the wedding since she does not want to pay a lot of money for a real priest.
She takes advantage of her "dying son'scondition" to enrich herself (pg. 48, 49)
She wishes that the expenses she has incurred could also take care of the funeral (wedding cum funeral).

(v) Natela's later interest in Michael is purely selfish. It is not out of motherly love.She fails the test of motherhood at the time Michael is in rags, a time motherly instincts should have taken over. She harms him when she pulls him out of the circle .NatellaAbashwili is more interested in inheritance which is in Michael's name.
At the court session, when Grusha is arraigned before Judge Azdak for abducting Michael, Natella through her lawyer, reveals her true intention for wanting Michael back- which is to access the late Governor's estate.
Her second lawyer states categorically that Georgi'sestates are closed to her as they are tied to Michael. She cannot access it without having Michael or even pay her lawyers (pg. 92, 97)

(vi) The Fat Prince pursues Michael with intention of having him killed. This is not what is expected of an uncle especially after a boy's father has been killed and his mother has abandoned him.
He also sends iron shirts after Michael, his nephew, and even offers a reward for the person who would lead to the capture the boy.
He wants him killed so as to consolidate his power.
He is abusive- calls him a brat.

3 (a)"Human beings can sometimes be driven by greed to turn into animals." Validate the truth of this statement drawing your illustrations from John Steinbeck`s "The Pearl."

(i) The doctor is heartless, when Coyotito is stung by a scorpion, Juana and Kino rush him to a doctor in the town by the doctor turns them away because they are poor and cannot afford to pay for the treatment. He refuses to take the eight small pearls offered to him by Kino. The doctor is brought out as a racist who discriminates against Kino`s nation. When he realizes that Kino got the pearl, he lies to Juana and Kino about Koyotito`s condition, gives him a mysterious white substance that is probably poison thereby worsening Kino`s condition. He then gives an antidote to cure Coyotito so that he seems to have cured Coyotito because he wants to have a share in Kino`s pearl.

(ii) The priest is brought out as an opportunistic person who wants to take advantage of Kino`s jackpot. When he hears about the pearl, he thinks about repairing the church and whether Juana and Kino could get married in church. He does this to get share of Kino`s newly gotten wealth.

(iii) The Pearl buyers in the market are exploitative in that they are always more than willing to exploit the sellers , for instance in the case of Kino, they set a price lower than the actual worth of the pearl Kino was selling; saying that the pearl was too big and was not valuable. The buyers in the market conspire to exploit buyers by agreeing to set lower prices.

(iv) A group of men/attackers are greedy and their greed drove them to assault Kino when he was up the beach. They do so in order to get the pearl from Kino. Kino ends up killing one of them. Kino`s house is invaded at night and he is frequently attacked leading to him sustaining injuries.
(v) Kino becomes brutal because of greed. He kills one of his attackers because he wants to protect his pearl. He beats up Juana when she tries to throw away the pearl. He kills trackers who were tracking him to take the pearl away from him.
(vi) Trackers are heartless as they are seen to be tracking Kino to kill him. The fact that they have a rifle shows that they are pursuing Kino in order to kill him and take away his pearl. This shows greed because they need the pearl to enrich themselves at the expense of poor Kino.

Introduction

One doesn't have to be in a prison cell to be incarcerated. Even a person walking free in the street could feel the same way a prisoner could in a prison cell because of many other conditions. This is clearly demonstrated in Kafira.

Any other relevant introduction (2 marks)

(j) Lack of freedom of expression/speech both in and out of prison.
- InKafira-Mosese is put in for speaking his mind during Adika's funeral/ burial.
- Askari advises Mosese and Jere to be silent.
- Adika's death is as a result of speaking out his mind.
- the university students are not allowed to have Adika's picture in the newspaper.
- Kabito is silenced for opposing Mulili during the meeting of the entertainment committee.
- Jusper's manuscript cannot be published.

(ii) Doga and Nina are denied the right to the shaving ceremony.
- Pg.13-15- Jere and Mulili stop the old couple from carrying out the shaving ceremony of Adika, their son yet they are free.
- they are later murdered-(p. 20)
- Jere is denied the freedom to read the Bible.

