PIVOT POINT

REVISION MAGIC

BULLETS 2011

ENGLISH 1
PART 1

COMPOSITION.

1. **Compulsory:**
   You are the head-girl of a certain school. You have been called upon by the head-teacher to talk to the form ones explaining to them the rules and regulations of the school. Write your speech.

Choose any one topic from the following.

2. Write a story about an experience that taught you any one of the following lessons:-
   Either:
   (a) One should always tell the truth.
   Or
   (b) One should never fully trust any human being.
3. Describe a wedding you attended saying what impressed you most about the bride and the bridegroom.
4. The 8-4-4 system accurately tests the learner's ability. Do you agree with this view or not? Give your reasons.

ENGLISH I
PART II
COMPREHENSION, SUMMARY, GRAMMAR

Read the passage below and answer the questions that follow.

My father's bedroom was as plain and unpretentious as any in the house. It was in fact little better than a broad passage, eleven feet wide and fifteen feet long. A door and window faced on to a fly-

screened verandah. Until 1928 he used to sleep regularly on a hard iron bed on this verandah, but thereafter he sought refuge from the cold in his room and later surrendered himself to the luxury of a spring mattress. The furniture was plain, consisting of a three-quarter bed, washstand, wardrobe, cupboard and chairs. There were numerous photographs on the walls mostly of members of the family in their youth, and of grandchildren. My father was a homely man with a keen family sense, and these intimate little knock-knacks gave him great pleasure, and at times, I think solace.

The room was extremely tidy. My father was a careful and fastidious person. He would neatly fold his clothes before putting them away and there was no disorder.

In this room he kept a tin of biscuits and a tin of peppermints. These he used sparingly himself on occasion but really they were there as a lure for his grandchildren. These small folks were to be found there with their grandfather at all times, both parties obviously enjoying the exchange of credentials. Though their parents felt that they were a nuisance, their grandfather obviously felt differently, no matter how unorthodox their entertainment. As he lay on his bed reading, they would pile their toys and his boots on top of him, or clamber all over him. His beard never failed to intrigue them, and he had to answer endless questions. We would sometimes arrive on the scene to find them shining his torch into his mouth, the fond patient good-naturedly submitting to their attentions.

There can be no doubts that my father derived great joy from the presence of little children. They seemed to denote to him the wild, unspoiled, basic human animal from which we have drifted on our devious way in life, often without any distinct credit to our simple origins. They seemed to rest his mind and at the same time to restore his faith in human nature. They were a wonderful tonic.

The younger they were, the more fuss he made of them. And at the same time they were also a protection to him when very talkative visitors arrived; for, by drawing attention to the children, he usually succeeded in diverting the conversation.

(Northern Joint Matriculation Board 1959)

(a) Giving your answer in <u>note form</u>, explain the probable reasons which made the writer's father find pleasure in the company of children. (5mks)

(b) In a paragraph of about 70 words, give the evidence which shows how much the writer's father loved children. (12mks)

ROUGH COPY

FAIR COPY

(c) In not more than 25 words, describe the bedroom of the writer's father. (30mks)

2. (a) Read the passage below and then answer the questions that follow.

A hundred years ago, there was no International agreement concerning the treatment of war casualties; each country made its own arrangements and very inadequate these were.

In 1854, however, Florence Nightingale took a band of nurses to care for the wounded in the Crimean war. Her action interested a Swiss, Hernri Dunant, who later gained first hand experience after the battle of Solferino in 1859. He saw thousands of wounded soldiers unattended and helpless and their terrible suffering impressed him profoundly. He returned to Switzerland determined to rouse public opinion and began by securing the support of four personal friends. They drew up a scheme and in 1863 invited representatives of sixteen European states (including Great Britain) to Geneva to discuss it.

In 1864, the Swiss government convened a diplomatic conference of the sixteen states concerned and on 22nd August, the Geneva Convention was signed. Its primary objective was to establish the principle that it is the duty of belligerents to collect and care for the sick and wounded, irrespective of nationality, and these casualties, the ambulances and hospitals in which they are placed, and the doctors, nurses and staff attending them are always to be regarded as neutral.

As a compliment to Switzerland, its flag, a white cross on a red ground, was reversed, and the Red cross on a white ground became the symbol of neutrality.

Dunant's committee of five became what has since been known as the International Committee of the Red Cross. This consists of Swiss citizens, and its functions are to maintain Red cross principles and act as a medium between governments in the relief of war sufferers.

(From British Red Cross pamphlet)

(i) What first led to Henry Dunant's interest in war casualties? (2mks)

(ii) He later gained "… first hand experience." Explain the meaning of the underlined phrase according to the passage. (2mks)

(iii)(a) Discuss the steps Henry Dunant followed in his determination to rouse public opinion in Switzerland. (3mks)

(b) Give at least one evidence to show that he succeeded. (2mks)

(iv) State one major difference between the conference called by Dunant and that called by the Swiss government. (2mks)

(v) Give two reasons to show that Switzerland deserved to be complimented for the existence of the International Red Cross Society. (4mks)

(vi) Explain the meaning of the following words and phrases as used in the passage.

(5mks)

(a) Inadequate: _____

(b) Scheme: _____

(c) Succour: _____

(d) The symbol of neutrality: _____

(e) Act as a medium: _____

(b) **Read the passage below and then answer the questions that follow.**

The period of short rains was just starting in the semi-arid part of Sudan. The early morning mist had cleared and faint blue smoke rose from the ground as the hot sun touched the surface of the wet earth.

"People in the underworld are cooking! People in the underworld are cooking!" The children shouted as they pelted one another with wet sand.

"Come on Opua," Tekayo shouted to his son. "Give me a hand. I must get the cows to the river before it is too hot".

Opija hit his younger brother with his last handful of sand, and then ran to help his father. The cows were soon out of the village and Tekayo picked up the leather pouch containing his lunch and followed them.

They had not gone far from home when Tekayo saw an eagle flying above his head with a large piece of meat in its claws. The eagle was flying low searching for a suitable spot to have its meal. Tekayo promptly threw his stick at the bird. He hit the meat and it dropped to the ground. It was a large piece of liver, and fresh blood was still oozing from it. Tekayo nearly threw the meat away, but he changed his mind. What was the use of robbing the eagle of its food only to throw it away? The meat looked good: it would supplement his vegetable lunch wonderfully. He wrapped the meat in a leaf and pushed it into his pouch.

They reached a place where there was plenty of grass. Tekayo allowed the cows to graze while he sat under an *Ober* tree watching the sky. It was not yet lunch time, but Tekayo could not wait. The desire to taste that meat was burning within him. He took out the meat and roasted it on a log fire under the Ober tree. When the meat

was cooked, he ate it greedily with millet bread which his wife had made the previous night.

"My! What delicious meat," Tekayo exclaimed. He licked the fat juice that stained his fingers and longed for a little more. He threw away the rest of his lunch. The meat was so good, and the herbs would merely spoil its taste.

(By Grace Ogot - Kenya)

(i) Why were the children shouting, "people in the underground are cooking"?(2mks)

(ii) Give three reasons why Tekayo changed his mind about throwing the piece of meat away. (3mks)

(iii) What does the author mean by " … was burning within him"? (2mks)

(iv) Explain the meaning of the following words and expressions as they are used in the passage. (3mks)

(a) Give me a hand: _____

(b) Promptly: _____

(c) Exclaimed: _____

3. (a) **Rewrite the following sentences according to the instructions given. Do not change the meaning**.

(i) The Secretary did not answer my letter for ten days. (rewrite beginning: The Secretary sent ……) (1mk)

(ii) Although his eye had been badly damaged, the boxer continued the fight. (rewrite using despite … instead of although) (1mk)

(iii) Do you think him a good worker? (rewrite using he instead of him). (1mk)

(iv) He was the wisest man present. (rewrite using wiser). (1mk)

(v) They would not let him enter. (rewrite to end with … to enter). (1mk)

(b) **Replace the underlined part of each sentence by one suitable word.** (5mks)

(i) The peasant was unable to read or write.

(ii) The disputants agreed to call in a man to decide between their respective claims.

(iii) The doctor could not prescribe a remedy to counteract the effect of the poison.

(iv) He was accused of swearing to a statement known to be false.

(v) The minister was suspected of using undue influence to place his relatives in senior posts.

(c) **Explain briefly the difference between the following pairs of sentences**

(i) Mary knew that John had left for Mombasa. (1mk)
Mary, John knew, had left for Mombasa.

(ii) It only rained yesterday. (1mk)
It rained only yesterday.

(d) Rewrite the following sentences correctly (3mks)

(iii) Many students prefer Biology than Mathematics.

(iv) The Headmaster gave me an advice I shall never forget.

(v) A bus stopped at a petrol station which was going to Kisumu.

(e) **Complete the following sentences by inserting the correct form of the work given in brackets before each one** (5mks)

(i) (MIGRATE) This duck is a _____ bird.

(ii) (FRIEND) He was _____ by a stranger.

(iii) (ALLY) The three friends formed a close _____.

(iv) (THINK) John is a very _____ boy.

(v) (ANXIOUS) We have much cause for _____.

(f) **Fill in the blank spaces in each of the following sentences by underlining the correct alternative from the words given at the end of each**. (5mks)

(i) The _____ part of the book shows signs of hurry. (later, latter).

(ii) His _____ brother is in the civil service. (older, elder).

(iii) No _____ reasons were given. (farther, further).

(iv) The _____ time I saw him, he was in high spirits. (latest, later)

(v) This is the _____ post office to my house. (nearest, next).

(g) **Complete each of the following sentences with the appropriate preposition**.

(5mks)

(i) She has great affection _____ her grandchildren.
(ii) He is ambitious _____ fame.
(iii) His dislike _____ her continued to increase.
(iv) I have great respect _____ his earning.
(v) I count _____ your advice and co-operation.

ENGLISH 1
PART 11 (POETRY AND ORAL LITERATURE)

1. Poetry - Compulsory:
<u>Public Butchery:</u> *by Jagjit Singh*

Some people fear death,
Others must face it before a crowd
specially invited
to witness the ceremony of their last breath.

Coups have succeeded elsewhere,
and heads have rolled,
and blood has flown,
quite indiscriminately.

But on condemned conspirators,
your fate is martyred while you watch,
heads and hearts held high,
dead defiance lurking still
in eyeballs bathed in sweat,
as the judge performs the abortion
for your baby hatched in haste,
before the mother was fully pregnant.

Once you were greeted
and treated
as VIPs.
Now there is blank silence
as a crowd watches
four hooded ministers
hanging in the air.