(iii) Assassination of those who oppose the regime.
- in prison-Askari informs Jere that he had killed a man in the cells.
- Doga,Nina and Adika` are all killed because they are suspected of opposing the powers to be.

(iv) Selective breeding-favouritism/ nepotism.
- denial of what one is entitled to on merit instead given to relatives. Kabitobribes his way into getting the milk tender. Muliligets the milk tender being the boss' cousin denying those who merit.
- Tumbo gives Jusper chance to write the play to entertain the visiting head of state because he thinks that Jusper is Regina's cousin
- Mosese is offered a cup of tea while Jere gets none.-One needs "a tall relative."

(v) Restrictions during Adika's funeral. Students and academia are prohibited from wailing and expressing their grief during the funeral. (p.24)
- a handful of politicians tried to turn the funeral into a political rally.
- service not to take more than ten minutes, coffin should not be carried by students…etc.
- Jere is caned when he tries to exercise his rights during the Pilate- Jesus play.

Conclusion

There's no difference between the conditions in the prison cell where Mosese and Jere are incarcerated and the outside in Kafira.

(C)

(i) Pahom is obsessed with wealth. We witness this in the success story that is his life when we first encounter him. He has a large, well developed farm with crops and livestock, a business that is expanding fast. He has developed his farm to this pitch of success because he is an organized and hard working person.
His desire and move to buy more land to increase his farming activities also shows his hard work.
(ii) mSecondly, Pahom is overambitious as he is governed by a strong desire to achieve. Despite having enough tract of land, he still craves for more which is superfluous, hence decides to acquire more tracks of land from the Bashkirs.
(iii) Pahom is also selfish. He wishes to get more and more in order to surpass other people, that means that he wants to deny others a chance to get a share.
(iv) Pahom is avaricious/greedy as he desires to grow wealthier. Though comfortable when we first encounter him(a large and well developed and organized farm and family, he still pines for more. Pg 21, All day, Pahom kept thinking about only one thing, how to have more land. When suggests to him about the large land being sold by Bashkirs, he rushes for it and overdemarcates the land because he wanted to get a piece larger than any other persons land and he kept on saying, I will get the largest and the best land above all other people.
(v) Pahom is obssessed with wealth

Accept any four well-illustrated points. Each point must have three parts- DISAPPOINTMENT, the hard times and the reason for the abandonment. Each part missed leads to loss of 1 mark.
Mark 3:3:3:3

Summary

Introduction	**02**
Content	**12**
Language	**04**
Conclusion	**02**

Accept any other valid conclusion=2 marks

KIGUMO SECONDARY SCHOOL
PREMOCK
101/1
ENGLISH
PAPER 1
MARCH /APRIL 2018
(Functional skills)
2 hrs.

FORM FOUR END OF TERM ONE EXAMINATION 2018
FUNCTIONAL SKILLS

A. Functional writing **(20mks)**

You are the journalism club chairperson in your school. You have seen an advertisement in the news paper about a Journalism Careers Day hosted by a media house. Unfortunately, it coincides with your school Annual Prize-Giving Day. The club members really wish to benefit from the information shared during the Journalism Careers Day. Write a letter of request to the managing director of the media house, through your principal, requesting that your club be hosted on a different day.
(20mks)

B. CLOZE TEST

Fill in the blank spaces in the following passage with the most appropriate word.
(10mks)

The devolved system of government that Kenya 1……after the March 2013 general elections holds a lot of 2……to unlock the country's economic, social and political fortunes 3……have been stifled 4……a centralized system of government since independence. Devolution will result in 5……development in all parts of Kenya. The central system of government that was in place 6……fifty years resulted in serious 7……of large parts of the country 8……Northern Kenya. Devolution has in the last two years delivered encouraging 9……in many counties.10……include purchase of ambulances, road construction equipment, availing medicine in hospitals among others.

C. ORAL SKILLS **(30 MARKS)**

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

<u>To my Sister</u>

It is the first mild day of March
Each minute sweeter than before,
The red breast sings from the tall larch
That stands beside our door

There is a blessing in the air,
Which seems a sense of joy to yield?
To the bare trees and mountains bare,
And grass in the green field

My sister! ('tis a wish of mine)
Now that our morning meal is done
Make haste, your morning task resign,
Come forth and feel the sun.