(a) What is the theme of the poem?
Support your answer with illustrations from the poem.
(3mks)

(b) Using your own words, explain two consequences of coups as stated in stanza two, three and four.
(6mks)

(c) Identify two poetic devices and show the effectiveness of each in bringing out the subject matter of the poem.
(6mks)

(d) Explain the meaning of the following phrases as used in the poem. (4mks)

(i) To witness the ceremony.

(ii) Your baby hatched in haste before the mother was fully pregnant.

(e) Suggest another suitable title for the poem.
(1mk)

2. Oral literature:

Read the narrative below and answer the questions that follow:

<u>Lion and Hare</u>

Long, long ago there were two great friends. There were Lion, the chief of the animals, and Hare. Each of these two friends were married. But one day, after a suggestion by Hare, the two friends decided to kill their wives so as to remain alone.

Lion told Hare that each one's wife should be heard screaming to death. And each friend went home saying: "My wife will know who I am today".

On his arrival home, Hare summoned his wife and told her that he and his friend had decided to kill their wives. But he added that he was not going to kill her. He told her to hide in a nearby bee-hive. Hare told her:

"When you hear me hit this hide, you scream because Lion wants to hear you scream to death". When Hare started beating the hide his wife screamed as she had been instructed.

When Lion heard the screams of his friend's wife he beat his wife to death. Hare took his wife and hid her in the hive and warned her against coming out of it in case she was seen by Lion.

Lion and Hare continued with their friendship. They shared everything they got, including food. Whenever food was ready, Hare deceived Lion that he was having a stomachache. He would tell Lion: "I am sick in the stomach. Wait for me I go and help myself". Hare would then go to the bush, taking his food with him. This way he would feed his wife so that she did not starve. He hid his wife and fed her like this for a long time.

One day Hare's trick was discovered by Lion. Lion was so angry that he decided to kill Hare's wife. So one day when Hare had gone on a short journey, Lion killed his wife.

When Hare came back and discovered that his friend had killed his wife he went and lit a very huge fire. He called his friend and told him:

"Lion, you are the king of all animals. I want you to prove that you are really big by jumping over this fire to the other side of it. "You start jumping over it," Lion answered Hare. Hare jumped as high as he could over the huge fire and landed on the other side. Lion tried as hard as he could to jump over the fire but instead he landed in the middle of the fire. He screamed and called for help saying: "My friend come and rescue me,! I am burning!"

Lion screamed and screamed for help. But since there was no one coming, be burnt to death. Hare was happy to see the killer of his wife dead. That is the end of the story.

(a) What **two** things do you learn from this narrative about the social life of people in the community it is drawn from? (2mks)

(b) Give **four** narrative skills employed in this narration. (2mks)

(c) Cite **two** proverbs from any community, which reflect the message conveyed in this narrative and explain their relevance. (6mks)

(d) Imagine you have been asked to carry out a field study to collect oral narratives in your community.

(i) State **two** possible objectives for your project. (2mks)

(ii) Explain **three** dramatic features you are likely to observe during the performance by your informant. (3mks)

(iii) Identify any **three** problems associated with oral literature fieldwork and suggest measures that can be taken to solve them. (3mks)

(e) Mention one common character trait among the two characters in the story and support your answer. (2mks)

COMPOSITION MARKING SCHEME
ENGLISH 1
PART 1

The linguistic mark for each essay - 20 marks

1. Formalities - must be the right format for minutes as follows:
   - Must have dates.
   - Must have a title.
   - Must have salutation.
   - A speech is factual i.e. states facts.
   - Must be in direct speech. The speaker should talk directly.

NB: The head-teacher may or may not be there. Accept both cases. If teachers are included, accept.

Deductions:

- Deduct up to 2 mks if no salutations.
- Deduct up to 2 mks for any other one or more items missing.

NB: *The total deduction for the format must not exceed 4 mks. If any items are missing, deduct 4 mks for wrong format.*

2. Must be a story. If not deduct 2 mks.
3. Must be a description. If not deduct 2 mks. The candidate must show personal involvement. If not, deduct 1 mk.
4. Must be a discussion. If not deduct 2 mks. The candidate must show which side he supports. If not deduct 2 mks.

NB: *ALL compositions are marked on a general linguistic ability. Deduct 2 mks for less than 150 words in each composition.*

English paper 101/1 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 that should carry most of the marks. In a factual essay, attention must also be given to the format, tone and ability to follow instructions.
Examiners should not hesitate to use the full range of marks for each essay. In a two-essay paper, it is the final, total mark that counts.
It is important to determine first how each essay communicates and in which category A, B, C or D it fits.
(The marks indicated below are for each essay in a two-essay paper).

D class 01-05- The candidate either does not communicate at all or his language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English words he knows into meaningful sentences. The subject is glanced at or distorted; practically no valid punctuation; all kinds of errors. "broken English" i.e. English that doesn't communicate.

D - 01-02 Chaotic. Little or no meaning whatsoever .Question paper or some words from it simply copied.

D - 03 Flow of thought almost impossible to follow. The errors are continuos.

D+ 04-05Although the English is often broken and the essay is full of errors of all types, we can at least guess when the candidate wants to say.

C class The candidate communicates understandably but only more or less clearly. He is not confident with his language. The subject is often undeveloped. There may be some

digression. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language .Mother tongue influences is felt.

C - 06-07 The candidate obviously finds it difficult to communicate his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of items of merit of the "whole sentence" or the "whole expression" type.

A class The candidate communicates not only fluently, but attractively, with originality and efficiency. He has the ability to make us share his deep feelings, emotions, and enthusiasms. He expresses himself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. May items of merit which indicate that the candidate has complete command of language. There is no strain, just pleasantness, clever arrangement and felicity of expression.

A - 16 - 17 The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provides the "spark" in such essays .Vocabularies, idioms, sentence structures, links, variety are impressive. Gross errors are very rare.

A - 18 Positive ability, a few errors that are felt to be slips and the line of argument has a definite impact. No grammar problems. Variety of structures, and a definite spark are felt.

A+ 19 - 20 The candidate communicates not only information and meaning, but also and especially the candidate's whole self, his feelings, tastes, points of view, youth and culture. This ability to communicate his deep self may express itself in many ways: wide range of effective vocabulary, original approach, vivid and sustained account in the case of a narrative, well-developed and ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he deserves. A very definite spark.

MARKING SCHEME
ENGLISH 1
PART II (COMPREHENSION, SUMMARY, GRAMMAR)

1. (a)

- They seemed to denote to him the wild unspoiled, basic human animal from which we have drifted.
- They seemed to rest his mind.
- They seemed to restore his faith in human nature.
- He seemed to enjoy making fuss of them especially the younger ones.

- He used them as a protection to him when very talkative visitors arrived by drawing attention to them hence diverting the conversation. *(expect 5 pts - 5x1 = 5 mks)*
  Deduct ½ mk for every answer not given in note form

(b) Summary:
- There were photographs of his grandchildren on the walls of his bedroom.
- He kept a tin of biscuits and a time of peppermints to lure the children.
- These little folks were to be found there with their grandfather at all times.
- He encouraged their entertainment no matter how unorthodox and allowed them to play with him.
- He patiently answered endless questions from the children.
- He patiently and fondly submitted to their childish attention.
  (expect 6 pts - 6x2 = 12 mks)

(c)
- It was eleven feet wide and fifteen feet long.
- Had a door and window facing on to a fly-screened verandah.
- Had a three-quarter bed, washstand, wardrobe cupboard and chairs.
- Numerous photographs were on the wall.
- It was extremely tidy.
  (expect 3 pts - 3x1 = 3 mks)

NB: Answers in (b) and (c) should be given in continuos prose. Deduct 1 mk in (b) and ½ mk in (c) for every answer given in note form.

2. (a)

(i) Florence Nightingale when she took a band of nurses to care for the wounded in the Crimean war.
(2 mks)

(ii) He saw it for himself. He came across war casualties after the battle of Solferino in 1859.
(1x2=2 mks)

(iii) (a) - He secured the support of four personal friends.
with these friends, he drew up a scheme.
- In 1963 he invited representatives of sixteen European states to Geneva to
discuss it. (3x1 = 3 mks)

(b) The Red Cross movement whose primary duty is to care for the war causalities
was born.
(1x2=2mks)

(iv) The former was attended by Dunant's personal friends while the latter was on a
diplomatic level. (2 mks)

(v) - Dunant who started it was a Swiss.
- It was the Swiss government which convened a diplomatic conference in 1864, which came up with the objectives of the Red Cross. (2x2 = 4 mks)

(vi) (a) Inadequate - inefficient, insufficient.
(b) Scheme - plan, strategy.
(c) Succour - protect, attend to
(d) The symbol of neutrality - a reminder to be impartial; not to take sides.
(b) Act as a medium - go - between.
(I mk each = 5x1 = 5 mks)

PASSAGE 2:

2.
(i) Because the faint blue smoke rose from the ground as the hot sun touched the surface of the wet earth.
(1x2 = 2mks)

(ii) - He didn't see the use of robbing the eagle off its food only to throw it away.
- The meat looked good.
- The meat would supplement his vegetable lunch wonderfully. (3x1 = 3 mks)

(iii) Unbearable yearning. (1x2 = 2 mks)

(iv) (a) To help him; help him in a task.
(b) Immediately; instantly.
(c) Exclaimed - marvelled, wondered
(1 mk each - 3x1 = 3 mks)

3. **GRAMMAR**:

(a) (i) The Secretary sent the reply to my letter after ten days.
(ii) Despite his eye having been badly damaged, the boxer continued to fight.
(iii) Do you think he is a good worker?
(iv) No man present was wiser than he.
(v) They would not allow him to enter. *(5 mks)*

(b) (i) Illiterate.
(ii) Arbitrator.
(iii) Antidote.
(iv) Perjury.
(v) Nepotism. (5 mks)

(c) (i) - John had left for Mombasa and Mary knew it.
- Mary had left for Mombasa and John knew it.

(ii) - It had not rained on many other days but it rained yesterday.
- Not a long time ago but yesterday.
(iii) Many students prefer Biology to Mathematics.
(iv) The headmaster gave me an advice I shall never forget.
(v) A bus which was going to Kisumu stopped at a petrol station.
(5 mks)

(d) (i) Migrant. (ii) befriended (iii) alliance
(iv) thoughtful (v) anxiety (5 mks)

(e) (i) latter (ii) elder (iii) further
(iv) last (v) nearest (5 mks)

(f) (i) for (ii) of (iii) to
(iv) for (v) on, upon
(5 mks)

ENGLISH 1
PART III (ORAL LITERATURE & POETRY)
MARKING SCHEME

1. (a) Death / consequences of coups / bloodshed.
(Any other closely related word/phrases be accepted)
Evidence: " … their last breath."
" … blood has flown."
" dead defiance lurking … "
" as the crowd watches
… hanging in the air."
(1 mk for identification. And 2 mks for any two evidences cited.)

(b) (i) - Several people are killed. (any phrase implying 'killing be accepted).
- The killing is impartial/does not select whoever is to be killed or not; "blood
has flown … indiscriminately."
(ii) The planners/masterminds/plotters of the coups are tried/charged and executed by law courts if they fail/don't succeed. e.g.
" fate is … martyred …"
" dead defiance lurking …"
" judge perform abortion …"
(Any questions with the words shown in these examples are acceptable as
illustrations).

(iii) Some coup plotters succeed in toppling the current leaders. - " … heads roll …" ; "Coups have succeeded elsewhere".

(Any two well illustrated points x2 = 6 mks)

(c) (i) Imagery e.g. the title "public butchery".
- Implying artificial / deliberate killing or bloodshed during coups.
- Implies large-scale massacre of people in coup attempts.
- Deaths are many.

(ii) Abortion - judgement.

(iii) Baby hatched - planning/execution of a coup.

(d) Rhyme - Greeted and treated.
- Shows quick change of things.

(e) Alliteration - heads, hearts.
- dead, defiance.
- brings harmony in the flow of the poem.

(1 mk for identification and 1mk effusiveness, total = 6 mks)

(f) (i) Attend an execution parade, be it by firing, hanging, electrocuting etc.

(ii) Refers to coup attempts planned and carried out hastily/hurriedly/without proper arrangement thus it fails.

(2 mks each , total = 4 mks)

(g) - Death.
- Bloodshed.
- Consequences of coups.
- Fate of coup plotters.

(Any one answer of the above or any other very close to these in meaning - 1mk)

2. (a) - Wives are submissive/obedient to their husbands e.g. each "summoned" the wife.
- People are generous and share their belongings e.g. food.
- Wife battering/beating exists e.g. Lion and Hare agreed to go and kill them by beating.
- Some people tell lies or are tricksters e.g. the Hare cheated the Lion.

(Any mark for a lesson of 1 mk for illustration - total 2 mks)

(b) (i) - Conventional beginning e.g. "long, long ago …"
- Conventional ending e.g. "that is the end of the story."

(ii) Dialogue ; dialogue between the lion and the hare e.g. "My wife will know who I am today."

(iii) Personification ; "lion screamed and screamed".

(1 mk for technique and 1 mk for illustration identification without illustration or vice versa should not be awarded marks)

(c) (i) 'Tit for tat is a fair game.' The Lion killed the wife of Hare and he was also tricked into killing himself.

(ii) 'A friend in need is a friend in deed'. Hare was not a true friend of Lion since he cheated him to kill his wife and himself.

(iii) 'One's lies will one day be discovered'. The Hare was lying to the Lion that he was having a stomachache when he was carrying food to the wife but was eventually discovered by the lion who killed his wife (Hare's).

(iv) 'A lot of strength without intelligence is useless'. Lion is a strong "king of all animals" but he dies due to lack of intelligence; cheated to jump into the fire.

(1 mk each for any two proverbs and 2 mks for illustration; total = 6 mks)

(d) (i)

To learn	Cultural values	of community
To study	Narratives with moral lessons	
To find out etc	Economic activities	

(Any two objectives; 1 mk each, total = 2 mks)

(ii) - Tonal variations - using varying tones depending on who's being imitated.

- Facial expressions - to show different moods according to a situation.
- Gestures and body movement - to emphasise an idea or demonstrate something.

(1 mk each; each point must accompanied by an explanation).

(iii) - Language barriers ; use a translator

- Defects in recording; recording facilities and inaccuracy due to fast pace of narration etc; use a tape recorder, camera, short hand skills etc.
- Irrelevant information due to ignorant information; identify experienced resource persons and formulate precise and achievable objectives.
- Communication problems due to bad weather, impassable roads, inaccessibility due to disease outbreaks etc.

(1 mk for both problem and solution ; total 3 mks)

(e) Both are revengeful; the Lion killed the Hare's wife because he was cheated to kill his while the Hare ensured the Lion dies because he (Lion) killed his wife.

Both are friendly; they share many things in common e.g. food.

(1 mk for the trait and 1mk for supporting it; total = 2mks)

ENGLISH II
PART I
COMPOSITION

Compulsory

1. You have been asked to design auction advertisement for KINDRE AUCTIONEERS (Auctioneers, Court Brokers, Court Bailiffs, Commission Agents & Reposessors). Their Head Office is in Dina Dana House 3rd Floor, Room 233 Chochoro Road Nairobi, P.O. Box 00145 NAIROBI.

The auctioneers have been instructed by M/s Timamu Kiko Advocates of P.O.Box 02491 Nairobi to sell by public auction the following property on behalf of their client the charge.

A piece of land measuring approximately 2.008 hectares registered under the same name MZEE TAMAA. The property is situated within Waithaka /Dagoretti Division Nairobi. On the property stands a single storey residential house having a double car park and servant quarters. The parcel is composed of deep red soil.

The venue of the auction will be at the Head office on Thursday 14th April 2000 at 11 a.m. You have also been asked to give the conditions for sale.

2. Either:

(a) Discuss the problem of violence in modern society and say how you think it should be dealt with .

OR

(b) Give your opinion of the influence of T.V. and advertising media on youth.

3. Write a story beginning with " Walking along a quiet street at night, I saw a suspicious parcel outside the door of a bank".

4. Describe how you helped save life and property from fire.

PART I (COMPOSITION)
MARKING SCHEME

Q1. Points of interpretation.

The student should use the right format.

(a) Name of auctioneering firm.

(b Location.

(c) Address /Telephone number.

Q2
(a) Title of the property.
(b) Name of the lawyers acting on behalf of the client .
(c) Location.

Q3.
(a) Day/date /time.
(b) Description of property/ size and location of property.
(c) Registration number.

4. Owner of the plot.
5. Terms for sale.
   (a) View to verify details.
   (b) Mode of payment.

Sample format

KINDRE AUCTIONEERS
(Auctioneers, Court Brokers, Court Bailiffs, Commision Agents & Repossessors.)

Head Office
Dina Dana House
P.O.Box 00145
Third Floor Rm 233
Nairobi
Chorochoro Road

PUBLIC AUCTION

Under instructions received from M/S TIMAMU & KIKO ADVOCATES ---
To sell by public auction.

AT THE HEAD OFFICE ON THURSDAY 14TH APRIL 2000 AT 11.00 AM

All that piece of land known as WAITHAKA /DAGORETTI /0042
Registered by ----
Owned by ------ On the property stands

CONDITIONS FOR SALE

1. All intending buyers required to view the property and verify the details
2. Themselves
3. A deposit of 25% --------
4. Sale subject to-------

All items must appear

If one item is missing deduct up to
2 mks
If two or more items are missing deduct upto
4mks
If **all** items are missing deduct up to 6mks and award marks for language.

Q2 (a) The candidate should be able to identify and describe instances violence and give a personal view on how it can be controlled.
*This is a **discursive essay,** if not deduct up to 4mks*

Look out for causes of violence e.g broken families, economic hardships deprivation, anxiety in police force, influence of media lawlessness.
The solution – strengthen families and families set up, educate people on T.V,
Radio, in churches, improvement of the economic sector. Stiffer penalties for
Perpetrators of violence, arms control etc.
Accept at least 3 examples of each. If no mention of the causes and solutions
provided for discussion deduct (2 mks) each.

2(b) **Discursive essay**

Mark as above
T.V influence on youth, drugs and drug taking, immorality, cultural disintegration,
influences violence and crime.
Solutions: film censorship guidance and counselling careful programming e.t.c .

Q3. This must be a story based on the sentence given. It must be an **imaginative narration**. It should have a conflict that culminates into a logical climax and a conducive resolution at the end.
Vocabulary and phrasing must be carefully thought out to make the story alive.

Mark
Content – subject matter – 8mks
Fluency – flow of ideas , 8mks
Spelling
Organization – layout /paragraphing – 4mks
P/N If the topic sentence is merely glanced at or only hinted, treat it as a minor
irrelevancy and deduct up to 2mks

Q4. This must be a descriptive narrative

- The candidate must describe steps he / she took to save life and property
- There must be threat of life or fire
- The causes of fire must be mentioned.
- The process of saving life and property must be obtained
- The end results must be clearly brought out in description.
- The penalty
- If not descriptive essay, treat as irrelevant and deduct up to **3mks**
- If mere narrative and no description shown , deduct up to **2mks**
- The candidate should be involved and if not deduct up to **2mks**

ENGLISH II
PART II
SUMMARY, COMPREHENSION, GRAMMAR

Read the following passage and answer the questions that follow.

A different way in which Africans earn money can be found in the sisal estates of Tanganyika. Sisal is not grown by Africans on their own farms. It is grown on estates owned and run by European Companies . The companies use African labour to do the work on the estate and Africans earn money in the form of wages they are paid for their work. There are about one hundred and seventy sisal estates in Tanganyika, and they produce one- third of all the sisal production in the world.

The leaves of the sisal plant contain a fibre which is used to make rope. The sisal leaves are cut off and carried to a central building in the estate where machinery takes out the fibre. This is cleaned and packed into large bundles for export.

Although it would be possible for sisal to be grown on African farms , there are economic reasons which favour its being an estate crop. As we have just seen, after the leaf has been cut off the sisal plant, the fibre which is all that is wanted for export, has to be taken out of the leaf. This is best done by the machinery. But the machine costs a great deal of money, and it would be quite impossible for each African farmer to have a machine of his own. Also, once the machinery has been set up, it can handle very large quantities of sisal. No African farmer on his own would produce anything like enough sisal to keep the machinery supplied. The factory to which the leaves are sent must

therefore be in the centre of a large estate growing sisal to supply the machine.

To get the sisal into the factory, there must be transport. The sisal estates have their own roads and small railways to carry the leaves to the factory. These things also cost money to build and run , with the large number of workers to provide housing, water supply and such things for the workers. It has been worked out that an investment in machines, building and other forms, capital $200 is needed for every ton of sisal fibre that is produced. A very small estate that produces only two hundred of $50,000 to set it up. A large estate would need more than half a million pounds. An investment of this size is quite beyond ability of individual African farmers. It can be done by companies who have large sums of money to spend on the industry. That is the economic reason why sisal production is carried on by companies on large estates and not on a small scale by African farmers.