William Wordsworth.

Questions

(a)

(i) List any four pairs of rhyming words.
(4mks)

(ii) Describe the rhyme scheme of the poem.
(2mks)

(iii) How would you say the ninth line of the poem?
(2mks)

b) For each of the following words, write a word that has a similar pronunciation.
(2mks)

(i) Profit
(ii) Medal
(iii) Style
(iv) Symbol

c) Explain the two different meanings of the sentences below. (2mks)

He cursed the day he was born.

d) Identify the silent letter in each of the following words (3mks)

(i) Mutton –
(ii) Sachet –
(iii) Sword –

e) From the following set of words, identify the odd one out with regard to the pronunciation of the underlined letters. (3mks)

(i)	Critically	Occasionally	Academically
(ii)	Hop	Rod	Hope
(iii)	Soar	Saw	So

f) State whether you would end with a rising or falling intonation against each of the following sentences. (3mks)

(i) Why did you oversleep?
(ii) What a tragic experience that was!
(iii) My younger sister has identical twins.

g) A Form Four class has been requested by their class teacher to suggest a place they would like to visit after posting very good marks in the county mocks.

Read the conversation below and answer the questions that follow.

Class teacher: Harry, please chair the discussion.
Harry: Colleagues, let us give proposals of where you'd like to visit. John, give your opinion
John: I propose we visit Nairobi.
Ken: What about Meru?
Harry: There is nothing to see in Meru
Peter: Why don't we go to Naivasha?
John: What? You are not serious. What is in Naivasha?
Harry: Brian?
Brian: I have not been to Nairobi, but .....
Steve: There are many places to visit in Nairobi.
Brian: Thank you. I have not been to Nairobi but .... given the distance and the money at our disposal. I think we should visit nearer places.
Harry: Yes Steve
Steve: I believe Nairobi would be the best place since there is the museum, Snake Park, animal orphanage and other interesting places.
Harry: What about you Andrew?
Andrew: We visited Naivasha sometimes last year and wouldn't mind going there a second time. We didn't visit the Hell's Gate.....
Harry: Excuse me Andrew, let us fix the place first before we say what we shall see there. No more suggestions as this discussion is lead us to nowhere. so we shall vote for these places that is Nairobi, Meru and Naivasha. The secret ballot is the way to go and the class teacher will be the returning officer.

i. Explain any three responses that have flouted the acceptable manner of conversation. (6mks)
ii. Pick out instances of etiquette in the conversation. (3mks)

KIGUMO
PREMOCK
ENGLISH 101/2
TIME: (2½ HRS)
FORM FOUR END OF TERM ONE EXAMINATION 2018

QUESTION 1

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

*Ha*ppiness arises largely from the mental qualities of contentment, confidence, serenity and active good-will. It includes the pain of losing as well as the pleasure of finding. It thrives best in a crowded life. The men and women who are recorded in history and biography as the most happy were with always somewhat to do than they could possibly do. Every waking hour of their lives was occupied with ambitious projects, literature, love, politics, science, friendship, commerce, professions, trades, their religious faith, and a thousand other matters. The secret of happiness may be found by making each of these interests count to its utmost as part of the fabric of life.

We need to avoid the extremes of sluggish placidity and feverish activity. we are not going to be satisfied with felicity which resembles that of a stone, unfeeling and unmoving, but will look back from future ears with sorrow and regret if we run to and fro, giving it what Socrates called 'the itch'.

Happiness obviously includes two sorts of behavior: active and passive. We may say the active consists in searching and sharing, while the passive part is made up security and possession. Neither part is complete in itself, nor does neither yield full satisfaction if it is over-emphasized. Philosophers from the ancient Greeks to present day have been extolling a balanced life as the most happy life, and many unhappy people can, when they face the issue, trace their discontent to imbalance.

The recipe for happiness cannot be given in any single word, because its many virtues have to be combined in their proper quantities, at the proper times for proper purposes.

It is legitimate to seek happiness. We cannot help observing that while followers of some schools of thought are telling us to avoid seeking happiness; they intimate that if we do so we shall be happy.

The search requires a plan. We need to know what sort of happiness we seek, what the ingredients are, what our strongest wants are, and what we have to start with. We should train ourselves to keep the programme simple, and free from complications and side trips, to pay attention to little things to deflate quickly after being praised and to bounce back quickly after disappointment, to seize to create opportunities to put our special abilities to work, to seek excellence in everything we do, to remain modest and to review and revise periodically.

Most of us do not really have to seek far and wide. Happiness grows at our fireside, if we cultivate it.

a) According to the writer, what is the source of happiness?
(2mks)

b) What two sorts of behavior does happiness include?
(2mks)

c) What does the writer mean when he talks about a balanced life?
(2 mks)

d) In a paragraph of about 30 words, summarize the things we must know as we search for happiness? (4 mks)

e) Explain the writers point in the last paragraph of the passage.
(2mks)

f) The recipe for happiness cannot be given in any single word.
(1mk)
(Rewrite the sentence beginning: No single word…)

g) Identify and comment on the figures of speech used in the following:
(2marks)
(i) *It (Happiness) thrives best in a crowded life*.
(ii) … as part of the fabric life.

h) Describe the tone of this passage.
(1mark)

Explain the meaning of the following words as used in the passage.
(4mrks)
(i) Extolling-
(ii) Intimate-
(iii) Felicity-
(iv) Legitimate-

QUESTION 2

Read the excerpt below and then answer the questions on it. (25marks)

The envelope had been addressed to Mark who opened it, read the letter and passed it to her. At least she is from the country,' he said sounding a bit odd. She looked t him and then lowered her eyes to the letter. It was characteristically Aoro-brief and to the point. She felt kind of sorry for Mark. First there had been Becky who had left home unceremoniously only to return with a white man in tow. A very nice man but apparently not nice enough for Becky. He had found out that she was having an affair during his trips abroad-and had sued for divorce. Now she was living alone with the children, financially well off, but unhappy. It was one thing to enjoy the thrills of an affair, but a different thing altogether to have a carte blanche to do exactly as you pleased. John had been terribly hurt of course and Mark had been furious with her.

Then Tony had joined priesthood-Mark had resisted it at first but recently, during Tony's ordination he had been full of pride for his son- whose face had shone with joy and youthful dedication.

Vera's case had been the hardest to accept. Mark thought of he world of Vera, and differed to her in everything. Then she had arrived home one day and declared she wanted to join the Catholic prelature of the Opus Dei as a non marrying member. It didn't help that Mark had never heard of Opus Dei and could not understand why Vera could not marry. But he had eventually accepted because he loved her. Because she looked so happy, so radiant. Anything that could bring such joy and serenity could not be that bad. It was a pity though that she did not wear a veil or a habit. That way he could have at least have bragged about her a little his friends. his children were a source of great envy to his less lucky friends .Vera for one was a fully qualified electronics expert and had a lucrative job I city with a large salary ad all sorts of benefits .Women like tended to marry the amazing wimps and Mark had held his in fear. But in the end all Vera wanted was to dedicate and work to God ,and there was no turning her back.

QUESTIONS.

a) To whom does Mark pass the letter?
(1mk)

b) Briefly outline the content of Aoro 's letter.
(2mks)

c) What promotes mark to say' at least she is from the country '?
(1mk)

d) 'She felt kind of sorry for Mark. Write a summary of not more than 40 words giving reasons why she felt so (5mks)

e) Why was Becky's situation ironic?
(2mks)

f) Give an example of parenthesis and explain its use in the excerpt.
(2mks)

g) What does this excerpt reveal about the character of Becky?
(4mks)

h) Vera's case had been the hardest to accept.(Rewrite adding a question tag).
(1mk)

i) Explain the meaning of the following words and phrase as used in the excerpt.
(3mks)
(i)Carte blanche-
(ii)Lucrative-
(iii)Wimps**-**

(j) What happens immediately after this excerpt?
(3mks)

3. Read the poem below and answer the questions below.

Advice to My Son.

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 bursting shell
you will arrive
at our approximation here below
of heaven or hell).