(From The Economy of African by A. Hazlewod)

(a) In a paragraph of about 60 words, explain the economic reasons which favour sisal being an estate crop.
(14 marks)

ROUGH DRAFT
FAIR COPY

(b) Make notes on the organization of the sisal industry in Tanganyika. (6mks)

1. COMPREHENSION.
Read the passage below and then answer the questions that follow.
(In all cases keep to the information in the passage)

THE QUALITIES TO LOOK FOR IN A WIFE

Chastity, perfect modesty in word, deed, and even thought is so essential that without it, no female is fit to be a wife. It is not enough that a young woman should abstain from anything approaching boldness in her behaviour towards men; it is not enough that she casts down her eyes or turns her head with a smile, when she hears an indelicate allusion she thought to appear not to understand it, and to receive from it more impression than if she were a post. A loose woman is a disagreeable acquitance : what must she be then, as a wife? Your “free and hearty” girls l have liked very much to talk with ; but never for one moment did it enter my mind that l could have endured a “free and hearty” girl for a wife. A wife, I

repeat , is to last for life, she is to be a counter balance to troubles and misfortune: and therefore must be perfect .

Sobriety. By the word "Sobriety", in a young woman. I mean a great deal more than a rigid abstinence from the love of drink; I mean sobriety of conduct. The word "sober" does not confine itself to matters of drink: it expresses steadiness, seriousness, carefulness, scrupulous propriety of conduct. Now sobriety is a great qualification in the person you mean to make your wife. Playful, frivolous, careless girls are very amusing, and they may become sober, but you have no certainty of this. To be sure, when girls are mere children they should play and romp like children, but when they arrive at the age when they begin to think of managing a house ; then it is time for them to cast away the levity of the child.

If any young man imagines that this sobriety of conduct in a young woman must be accompanied by seriousness approaching gloom, he is, according to my experience, very much deceived. The contrary is the fact; for I have found that gay and laughing women are the most insipid of souls that are generally down to the dumps . A greater curse than a wife of this description it would be somewhat difficult to find. I hate a dull, melancholy thing : I could not have existed in the same house with such a thing for a single month. Whereas a sober woman is underneath joyful and contented.

Industry. By industry, I do not mean merely labour and activity of the body, for purpose of gain or of saving ; for these may be industry amongst those who have more money than they know what to do with. Industry in the wife is always necessary to the happiness and prosperity of the family. If she is lazy and then the children will be lazy: everything , however urgent , will be done badly , and in many cases not at all: the dinner will be late, the journey or visit will be delayed; inconveniences of all sorts will be continually arising: there will always be a heavy arrear of things unperformed ; and therefore a lazy woman must always be a curse.

Finally beauty…….the last is a point of importance . But the great use of female beauty, the great practical advantage of it , is that it naturally and unavoidably tends to keep the husband in good humour with himself, to make him pleased with his bargain. Beauty is, in some degree, a matter of taste, what one man admires, another does not; and it is fortunate for us that it is so. But still there are certain things that all men admire; and a husband is always pleased when he perceives that a portion at least, of these things are in his own possession: he takes his possession as a complement to himself: there must have been, he thinks , some charm, seen or unseen, to have caused him to be blessed with such an acquisition.

(Adapted from: Margaret Archer & Enid Nolan – woods)

Questions

(i) From the first paragraph the writer points at two things that may indicate that a woman is chaste. Which are they?

(2mks)

(ii) When is it a good time for girls to start acting in a mature way?

(2mks)

(iii) Why is industry important in a wife ?

(2mk)

(iv) What is a "free and hearty" girl.

(2mks)

(v) "To be sober" does not always mean the opposite of being drunk, what else can it mean?

(***1mk)***

(vi) What two aspects of a "lazy" woman's behaviour does the author consider reprehensible?

(2mks)

(vii) What is "an acquisition" referred to in the last paragraph?

(1mk)

(viii) What fear does the author have for careless but amusing girls? ***(1mk)***

(ix) Identify any two phrases that indicate that the author is probably a married man.

(2mks)

(x) Explain the meaning of the following words and expressions as they are used in the passage

(5mks)

(a) Counter balance to troubles and misfortunes ……
(b) The levity of the child…….
(c) Gloom
(d) Heavy arrears of things unperformed…….
(e) Make him pleased with his bargain.

2. (b) Read the passage below and then answer the questions that follow. In all cases, keep to the information in the passage.

The Niger has a complex system. Such is the length of the river that it is not till the following year that the summer flood from its headwater reaches Nigeria. This territory, however, also experiences a summer rainfall and thus a second flood is added to the existing high water, making the rise in Nigeria so high – some thirty or forty feet – as seriously to interfere with navigation. This great vast carries with it vast quantities of sand and silt which in the low- water season create sand banks, and finally form the great delta over which the river seeks the sea in a multitude of channels.

Such was the stage on which Park was to play out his drama. Wisely, on arrival in Africa, he gave himself time with the helpful Dr.Laidely to become acclimatized and learn the Mandingo language. Setting off at the end of the rains as he did, he chose not only the best weather, but must have found the people at their most hospitable, since the season was that of harvest. He is at pains to point out how slender was his equipment two days' provision, a handful of trade goods, survey instruments, and some personal gear. As we learn from the journal, this proved quite inadequate, but it represented deliberate policy on the part of the African Association.

Africans must have found it very difficult to understand what he was about. Travel for material gain they could understand, and if he had been a trader, greed would have been the only impulse he aroused. As it was , a much more serious attitude was created by his penniless but persistent wanderings: an infidel came to plan the downfall of Islam. This explains, probably , why he fared so much worse with the rulers than with the common people. Almost without exception, those in authority were suspicious of him and anxious to get rid of him, either by sending him to the next province or to the next world. Only in the common people, to whom he was simply another human being, did he find friends and helpers. His poverty, fatigue and distress were something they understood and as a rule they helped him if they could .Bowls of milk, handfuls of corn, and groundnuts sent him on his way, and indeed were responsible for the success of his first journey. For the discovery of the Niger we must thank not the organization by the African Association, not Mungo`s enterprise and strength, but his persistence and quiet endurance , the humility which could bring him close to the people and cause them to sing for him:

'Let us pity the white poor man,
No mother has he ……..'

(Adapted from Ogundipe – Practical English Bk 4)

Questions

(i) The first paragraph as a whole tells us two important facts, about the Niger. What are they? ***(2 mks)***

(ii) The second paragraph as a whole refers to three aspects of the planning of the journey. What are they? ***(3mks)***

(iii) The third paragraph as a whole compares two different attitudes towards Park on the part of two different kinds of people. Explain. ***(2mks)***

(iv) Explain the meaning of the following words and expressions as they are used in the passage.
(3mks)

(a) complex system
(b) acclimatized
(c) infidel

3. (a) Rewrite each of the following sentences according to the instructions given. Do not change the meaning. ***(5mks)***

i) If you have nothing more to contribute, we will stop the fundraising now.(Begin:
Unless…….)

(ii) The school captain did not wish to be unpopular with his colleagues, so he often excused them from punishment. (Begin: Rather ……)

(iii) "I`m sorry, Afande", the motorist told the policeman, "but I lost my driving licence last week and I haven`t received a new one yet". (Rewrite in indirect speech)

(iv) It began to drizzle as soon as Cherono entered the salon. (Begin: Hardly……)

(v) Korir was running to the supermarket when a thief snatched his bag. The thief ran away. (Rewrite as one sentence beginning: Walking ……..)

(b) Complete each of the following sentences with the correct form of the word in brackets.
(5mks)

(i) The _____(acquire) of a university degree was an important goal in her life.
(ii) A referee sometimes has to make _____(Controversy) decisions.
(iii) The girl-guides did a _____(Praise) deed when they offered to sweep roads in town.
(iv) The small boy beat Ngurumo the bully due to his _____(brave).
(v) It is my _____(Convince) that given equal opportunities in school, girls could rival boys.

(c). Complete the following passage with the following phrasal verbs; (go without, give up, get away, pick up, and fed up) Use the appropriate tenses. (5mks)

My uncle said that he would _____(i) the children from school in his car about eight thirty. He was early and we had to _____(ii) over breakfast.

There was immense traffic jam along the highway when he finally got going, at one point my brother said that he was _____(iii) he was ready to _____(iv) and go home soon as we_____(v) from the stalled cars and trucks.

(d) Explain the difference in meaning between the sentences in each of the pairs given below.

(i) His sister who lives in Arusha is a dressmaker ***(4 mks)***

(ii) His sister, who lives in Arusha , is a dressmaker

(i) I saw parents in the school library.

(ii) I saw 'parents' in the school library.

(e) **Fill in the blanks in the following sentences with appropriate question tags.** **(4mks)**

(i) We can't reach Nanyuki by train, _____

(ii) She reads much more quickly than him,_____

(iii) Let's help the old man cross the road, _____

(iv) We needn't worry about tomorrow,_____

(f) **Fill in the blank spaces in the following sentences using appropriate prepositions.** **(4mks)**

(i) Traffic was moving _____a snails pace.

(ii) I have no use _____a gadget like that.

(iii) My father agreed _____ my request.

(iv) The money is now_____ the hands of the police.

(g) Supply one word which means the same as the underlined phrases in the following sentences. **(3mks)**

(i) The <u>man who broke into his house</u> was finally arrested.

(ii) If they don't repair the roads, accidents will be <u>impossible to avoid.</u>

(iii) The kitchen was filled with <u>a pleasant smell</u> from the day's recipe

ENGLISH II
PART II (SUMMARY, COMPREHENSION, GRAMMAR)
MARKING SCHEME

Q SUMMARY

1. (a) **Main pts**

- Removal of the fibre from the leaf is best done by machinery which is unaffordable to an African farmer.
- Machine handles very large quantities of sisal that an individual African farmer cannot supply.
- The estate and factories are linked by roads and railways which are expensive to built and run.
- Investments in terms of labour, workers , housing water and such things is beyond the ability of an African farmer

Final draft

Sisal as an estate crop has to have its fibre removed from the leaf by machinery which is unaffordable to African farmers. An individual farmer cannot supply large quantities, which are handled by the machine. The investment in building and running roads and railways labour workers housing water and such things is beyond the ability of an African farmer.

(*6words)* *(14mks)*

- Deduct 2 mks for incomplete statements
- Deduct 1½ mk for punctuation and spelling mistake

(b) Note

- Sisal is grown on estate owned and ran by European companies
- Use African labour to do the work on the estates
- Workers are provided with housing water and other things
- Machinery is used to remove the fibre from the leaf at factory usually situated in the centre of a large estate
- Estate's and factory linked by their own roads and railways
- There are about one hundred and seventy estates producing about one third of all sisal production in the world.