To be specific, between the peony 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 honied vine.
Therefore, marry a pretty girl
after seeing her mother;
Show your soul 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 beginning: 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)

QUESTION 4 GRAMMAR (15MKS)

A) Rewrite the following sentences as instructed. Do not change the meaning of the sentences (3mks)

a) Marylyn Monroe was the most beautiful woman in Hollywood in the sixties (Begin :No.....)
b) I did not know that there was trouble ahead (Begin; Little....)
c) All except Maina went for games. Rewrite using "save for"

B) *Fill in the blank spaces in the following sentences with the most appropriate preposition*.
(3mks)

a) Innoculation gives protection _____infection.
b) We agreed_____the general procedure.
c) It has been the same old story ever_____ he was a small boy.

C) *Use the correct form of the word in brackets to fill in the blanks*.
(3mks)

a) There was enough_____ (prove) that examination had leaked.
b) The student gave a very good _____ (describe) of the party.
c) The painting_____ (steal) from the museum.

D) Explain the difference in meaning between these two sentences

a) The hawker was selling ten day- old chicks.
The hawker was selling ten- day old chicks. (2mks)

E) For each of the following sentences, replace the underlined phrasal verb with a word that has the same meaning .(4mks)

a) I expect him to <u>pull through</u> within a week.
b) I have been at the police station. Our house was <u>broken into</u> last night.
c) Everybody knows how good you are. There is no need to <u>show off.</u>
d) After a hard day's work, I sat on a cosy chair and <u>dozed off.</u>

KIGUMO
PREMOCK
101/3
ENGLISH
Paper 3
(Creative Composition and Essays on Set Texts)
TIME: 2 ½ HOURS
FORM 4 END OF TERM EXAM
Question 1

Imaginative composition (20 marks)
Either,

a) Write a story illustrating the saying, ' Those who live in glass houses should not throw stones'
Or
b) Write a story beginning with, 'Suddenly, the lights of the bus went off and the engine died……'

Question 2
The compulsory set text (20 marks)
Bertolt Brecht; 'The Caucasian Chalk Circle'

"What there is shall go to those who are good for it." With illustrations from the play, **The Caucasian Chalk Circle**, write an essay in support of this statement.

Question 3
The optional set text (20 marks)
Either

a) The play 'Betrayal in the City' by Francis Imbuga
'It was better while we waited. Now we have nothing to look forward to.' Show the truth of this statement by drawing your illustrations from '**Betrayal in the City' by Francis Imbuga**
Or
b) 'Memories we lost and other stories' by Chris Wanjala
Discuss the major issues highlighted by the writer in the story **"Window Seat" by Benjamin Brand off**
c) The pearl by 'John Steinbeck'
John Steinbeck has extensively used symbolism in his novel "**The pearl'. Discuss.**

KIGUMO SECONDARY SCHOOL
PREMOCK
101/1
ENGLISH
PAPER 1
MARKING SCHEME

A. FUNCTIONAL WRITING

1. It must be a formal letter

Format (9mks)

a) Senders address (no name - (1mk)
b) Date – (1mk)
c) Recipient's address – (1mk)
d) Through address – (1mk)
e) Salutation – (1mk)
f) Subject – (1mk)
g) Signing off (1mk)
h) Signature – (1mk)
i) Senders name and title – (1mk)

Content (7mks)

Introduction (self) – (2mks)
Body – Opening line /source of information, relevant information, reason for writing, specific request – (4mks)
Conclusion – (1mk)

Language (4mks)

A – (4mks)
B – (3mks)
C – (2mks)
D – (1mk)

B. CLOZE TEST (10MKS)

1. adopted
2. hope/potential
3. which/that
4. by
5. equitable
6. for
7. marginalization
8. especially/particularly
9. results
10. These (capital T)