(1mk each) Total (6mks)

Q. 2(a) Comprehension

i) Casting her eyes down turning aside her head with a smile

ii) When they reach the age they begin to think managing a house. (1mk)

iii) It is always necessary to the happiness and prosperity of the family. (1mk)

iv) A girl who is outgoing and seems friendly to everyone. (2mks)

v) It means maturity / seriousness in conduct . (1mk)

vi) If she is lazy the children will be lazy

vii) There will always be an arrears of things undone /done badly . (2mks)

viii) Beauty is a matter of taste because what one man admires another does NOT .

(1mk)

-Having a beautiful woman.

(1mk)

ix) There is no guarantee that such girls will b sober / mature in their conduct. (1mk)

(x) According to my experience

- I could have endured a " free and hearty" girl for a wife .

(2mks)

(xi) - Balances the troubles and misfortunes of the family by being of great understanding .

- The immaturity or lack of seriousness in children / children's behaviour.
- Very as / wretched / lacking cheerfulness
- Many things remaining undone
- Make him happy with acquiring a beautiful wife. 1mk each Total (5mks)

2(b) Summary

(i) – The Niger is so long that it takes a whole year for the summer flood from its headwater to reach Niger.

- The Niger has a second flood in summer after a summer rainfall.

(2mks)

(ii) – Park gave himself time to become acclimatised and to learn Madingo language

- He started his journey at the end of the rains (the weather was better)
- People were more hospitable as it was harvest season.

(3mks)

(iii) The rulers suspected him to be a spy who had been sent to discover the military weakness / as an infidel who was after the down fall of Islam.

-To the common people he was simply another human being who needed help.

(2mks)

(vi) Computer system = a system containing many irrelevant parts.

Acclimatised - To become / get used to conditions.

Infidel – one who does not believe in the religion the speaker takes to be true (non-muslim) (1mk)

Q3. Grammar

A.

(i) Unless you have something else to contribute, we will stop the fundraising now.

(ii) Rather than be unpopular with his colleagues the school captain often excused them from punishment

(iii) The motorist told the policeman he was sorry but had lost his driving licence the previous week and have not yet received a new one

(iv) Hardly had Cherono entered the salon when it began to drizzle.

(v) Walking to the supermarket Korir had his bag snatched by a thief who (then) ran away

3 (B)

(i) Acquisition
(ii) Controversial
(vi) Praise worthy
(vii) Bravery
(viii) Conviction

3(C)

(i) Pick up
(ii) Go without
(iii) Fed up
(iv) Give away
(v) Got away

3.(D) (i) He has several sisters but is talking about the one who lives in Arusha

(ii) He has only one sister who lives in Arusha and is a tailor
(iii) He /she saw parents (who had visited the school) in the library.
(iv) He /she saw a magazine 'Parents' in the school library

3 (E)

(i) Can we ?
(ii) Doesn't she
(iii) Shall we?
(iv) Need we?

3(F)

(i) at
(ii) for
(iii) to
(iv) in

3(G)

(i) burglar
(ii) unavoidable/ inevitable
(iii) aroma

ENGLISH II

ORAL LITERATURE & POETRY
PART III

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

THE MAN WHO WAS PREGNANT IN THE KNEE
(Place of Origin: Kikuyu – Collected by: K.P. Ndendero)

Along time ago, there was a man who was pregnant in the knee. People of his neighbourhood often told him that his knee was growing big. As time went on, the knee grew bigger and bigger . A time came when it was discovered that he would give birth. He went into a house and gave birth to three children. This man then took his three children somewhere into a cave. He gave them names, calling one girl Wanjiru.

After locking the cave from the outside , the man went to look for food so that he could feed the children. On coming back to the cave with the food , he usually sang a song so that the children could open the door for him to enter the cave. He had ordered them to close the entrance from inside, and not to open to anybody else other than himself.

He sang:

Knee, Knee, Knee that has made me rich,
Gave birth for me to three children
Who I named Nyamathiriti, Nyamathangania, Nyamatuathanga
Njiru open for me I give you food
Which you know and which you don't know.

Upon hearing that song , the children opened the door for him since they had recognised his voice. He entered the cave and gave them food to eat.

This routine was repeated every time the man went to look for food to feed his children. After quite some time had passed, the father of the children went to look for food as usual. He first locked the children from outside and they locked from the inside. Coming back to the cave with the food the man sang his usual song.

But 'Irimu' had been eavesdropping , and heard the song the man sang. He therefore decided to eat those children in the cave when their father was absent. So when the father of the children, after some days, went again to look for food, 'Irimu' approached the door to the cave and sang with a hoarse voice.

Knee, knee, that has made me poor, has made me rich,
Gave birth for me to three children
Who I named Nyamathiriti, Nyamathangania , Maturiathanga,

Njiru open for me , I give you food
Which you know and which you don't know.

After listening to that voice, the children knew that the voice was not their father`s. Wanjiru then told the ogre "Go away you fool; you are not my father". The ogre went away realising that the children would not open the door, since they had recognised that his voice was not that of their father.

After the ogre had gone away the father of the children came back with food for the children to eat. He then sang his usual song and the children recognised his voice and opened for him.

Irimu then went to a witchdoctor and said "There are some children I want to eat, how will I know how to get them?" The witch doctor answered, "Go to the path of ants; lay your tongue there and let them bite you. Get bitten, bitten and bitten. When the tongue oozes blood it will then be able to sing like the father of those children".

Irimu then went to do as directed. He laid his tongue on the path of ants. But when he was bitten by some ants, he rose up quickly and exclaimed , "Phew, phew it hurts". He went back to the witchdoctor and lied that he had really been bitten by the ants.

He then proceeded to the cave where the children were and sang with a voice that was still hoarse.

After listening to that voice the children realised that it was not their father's, Wanjiru told him, "Go away you fool, you are not our father".

Irimu had not softened his voice properly as he had been directed by the witchdoctor because he was afraid of pain. He went back to consult the witchdoctor again. The witchdoctor firmly directed him and said , "Go and be bitten properly by the ants". So he went to the path of the ants and laid his tongue there. He was bitten, bitten and bitten till his tongue oozed blood and softened.

Now the father of the children sensing danger might befall his children, had advised and warned them that "When you'll be taken from here while I'am absent , take with you this castor oil seeds. They are kept in a pot . So when you will be removed from here, you drop the castor oil seeds, as you go, and I will follow you up to where you have been taken and I will rescue you. Have heard that Wanjiru?" "Yes", replied Wanjiru.

After some days had gone by, the father of the children went again to look for something to eat. The ogre having been bitten properly by the ants; came back to the cave. He softened his mouth and then sang that song;

Knee, knee that made me poor, has made me rich.
Gave birth for me to three children
Who I named Nyamathiriti, Nyamathangania, Maturiathanga.
Njiru , open for me , I give you food
Which you know and which you don't know.

Wanjiru after listening to that voice and thinking its her father's opened the door. Irimu pushed the door open and entered the cave . He rudely ordered the children. "Out we go"; But Wanjiru at that moment remembered the castor oil seeds' pot. She snatched it before she was forcibly pushed outside. Wanjiru then started dropping the seeds from the door steps. she went on dropping and dropping ,until the house to which they were taken. The father of those children came back to the cave with food for children to eat. But when he sang his usual song , the door was not opened . But at that moment he saw the seeds at the doorstep of the cave. He got alarmed and immediately knew that his children had been taken away. He followed the castor oil seeds until he reached a house where the seeds ended. Pretending to be a messenger sent on a mission he was welcomed into the house. He found that his children had been brought there by Irimu. But after staying there for some days , he organised a successful plan and stole his children back. They ran away and went back home to their cave, My story comes to an end.

QUESTIONS

(a) Place the above oral narrative in its correct sub – genre.
(2mks)

(b) Identify and illustrate <u>one</u> socio – economic activity of the society depicted in this oral narrative
(2mks)

(c) How has the oral artist potrayed the character of the father?
(4mks)

(d) The witchdoctor's advice to Irimu can be summed up in a general proverb.
(i) Write down one such proverb from any community.
(1mk)
(ii) Explain its relevance to the witchdoctor's advice.
(2mks)

(e) What feature in this story shows that it is a traditional oral narrative. ***(4mks)***

(f) Imagine you are telling this story to a group of young children. How would you make the story more interesting?
(4mks)

(g) Which method do you think would be most suitable when collecting this narrative from the field?
(1mk)

3. **POETRY.**

Read the following poem and answer the questions that follow.

NIGHT OF THE SCORPION

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.
Parting with his poison-flash
of diabolic tail in the dark room –
he risked the rain again.
The peasants came like swarms of flies
and buzzled the name of God a hundred times
to paralyze the evil one.
With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
They clicked their tongues.
With every movement that the scorpion made
his poison moved in mother's blood, they said
May he sit still, they said.
May the sins of your previous birth
be buried away tonight, they said.
May the sins of evil
balanced in this unreal world.
Against the sum of good
become diminished by your pain.
May the poison purify your flesh
of desire and your spirit of ambition,
they said , and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbours,
more insects, and the endless rain.
My mother twisted through and through
groaning on a mat.
My father, septic, rationalist,
trying every curse and blessing ,
powder, mixture, herb and hybird.
He even poured a little paraffin
upon
the bitten toe and put a match to it,
I watched the flame feeding on my mother
I watched the holy man perform his rites
to tame the poison with an incantation.
After twenty hours
it lost its sting.

My mother only said,
Thank God the scorpion picked on me
and spared my children.

(Nissin Ezekiel)

Questions.

(a) Who is the persona in the poem?
(2mks)

(b) Explain at what time of the day the events in this poem take place.
(2mks)

(c) What aspects of communal living does this poem reveal? Illustrate your answers.

(2mks)

(d) With evidence from the poem , give the community's attitude towards scorpion
sting.
(2mks

(e) What is the effect of repetition of the word `more` in the poem?
(2mks)

(f) Identify and illustrate any other two stylistic devices used in the poem. ***(4mks)***

(g) Explain the meaning of the following in the context of the poem.
(3mks)

(i) May the poison purify your flesh.
(ii) To tame the poison with incantation
(iii) It lost its sting

(h) What does the last stanza reveal about the character of the mother? ***(2mks)***

ENGLISH II
PART III (ORAL I, LITERATURE & POETRY)
MARKING SCHEME

Q2**.** **ORAL LITERATURE**

(a) Monster / Ogre narrative
(1mk)
Reason : The main character is an ogre / a fabulous creature .
(1mk)

Total marks
(1mk)

(b) They were gatherers
(1mk)
Illust: Their father went to work for food daily.
(1mk)
- They were farmers (farming as an economic activity) Total marks (2mks)

Illust: The presence of castor oil seeds.
(1mk)
(Accept any one activity) Total (2mks)

(c) The father is <u>responsible</u> / <u>caring</u> / <u>concerned</u>
(1mk)
Illust. : He strives to make sure they have food and are safe
(1mk)

- He is <u>cautious</u>
(1mk)

Illust: Uses a song to ensure that the children don't open the door for the strangers
advises Wanjiru to use castor oil seed if ever they will leave home.
(1mk)

- He is courageous / brave
(1mk)

Illust: On realising that he was at Ogre`s home, he did not run away but planned for escape.

- He is sly / <u>cunning</u>
(1mk)

Illust: He pretended that he was a messenger sent on a mission and finally planned for escape
(1mk)

(Accept any two traits)
1 mk for ident 1mk for illust.
No mark for illust. without indent.

(d) Proverb
(i) -There is no sweet cure
-There is nothing good that comes easily.
(Accept any two traits)
1 mk for indent. 1mk for illust.
No mk for illust. without ident.
Total mks (4mks)

(ii) Explanation.
- The ogre could not withstand the pain of an ant bite and hence his voice remained hoarse / did not get the children
(1mk)
- After he was bitten and bitten . his voice was soft and was able to sing like the children's father / got them
(1mk)

(1mk mark for indent)
(No mk for explanation without a proverb) Total mks (3mks)

(e) Features of oral narrative
- Opening formula - A long time ago
- Closing formula – My story comes to an end
- Song - The father's song .

- Moral lesson – The story has a teaching

Accept any TWO features

1 mk for indent. , 1mk for illlust, Total (4mks)

(f) Dramatising e.g how the ogre was bitten by the ants / how Wanjiru dropped the castor oil seeds .

Voice variation: Use a horse voice for the ogre / soft voice for the father when singing .

Singing / dancing - The father's story

Vary facial expression - To show the ogre's disappointment on failing to get into the cave .

(Accept any two)

1mk for identification 1 for illust. Total mk (4mks)

(g) Using a video tape . (1mk)

Q3. POETRY

(a) A child / son / daughter (1mk)

Illust: Refers to my mother (1mk)

(b) At night (1mk)

Explanation: The speaker recalls the memorable night the mother was stung by a scorpion / mention of candles and lanterns . (1mk) **Total mks (2mks)**

(c) They live communally / are co-operative / are social. (1mk)

Illust. When the mother was stung many peasants / neighbours came and helped in the search for the scorpion . (1mk)

- They offered their candle and lanterns and prayed overnight . (1mk)

(d) - They take it to be bad omen. (1mk)

- They refer to the scorpion as the 'Evil one'
- Believe that the further the scorpion goes the more the poison moves into the mother's blood
- They pray to paralyze the scorpion
- The mother has to be cleansed

Accept any explanation 1mk Total (2mks)

(e) - Used to emphasise / stress
(1mk)
- The large number of neighbours carrying lanterns.(1mk)Total mk (2mks)

(f) - Personification - The scorpion referred to as ‘ him’
Smile - The peasants came like swarms of flies
Repetition – May the ---- I watched ..
(Accept any two devices) 1 mk for indent 1 mk for illust.

(g)- Instead of leading to her condemnation may the poison give her healthy body
- Trying to stop the pain to the poison by praying
- It stopped paining her

(h) - She is loving / caring /concerned / devoted
(1mk)
- Her greatest joy is that her children had been spared from being bitten (1mk)
Total mks
(2mks)

ENGLISH III
PART I COMPOSITION

1. As the secretary of the environmental club in your school, write down minutes on a meeting held on 10th November 1997.

The following were also present:
- The area District officer.
- The school’s Principal.
- The area councillor.
- The Patron of the club.

The agenda of the day was:
i) Election of new officials.
ii) End of year party.
iii) Trip to Mwanza.
iv) Educating the public on their environment.
v) Methods of generating funds for the club.
vi) A.O.B.

2. A sports day in my school
3. Write a story ending with **<u>either</u>**:
i) It turned to be yet another broken promise.
OR
ii) From then I came to realise that taking drugs is dangerous.

4. Are you for or against the use of school uniforms in school? Discuss.

ENGLISH III
PART II (SUMMARY, COMPREHENSION, GRAMMAR)

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

We take drugs for two main reasons: to restore ourselves to the condition we regard as normal-cure infections and take away pain; or to release ourselves from normality- to enable us to feel more relaxed or more lively, to alter our moods or perceptions.

When we read about drugs, we think of 'dangerous' drugs such as the narcotics (opium, morphine or heroine) or marijuana and L.S.D. Their dangers are universally accepted; they are addicting, users very much become so dependent on them that they cannot function without them and they have harmful side effects. They help the user to

escape from reality by giving him hallucinations making things appear better than they are in the real world, by dulling the sensitivities and reducing pain (and for this last reason, doctors occasionally prescribe them) or by temporarily freeing him from inhibitions. Consequently, drug takers often exhibit socially unacceptable behaviour and at times become violent. The health of the addict is also badly impaired. Few people question the law that restricts the use of these drugs.

The second category of drugs, which can be broadly labeled as medicine does not cause society great concern because their sale is on the whole, strictly controlled by doctors prescription and because they are often given for the betterment of the takers health. Some of them, have side effects but their harmful side effects are restricted to the individual and cause no great threat to society.

The one drug that should cause society great worry but which in fact does not is alcohol. Whereas in terms of its harmful social effects, it is the most dangerous drug of all, it is not only socially and legally accepted allover the world, but its sale is largely unrestricted.

There are reasons for this tolerance towards alcohol. It is used by far more people all over the world than all the other drugs put together. Historically, it has a high social status having always been drunk as a pleasurable accompaniment to meals in some countries or, in others as a culturally acceptable intoxicant particularly during ceremonies or celebrations. In the past, attempts to prohibit the intake of alcohol were based on moral objections – disruptive effects to drunkenness or personal morality and public behaviour. Modernisation has made alcoholism a major social problem for several reasons.

The ease of travelling has made it possible to add imported brands of alcohol to traditional ones, more efficient ways of distilling and brewing have been introduced and the breakdown of strong social controls have brought in new drinking clients, namely women and younger males. The stress of modern life, pressures at work or

frustrations of poverty have also increased individual consumption of alcohol. The increase in drinking is not just in the quantities consumed but also in the alcoholic content of the drinks taken. In many parts of the world alcohol-related problems cannot be ignored any longer.

The problems brought about by alcohol can be both short-term and long-term. When a person drinks the alcohol slows down the functioning of his brain, making him slower in his judgement and reflexes which often lead to accidents. In individualised countries, nearly half of all the fatal accidents involve drivers who have been drinking.

Alcohol releases the taker from his usual inhibitions making him less shy or nervous and in cases of heavy drinking, leading to socially unacceptable behaviour and violence.

Once a drinker becomes addicted to alcohol, there is no end to the problems he creates for himself and for all those around him. His health is badly impaired. This is partly because alcoholics eat very little and over a period of time they start suffering from malnutrition – related diseases and partly because many diseases, the most notable being those of liver are very closely associated with the drinking of alcohol. The work output of alcoholic is very low and may lose their jobs due to inefficiency. This places financial stress on the family which when coupled with the negligence and the violence of alcoholics, often leads to a break-up of the family. Children of alcoholics parents often become alcoholics themselves and the rate of delinquent crime is higher in homes where one or both parents are alcoholics.

Unless the drinking of alcohol is controlled these problems can become so compounded that they could undermine the fabric of society.

NB. President Kenneth Kaunda of Zambia threatened to resign unless his people stopped drinking!

(a) According to the passage, there are several reasons why the drinking of alcohol should be controlled. Summarize the reasons in about 80 words. (8mks)

(b) In not more than 80 words, summarize factors that may have hindered the prohibition of alcohol intake as discussed in the passage. (8mks)

(c) Make notes on some of the advantages of drugs according to the passage. (4mks)

2.(a) ***Read the following passage and then answer questions which follow:***

Pan-Africanism is a long cherished dream of the African states. Their aim is to unite so that they can share common interest and goals and give each other support.

The dream seemed to became a reality with Ghana's achievement of independence in 1957. As most of the other fitful states closely followed suit, Africa was so filled with the joyful dizziness of freedom that she took it for granted that the dream to unite would soon come true. As the excitement of the celebrations died down, they began to see the shadows that were stealing over their honeymoon.

Over the past 25 years however, African states have examined more seriously the realities which make the concept of African Solidarity. This has revealed fundamental problems which overshadow the dream. While the pessimists would have us believe that Africa's dream of solidarity is unattainable because of the nature of these problems, the optimists believe that these issues are but passing clouds. Clouds which pass and reveal a new Africa, a united Africa, a dream come true.

The shadows that cloud Africa's dream are many and diverse while most states are united in their condemnation of the inhumanity of apartheid in South Africa, the range and diversity of the other political systems in Africa, defies agreement. There are basic differences of political outlook between the ceremonies kingdom, the military regimes, the one party states and the so-called 'football politics' to multiparty states. These are further complicated by the interference of capitalism from the West and communism from the East.

Linguistically, Africa is a 'Tower of Babel'. In terms of the number of persons per language, Africa is the most multilingual area in the world housing nearly half of the world's languages. The use of French or English has not been universal enough to allow communications across Africa. Lack of clear communication is the forerunner of misunderstanding.

The differing religious beliefs of the Muslims, the Christians and all those others who are often conveniently said to follow traditional religions further reduce the respect and the tolerance which is necessary for the true brotherhood and solidarity.

Nature too, has its part to play in complicating the attainment of the dream. Africa's terrain is as varied as its people, it ranges from mountains to coastal plains, from equatorial forests to hot dry deserts, not to mention the habitat in between.

The resources are so unevenly distributed that we move from Gabon which is rich in oil, manganese and Uranium and has a per capital income of $ 3580, to the impoverished Mali with a per capita income of $ 120.

For the foregoing, the pessimists may feel that they have proved right, that Africa has woken up to find that she actually had been dreaming about African solidarity. The optimists' strong argument is that time is on Africa's side. She has had only 35 years to build her states and economy, which are in many cases comparable to first world countries, some of which have had nearly ten times as long to develop and half as many problems to contend with.

(a) When referring to the optimists, the author uses words and phrases: honeymoon, passing clouds, new Africa, excitement and joyful dizziness. Identify four words or phrases in the passage which could be attributed to the pessimists.

(b) According to the passage, there are areas in which African states differ. The differences hinder the realization of African unity. Explain how each area of difference in column A causes the problem in column B. (4mks)

A		B
Politics	-	Conflicting ideologies
Religion	-	Intolerance
Language	-	Barriers
Resources	-	Inequality

i) Politics – conflicting ideologies.
ii) Religion – intolerance.
iii) Language - barriers:
iv) Resources - inequality.

(c) Those who are hopeful that the dream of African solidarity will come true have reasons for their optimism . What are their reasons? (2mks)

(d) Explain the meaning of the following words and phrases as used in the passage.