C. ORAL SKILLS

a) i) march before air yield done mine 4mks (any 4 pairs)
larch door bare field sun resign } 4 mks
ii) a b a b c d c d ef ef – regular rhyme scheme. Its predictable (2mks)
iii) with a falling intonation verbal (2mks) verbal
Using a pleading tone (1mk)
Stress the words my sister any one point
Using imploring gestures non verbal
Mark 1 verbal and I non verbal

b) i) Prophet
ii) Meddle ½ x 4 = 2mks)
iii) Stile
iv) Cymbal

c) The speaker cursed the day when he himself was born. (Must distinguish the
The speaker cursed the day he (another man) was born two to earn the two marks)

d) i) o
ii) t (3mks)
iii) w

e) i) Occasionally
ii) Hope (3mks)
iii) So

f) i) Falling
ii) Falling (3mks)
iii) Falling

g) –

i. - Failure to respect others suggestion by the chair e.g. when Ken gives suggestion the chair dismisses it so does John.
- Rude interruption e.g. Steve does not let Brian air his views.
- The chair does not allow the colleagues to suggest more places thus he has failed in setting the discussions free for al when he says " no more suggestions"
- The chair introduces a secret ballot which is not a good way of building consensus.
- Some e.g. Ken and Peter do not contribute to the discussion through the chair showing lack of respect and following rules (Any 3 illustrated answers 3 x 2 = 6)

ii) - I am sorry
- Thank you
- Excuse me
- Please (any 3 x 1 = 3mks)

KIGUMO SECONDARY SCHOOL
PREMOCK
101/2
ENGLISH
PAPER 2
MARKING SCHEME FORM 4.

Question 1.

(a) Happiness is a result of satisfaction with one's situation, confidence, active goodwill and peace of mind. (Expect at least 2 points@1mk=2mks)

(b) Happiness includes actively searching and sharing,(1mk)as well as, feeling secure and possessing (1mk)=2mks.

(c) By 'balanced life 'the writer means that one should complement searching…and sharing with adequate security and possession (2mks)

(d) The writer says we need to know what kind of happiness we are looking for, what this happiness consists of, what our burning desires are, and what our priority is(30 words)(Expect 4 points@1mk=4mks)

(e) The writer's point is that we need not search outside ourselves to discover and enjoy happiness. (2mks)

(f) No single word can describe the recipe for happiness.(1mk) (Penalize if grammar rules not observed.)

(g) (i) Personification (1/2mk)-Happiness is seen as a child that would grow well in a healthy environment.(1/2mk)=1mk.

(ii) Metaphor(1/2mk)-Happiness in life is also seen as part of what makes a piece of cloth hold together.(1/2mk)=1mk.

(h) The tone of the passage is conversational/Thoughtful/persuasive.(Any @1mk each)

(i) i) Extolling----praising
ii) intimate---make what you think or want clear without stating it directly.
iii) Felicicity---happiness/contentment/satisfaction.
iv) legitimate---lawful/reasonable/acceptable. (20mks)

QUESTION 2. EXCERPT.

a) The letter was addressed to Awiti / His wife/ Aoro's mother. (**1mk)**

b) –content of the letter:
-Aoro had finished his internship
-He had one month leave
-He would bring a girl/ Wandia whom he intends to marry.
-She is a doctor
- they would love her
(accept any 3 points 1mk each =3mks)

c) Although Wandia was not a Luo like Aoro she was at least not a foreigner (likeJohn**). (1mk).**

d) Aoro was marrying a kikuyu girl √ 1a Becky had left home unceremoniously √ 1b and married a white man √ 1c. However, she later divorced him √ 1d. Tony had joined priesthood √ 1e whereas Vera had joined Opus Dei as a non- marrying member √ 1f .

Marking instructions

-word limit is 40 words
-must be in continuous prose .
If not, deduct ½ mk at each penalized point.

- Penalize a glimmer (- ¼) for expression errors per sentence.
  Accept any five points 1mk each.

e) Becky's situation was ironic because she was having an affair yet she was married / Even though John was not a nice man, he was not nice enough for Becky/ Although she was financially well off she was unhappy.

Expect 1 aspect if irony for 2mks. The irony must be brought out to score 2mks if not award 0

f) Examples of parenthesis:
ii. **It** was characteristic of Aoro – brief and to the point √ 1
iii. Then, Tony had joined priesthood- mark resisted it at first √ 1

Use –
To give extra information
Expect one illustration for 1mk and one use for 1mk

g) Character of Becky from the excerpt:

Promiscuous/ unfaithful/ untrustworthy – she has an extra marital/ illicit affair while her husband John was on trips abroad.
Insensitive/ irresponsible- she had left home unceremoniously only to return with a white man in tow. / she had terribly hurt John
Expect 2 traits
1mk identification, 1mk illustration 2*2=4mks
Illustration alone does not score.