(4mks)
i) Closely followed suit.
ii) defies agreement
iii) Is the forerunner of misunderstanding.
iv) Impoverished.

(e) ***Read the following passage and answer the questions that follow:***

It is probably easier for teachers than for students to appreciate the reasons why learning English seems to become increasingly difficult once the basic structure and patterns of the language have been understood. Students are naturally surprised and disappointed to discover that a process which ought to become simpler does not appear to do so.

It may not seem much consolation to point out that the teacher too becomes frustrated when his efforts appear to produce less obvious results. He finds that students who were easy to teach, because they succeeded in putting everything they had been taught into practice, hesitate when confronted with the vast untouched area of English vocabulary and usage which falls outside the scope of basic textbooks. He sees them struggling because the language of thought they knew

now appears to consist of a bewildering variety of idioms, cliches and accepted phrases with different meanings in different contexts. It is hard to convince them that they are still making progress towards fluency and that their English is certain to improve, given time and dedication.

In much circumstances it is hardly surprising that some give up in disgust, while others still wait hopefully for the teacher to give them the same confident guidance he was able to offer them at first. The teacher, for his part frequently reduced to trying to explain the inexplicable, may take refuge in quoting proverbs to his colleagues such as: "You can lead a horse to water but you can't make him drink, or more respectfully: "It isn't what you say. It's the way that you say it." His students might feel inclined to counter these with: "The more I learn, the less I know."

Of course this is not true. What both students and teachers are experiencing is the recognition that the more complex structures one encounters in a language are not as vital to making oneself understand and so have a less immediate field of application. For the same reason from the teacher's point of view, selecting what should be taught becomes a more difficult task. It is much easier to get food of any kind than to choose the dish you would most like to eat on a given day from a vast menu.

Defining the problem is easier than providing the solution. One can suggest that students should spend two or three years in an English-speaking country, which amounts to washing one's hands off them. Few students have the time or the money to do that. It is often said that wide reading is the best alternative course of action but even here it is necessary to make some kind of selection. It is no use telling students to go to the library and pick the first book they come across. My own advice to them would be: "read what you can understand without having to look up words in a dictionary; read what interests you; read what you have time for; read the English written today, not two hundred years ago; read as much as you can. And instead of "read", I could just as well say "listen to."

My advice to teachers would be similar in a way. I would say "It's no good thinking that anything will do, or that all language is useful. Choose the best path to follow; choose the best tools."

QUESTIONS.

(a) Why are students of English likely to be disappointed when they enter higher classes?

(1mk)

(b) Explain what made the teacher happy before and why he becomes frustrated later.

(2mks)

(c) What is the significance of the proverb about the horse in this context? (2mks)

(e) Identify the teacher's most difficult problem in an advanced English class and explain why this is so. (2mks)

(e) What kind of reading does the author think is best for students and why. (2mks)

(f) In your own way, explain what the author's advice to teachers means. (1mk)

(g) What is the meaning of the following words and phrases as in the passage?

i) Appreciate.
ii) Consolation
iii) Vast.
iv) A bewildering variety.
v) The inexplicable.
vi) Washing one's hands off.

GRAMMAR.

3.(a) Rewrite the following sentences according to the instructions given after each. Do not alter the meaning.

i) I have never seen a more beautiful girl. (Re-write beginning: This is……)

ii) You needn't go so early. (Write as past tense).

iii) Mango is usually punctual. (Rewrite using seldom).

iv) The moment we reached the pier, the steamer left. (Begin: hardly…….)

v) We have to seek the teacher's advice on this matter. (Begin the teacher's ….)

(b) Fill in the blanks spaces with the correct forms of the words given in bracket.

i) She may consider helping the orphan on _____ (human) grounds.

ii) Ndeko still wants more food even after clearing a whole plateful of Ugali. His appetite is simply ____ (satisfy).

iii) His ____ can only be compared to that of his great grandfather. (mediocre)

iv) After the inferno, the Roche's had to buy new ___ (furnish) for their house.

v) The _____(broad) of the material could not easily be established.

(c) Use the correct phrasal verbs in places of the underlined words and phrases. Use the verbs in brackets.

i) It is quite evident from the boy's photographs that he <u>resembled</u> his mother (take).

ii) hey all waited anxiously for the event as it was a time they met their friends.
(look)

iii) It is not easy to declare a complete loss a debt of more THAN ONE THOUSAND
shillings. (write).

iv) The two friends met each other accidentally (run) in town.

v) Otieno visited us shortly on his way to town. (call)

(d) Supply one word which means the same as the underlined phrases in the following sentences.

i) There was plenty of papers, pens, and pencils at the bookshop.

ii) The meeting was postponed after failing to realize the minimum required number of members.

iii) The telephone rang without stoping.

iv) The little girl ran into the shop where sweet, cakes, chocolates and pastry are sold.

v) The lawyer treated all those that required his services with respect.

(e) Fill in the blank spaces in the following sentences using appropriate prepositions.

i) It is very kind _____ you to allow me into your house.

ii) There's scarcity of food so we just live _____ bread and tea.

iii) Mary concurred _____ Paul over that decision.

iv) Since he nolonger runs the business, he has been reduced _____ begging.

iv) Did you hear the news this morning _____ radio?

(f) Complete the sentences below by inserting in the blank spaces: few, a few, little and a little as is appropriate.

i) We have_____ fuel so we cannot risk driving to Kisii and back.

ii) In these difficult economic times _____ generosity is expected of people.

iii) We received _____ prizes for our school's good performance in last years K.C.S.E examinations.

iv) Of the entire world population only _____ people can rise to the level of cabinet minister.

v) I can spare for you some honey since I still have _____.

PART III (LITERATURE IN ENGLISH
POETRY & ORAL LITERATURE

1. **POETRY *(compulsory)***
Read the poem below and then answer the questions that follow.

THE BEARD ***By Proscovia Rwakyaka***

In the pulpit he swayed and turned
Leaned forward, backward
His solemn voice echoed,
Lowly the congregation followed;
"Do you love your neighbour?"
Meekly they bow at his keen eye
Now examining a grey head
Hearing under her sobs.
His heart kept assured-
"Her sins weigh on her"
So with her he chats outside;
"Weep not, child you are pardoned,"
"But sir, your beard conjured up
The spirit of my dead goat!"

a) Identify and describe two speakers in this poem. Illustrate your answer with evidence from the poem. (4mks)
b) Relate the title of the poem to what exactly happens in this poem, supporting your answer with specific examples from it. (4mks)
c) Referring closely to the poem, identify and explain how the poet develops any two moods in the poem. (8mks)
d) Comment on the lines
'His heart kept assured
"Her sins weigh on her".
(4mks)

2. **ORAL LITERATURE (20 mks)**
Read the following oral narrative and answer the questions that follow.

JACKAL AND HEN.

This is a story that the old people tell. They say that hen flew to the top of a stack of wheat one day to find food. From where she stood on the stack she could see far out over the fields. She could see far and she saw Jackal coming from afar. She saw him coming towards her, she saw him out of the corner of her eyes, but when he came closer she did not look up at all. She went on hunting for food.

"Good morning, mother of mine," Jackal greeted her.

"Yes, I greet you," she replied.

“Are you still living?” He asked, according to the correct way in which one person greets another.

“Yes, I am still living. And you? Are you still living also?”

“Yes, I too am still living, mother, “he replied. And then he asked as the custom was, “Did you wake well this morning?”

And she answered, as it is proper, “Yes, I woke well.”

And all the while he was talking, talking, talking, Jackal was looking closely at hen and saw that she was young and that her flesh would taste sweet. He thought of how he would get at her. But now she was standing on top of that stack of wheat, where he could not reach her. He could not get hold of her at all, not while she was on top of the stack of wheat, and would have to think of a way to get her down.

Jackal had many plans. He was a man who was not just a little bit clever. No, he was very clever. He asked her. “Mother, have you heard of that there is peace among everybody on earth? One animal may not catch another animal any more, because of that peace.

“Peace?” She asked.

“Yes, mother, peace. The chiefs called together a big meeting, and at that meeting they decided this business of peace on all the earth.”

“Oh yes,” said hen. But she wondered about it. She wondered whether this Jackal could be telling the truth. He was a man with many clever stories, and many times those clever stories were nothing but lies.

“You say there is peace now?”

“Yes, mother. The big peace. There has never been such a big peace. You can safely come down from that stack of wheat. Then we can talk about the matter nicely. We shall take snuff together. Come down. Mother! Remember the peace!”

But hen was not quite as stupid as Jackal thought she was. She wanted to make sure first that Jackal was telling the truth and that he was not telling her lies again. She turned around and looked far out over the fields behind her. Then she went to stand on the highest point of the stack and kept staring out over the fields until Jackal asked: “What is it that you see from up there that you stare so: me?”

“What do I see? Why do you want to know what I see? It does not matter what I see, for there is no danger anymore for any animal on earth. Is it not peace among the animals? It is only a pack of dogs that are running towards us.”

“Dogs! A pack of dogs!” he cried. And his fear was very great. “Then I shall have to greet you, mother. I am a man who has a lot of work waiting.”

“Kekekeke!” hen laughed. “I thought it was peace among all animals on earth? Have you forgotten it? The dogs will do nothing to harm you. “Why do you want to run away, grandfather?” I don’t think this pack of dogs came to the meeting on peace!” and jackal ran so fast that the dust rose in great clouds from the road behind him.

"Kekekeke!" laughed hen, for then she knew the story of the peace was just a big lie. And she knew that if she had taken snuff with that fellow he would have caught her so she made up a story herself and with it she had caught him beautifully.

"Kekekeke!" she laughed. "I caught the story teller with another story." And that is the end of this story

a) State the category of this Oral narrative and give a reason for your answer. (2mks)
b) What does the conversation between the Jackal and Hen in the first part of the narrative reveal about the social conduct of the community in which this story originated? (2mks)
c) Compare and contrast the character of Hen and Jackal. (4mks)
d) Quoting examples from the story to support your answer, identify four features that are characteristic of oral narratives. (4mks)
e) List and illustrate two techniques of narrative more interesting if it were told orally.
f) Give two problems you are likely to encounter when collecting this type of oral literature genre. How would you solve these problems? (4mks)

ENGLISH III
MARKING SCHEME
PART I (COMPOSITION)

General procedure:

1. Use red ball pen. Underline all mistakes except in D scripts. Do not delete or correct.
2. The mark maximum 40 should be placed at the top of the right hand conner of the first page e.g 09 + 08 = 17.