h) Vera's case had been the hardest, hadn't it? 1mk
No score for wrong punctuation marks.
1. **Meaning of words and phrase as used in the excerpt**.
2. Carte blanche- complete freedom/ authority to do whatever you like.
3. Lucrative- successful/ that make a lot of money.
4. Wimps- people who are not brave/ strong/confident

i) Wandia and Aoro arrive .Elizabeth welcomes them warmly. Mark raises his reservations about Aoro's intended marriage.Aoro marrying a kikuyu , timing (too early, religion e.t.c.)**Accept any 3 points 1mk each = 3mk**

3. ADVICE TO MY SON.

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(any 4 items)

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 things could change. Know her (pretty girl) background before marrying her.

g) What the stomach craves is stronger sustenance

h) i)Last- endure/ stay for long time
-past or previously
ii)Fast- to forgo food
-To move quickly

i) The son is advised to have fun/ luxurious life

4) GRAMMAR

A) a)No woman in Hollywood in the sixties was more beautiful than Marylyn Monroe.
b)Little did I know that there was trouble ahead.
c)All went for games save for Maina.

B)Fill in the blank spaces in the following sentences with the most appropriate preposition.(3mks)
a) Inoculation gives protection **_____from_/against_____**infection.
b) We agreed**___on_____**the general procedure.
c)It has been the same old story ever**__since_____** he was a small boy.

C)Use the correct form of the word in brackets to fill in the blanks.(3mks)
a) There was enough**__proof_____** (prove) that examination had leaked.
b) The student gave a very good **__description_____** (describe) of the party.
c) The painting**__was stolen_____** (steal) from the museum.

D)Explain the difference in meaning between these two sentences

b) The hawker was selling ten day- old chicks.
The hawker was selling ten day old chicks. (2mks)
a) All the chicks were ten in number and all were one day old.
b) All the chicks were ten days old but the number is not specified.

E)For each of the following sentences, replace the underlined phrasal verb with a word that has the same meaning .(4mks)

a) I expect him to pull through within a week. **recover**
b) I have been at the police station. Our house was broken into last night. **burglarized**
c) Everybody knows how good you are. There is no need to show off. **Boast/ brag**
d) After a hard day's work, I sat on an easy chair and dozed off. **slept**

KIGUMO SECONDARY SCHOOL
PREMOCK
Marking Scheme
Form 4 end of term 1 2018
English
101/3

Question 1: imaginative composition

1 a)
- must be a story, if not deduct 2 marks AD
- deduct 2 marks AD for excessive writing
- deduct 2 marks for definitions
- deduct upto 4 marks for irrelevance
- give priority to the language competence
- must be a story that reflects the saying and not a philosophical explanation

b)
- must be a story, if not deduct 2 marks AD
- must begin with the guided start if not deduct upto 2 marks
- deduct 2 marks AD for excessive writing
- deduct upto 4 marks for irrelevance
- give priority to the language competence

AD means Automatic Deduction

Question 2

Introduction

Accept any relevant introduction general or contextualized or a combination of the two.

Body

i) In the prologue, the valley is given to the fruit farmers.
- They have plans to build fruit culture up to ten times its original size.
- They have prepared a plan for an irrigation project.
- The farm will not only grow more fruits but also support vineyards
- They even present the calculations for the project.

ii) Michael is given to Grusha because of her motherly nature
- She rescues him on the Easter Sunday when his mother leaves him behind.
- She marries a man on his death bed in order to give legitimacy to Michael.
- In the Chalk circle test, she does not pull him out of the circle.

iii) Azdak is made judge by the ironshirts and later on the Grand Duke
- In the mock trial scene he displays better knowledge of the law in comparison to the Prince Kazbeki's nephew.
- His reign as a judge is described as a brief golden age, almost an age of justice.
- In making his rulings he took from the rich and gave the poor.
- He is later reappointed as judge by the Grand Duke as a show of gratitude for saving his life.

iv) Azdak divorces Grusha and Jussup instead of the old couple.
- The divorce paves way for Grushas marriage to Simon.
- Simon had stood by Grusha in court claiming to be Michael's father.
- The union between Grusha and Jussup was for convenience.
- Simon truly deserved Grusha for he came back to look for her after the war.

Conclusion

Accept any relevant conclusion

Question 3

a) Betrayal in the City

Introduction

Accept any plausible introduction

Body

- During the days of the colonial rule, the Africans did not have freedom and control over their affairs. They hoped that things would improve once they attained their independence but things got worse.
- There is no freedom of expression for the university students and lectures who would have brought development. Those who dared to protest against the government are eliminated. Eg. Adika.
- Boss brings the expatriates and kills the morale of the intellectuals. They are jobless like Jusper and others like Adika have their lives cut short prematurely. This results to riots and resentment.
- The government officials cannot express their views in the presence of Mulili for fear of being reported to Boss.
- Jere ends up in prison for trying to allow Doga and Nina to perform the shaving ceremony though they said they could do it under supervision.
- Jusper is not allowed to express his grief for his brother and he is arrested for it.
- There is no justice. Innocent people are accused falsely. Mosese is accused of dealing in drugs when a kilo of opium is planted in his car.

Conclusion

Accept any sound conclusion.

b) Memories we lost and other stories. By Chris Wanjala

Introduction

Accept any relevant introduction

Body

1. Lawlessness on roads

- Public vehicle do not follow traffic laws on the road fro safety.
- A mini-van meant to carry ten passengers now carries twenty four of them.
- During rush hour they carry 28 while others are standing.
- Passengers are literally packed.

2. Corruption

- Drivers bribe traffic policemen in order to get away with overloading.
- Policemen solicit bribes even when everything is okay with the vehicle.
- They remove car keys from the ignition when the driver is adamant.
- The bribe is a powerful voice that the police use to silence adamant drivers.

3. Passengers suffer on the roads

- The narrator says that one learns not to commit to a long road due to discomfort.
- They smack their lips loudly when the police take bribes bit take no step.
- It is even because of overloading that makes it easy for kanga to rob the narrator.

4. Poverty is portrayed in the story.

- The people at the bus stop are in sandals and other barefoot. This means they cannot afford shoes.
- The passengers could be suffering in silence in the overloaded daladala because of poverty. This is because they pay less fare.
- Kanga is described as a trim figure may be caused by a lifetime of hard work and deprivation of luxuries. It shows she cannot afford luxuries.
- Poverty also made her steal from the narrator.

5. Racial bias

- Africans see the Mzungu (narrator) as superior than them even see it as a spectacle that he is using public transport.
- Africans perceive white as rich and wealthy. That's why kanga robs him in the vehicle.
- The narrator chooses to date Monique a French girl because she is from their race.

Conclusion

Accept any plausible conclusion.

c) The pearl by John Steinbeck

Introduction

Accept any relevant introduction

Body

1. The pearl

- At first the pearl represents a stroke of divine providence. Kino's people have a prophecy about " pearl that might be" a perfect pearl that exists as a perfect possibility.
- It is a symbol of greed for whoever beholds it. Kino ceases to view the pearl with optimistic delight and instead focuses on its sale with determined ambition.
- It also brings the outside worlds destruction influence into Kino's simple life.

- It reflects the changes that Kino undergoes. At first it is a simple and beautiful object of nature but becomes dangerous and destructive.

2. The scorpion

- It symbolizes a seemingly arbitrary evil that, because it has nothing to do with human agency, it must come from the gods.
- It symbolises destruction of innocence. Coyotito is touched by evil when stung and Kino's innocence is destroyed by his ambition and greed in the destruction of the natives' traditional, natural way of life by colonialists.

3. Kino's Canoe

- It is a means of making a living both pearls and food that has been passed down from generation to generation.
- It represents kino's link to cultural tradition. He uses the canoe to find the pearl which is provided by a divine power that has nothing to do with human agency.
- It is also significant that kino's possession of the pearl leads directly to the canoes destruction an event that symbolizes kino's devastating decision to break with his cultural heritage because he wishes to pursue material gain.

NB award two points for The Pearl and the other two one, one.

Conclusion

- Accept any relevant conclusion.

Distribution of marks

Introduction: 2 marks
Body: 12 marks
Conclusion: 2 marks
Language: 4 marks