3. Showing errors and merits:
   The main sign indicate THREE degrees of seriousness.
   UNDERLINE OMISSION IN MARGIN

Gross errors:

UNDERLINING **OMISSION** **IN MARGIN**

"C" may be used in the margin to indicate a serious error of construction or agreement BUT not tense error.

b) Error:

UNDERLINE ***OMISSION***

c) Minor or possible error

4. The following may also be used:
   a) Paragraphing // P
   b) Repetition R
   c) Illegibility |||
   d) Vague ***Vague***
   e) Word order ***W.O***

5. To indicate merit, use a tick ( ) either above a word or in the margin.

6 Gross errors:
   a) Almost any error of agreement.
   b) Serious tense errors.
   c) Elementary errors of sentence construction.
   d) Misuse of elementary vocabulary.
   e) Gross misspelling of elementary vocabulary.

MARKING SCHEME:

Paper 101/1 is intended to test the candidates' ability to communicate in writing.
Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks. In a factual essay, ability to follow instruction/format and tone.

Examiners should not hesitate to use the full range of marks for each essay. In a two essay paper, it is the final, total marks that count.

It is important to determine first how each essay communicates and in which category, A, B, C or D it fits.
(the marks indicated below are for each essay in a two essay paper)

D-class: The candidate either does not communicate at all or his language ability is so 01-05 minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English words he knows into meaningful sentences. Practically no valid punctuation. All kinds of errors. “Broken English”.

D- 01-02: Chaotic. Little meaning whatever. Question paper or some words from it simply copied.

D 03: Flow of thought almost impossible to follow. The errors are continous.

D+ 04-05: Although the English is often broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.

C CLASS: The candidate communicates understandably but only more or less clearly. He is not confident with his language. The subject is often underdeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language. Mother-tongue influences are felt.

C- 06-07: The candidate obviously finds it difficult to communicate his ideas. He is seriously hampered by his very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spellings misuse of prepositions, tense, verbs agreement and sentence construction.

C 08: The candidate communicates but not with consistent clarity. His linguistic ability being very limited, he cannot avoid frequent errors in sentence structures. There is little variety or originality. Very bookish English. Links are weak, incorrect and repeated at times.

C+ 09-10: The candidate communicates clearly but in a flat and uncertain manner. Simple concepts, sentences are often strained. There may be an over use of cliches, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There some errors of agreement tense spelling.

CLASS B: This class is characterised by greater fluency and ease of expression. The candidate demonstrates that he can use English as a normal way of expressing himself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over ambitious. There may be items of merit of the one word or expression type. Many essays of this category may be just clean and unassuming but they will show that the candidate is at ease with the language. There may be a tendency to under-mark such essays. Give credit for tone.

B- 11-12: The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally, but this must not be over punished by the examiner.

B 13:The sentences are varied but rather simple, straight forward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idioms. Natural and effortless. Some items of merit. Economy of language.

B+ 14-15: The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tense, spelling and punctuation are quite good. A number of items of merit of the whole sentence or whole expression type.

A CLASS: The candidate communicates not only fluently but attractively, with originality and efficiency. He has the ability to make us share his deep feeling emotions, enthusiasms. He expresses himself freely and without any visible constraints. The script gives evidence of maturity, good planning and often

humour. Many items of merit which indicate that the candidate has complete command of the language. There are no strains, just pleasantness, clever arrangement, felicity of expression.

A- 16-17 The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provide the "spark" in such essays. Vocabulary, idioms, sentence structure, links variety are impressive. Gross errors are very rare.

A 18: Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark.

A+ 19-20: The candidate communicates not only information and meaning, but also and especially his whole self: his feelings, taste, points of view, youth, culture. The ability to communicate his deep self may express itself in many ways. Wide range of effective vocabulary, original approach, vivid and sustained account in the case of a narrative, well-developed and ordered argument in the case of debate or discussion. Errors and slips should not deprive the candidate of the full marks he deserves. A very definite spark.

CLASS	MARK CATEGORY	RANGE
A	A+ A A-	20 – 19 18 17 – 16
B	B+ B B-	15 – 14 13 12 – 11
C	C+ C C-	10 – 9 8 7 – 6
D	D+ D D-	5 – 4 3 2 – 1

8. <u>Marking normal scripts:</u>
   a) Decide on linguistic grounds.
   b) Decide the mark (A+, A, A-, etc) with special reference to: -
      i) range of vocabulary and their appropriateness
      ii) variety of correct structures
      iii) ability to link sentences and paragraphs fluently
   c) Adjust for content and arrangement if necessary.
   d) Allocate numerical mark.

9. Marking abnormal scripts:
   a) BLATANT IRRELEVANCY- evades the purpose of examination by consistent distortion or change of subject or by including many memorized passages.
   ACTION: Multiply the mark by 3/5, write Irrelevant in front of the script
   b) Minor irrelevancy – interpretation not fully acceptable Deduct up to 4 marks.
   ALWAYS WRITE / COMMENT ON THE SCRIPT JUSTIFYING ANY DEDUCTION.

10 Abnormal language – D scripts, broken English
   i) Mark errors on first page.
   ii) Read the next page, if similar errors are continued do not underline. If script improves, mark normally.
   iii) Draw diagonal line through pages of 'D' scripts read but not marked.
   NB_Great care must be taken in assessing 'D' scripts. Do not deduct from a D
   script for irrelevancy.

POINTS OF INTERPRETATION:

1. Compulsory question: Minute writing.
   A candidate in Form Four is expected to have acquired this important skill.
   The correct format of writing minutes MUST be followed viz:
   - The heading which should have the name of the club, venue, date and time in capital letters and underlined.
   - Record of attendance i.e
   - List of names of members present, indicating the officials.
   - List of members absent with apology (if any)
   - List of names of members absent without apology (if any)
   - List of those in attendance
   - Preliminaries
   - Discussion of agenda in minute form

   The discussion of each minute should be elaborate.
   The minutes should end in this manner:

   Secretary Date
   _____ _____
   Chairman
   _____ _____

   The blank spaces for the secretary's and chairman's signatures should be left unsigned.
   The language used should be formal. Informal language should be penalised by deducting up to 2 marks from the linguistic mark.

2. This is a descriptive type of essay:

The candidate is expected to write a description of the sporting events that took place in his/her school on a particular occasion. The candidate may include details such as:

- The preparations made at school.
- The various teams involved.
- The various games e.g soccer, netball, volleyball, athletics etc.
- The description of the matches and their outcomes.
- The closing ceremonies.
- -Awards etc.

NB *If a candidate tells a story about a particular event on that day related to the sporting activities, accept it.*

3. Writing a story ending with one given sentence:
   The given sentence <u>must</u> be part of the story. The story should flow and end with the given words. If the story does not tie with the ending deduct upto 3 marks. If the given sentence does not appear at all within the essay – deduct 2 marks.
   If it appears somewhere else within the essay but not at the end deduct 1 mark.
   i) It turned out to be yet another broken promise.
      -This story MUST have something to do with disappointment to the narrator or another party due to a promise which was not honoured.
   ii) From that day, I came to believe that taking drugs is dangerous:
      - In this story, the narrator comes to realise the dangers / disadvantages of drugs. The narrator should therefore focus on the negative. He/she feels that it is not good for one to get involved in taking drugs. He is reminded of this fact when he witnesses / experiences the dangers involved on a particular occasion.

NB *This story requires personal involvement of the narrator in the story – deduct 1 mark if there is no involvement.*

4. This is a discursive type of essay:
   The candidate to interpret the word 'discuss' correctly I.e he/she should advance
   arguments both for and against the wearing of school uniform. Some of the likely argument to be advanced include:

<u>Points for:</u>

- It becomes easy to identify students.
- Smartness or decency.
- Identifies the school.
- Students from different economic and social background feel equal.

<u>Points against:</u>

- Misuse of uniform by non-students for economic and social gains.

- Some uniforms are generally expensive and therefore a burden to the parents.
- Some students might use the uniform for recognition back at home which amounts to misuse of uniform.
- Among warring schools, innocent students can be victimised because they can easily be be identified.

NB *If the candidate brings out only one side of the argument deduct 2 marks.*

ENGLISH III
PART II MARKING SCHEME
(SUMMARY, COMPREHENSION AND GRAMMAR)

1.SUMMARY:

a)(i.) Answer must be in prose form (in fair copy)
(ii) Deduct ¼ mark for faulty expression i.e wrong spelling, tense, punctuation
capitalization etc penalise only once in a sentence.
(iii) Deduct 50% from every point not in continuous prose.
Affix capital N to the penalised point.
Each of the points below – 1 mark each.

(a) Alcohol interferes with the functioning of the brain thus raising the chances of accidents.
(b) Alcoholics tend to have socially unacceptable behaviour (and violence)
(c) Alcohol impairs people's health.
(d) Alcoholics' work output is low/inefficient and they may lose their jobs due to this.
(e) They place financial stress on the family.
(f) May lead to family break-ups.
(g) The children may become juvenile delinquents.
(h) Their children become alcoholics.

b) Marking instructions as in a) above:

(a) It is used by far too many people in the world, more than any other drug.
(b) Has a high social status (historically) as a pleasurable accompaniment to meals.
(c) Culturally it is an acceptable intoxicant
(d) Modernization has made it easy for imported brands of beer to be transported.
(e) Easier ways of distilling have also been invented.
(f) Break-down of strong social holds has brought in a new client (namely women and young men).
(g) The stresses of modern life pressures at work
(h) or frustrations of poverty also increase individual consumption of alcohol.

c) The answer must be written in note form. Any one or the points below – 1 mark each. Deduct 50% from every point not in note form.

(i) Reduce pain
(ii) Help the user to escape the harsh realities of life.
(iii) Temporarily frees the user from inhibitions.
(iv) Cure infections
(v) Enable users to feel more relaxed or lively.

2 (a)<u>COMPREHENSION:</u>

(Instruction Deduct ½ mark for faulty expression)

Shadows
long cherished dream
excitement died down
problems which overshadow the dream unattainable. *(Accept any 4 – 1mark each)*

(b)(i.) <u>Political – conflicting ideologies:</u>
(1 mk)
There are basic differences of political outlook between the ceremonious kingdom, the military regimes, the one party states, the so-called 'foot-ball politics' to multi-party states.

(ii) <u>Religion – intolerance:</u> (1 mk)
The differing religious beliefs of the Muslims, the Christians and all those others who are often conveniently said to follow traditional religions further reduce the respect and tolerance which is necessary for true brotherhood and solidarity.

(iii)<u>Language – barriers:</u>
(1mk)
In terms of the number of persons per language, Africa is the most multilingual area in the world housing nearly half of the world's languages.

<u>Or</u>

Linguistically, Africa is a "Tower of Babel".

(iv) <u>Resources – inequality:</u>
(1mk)
The resources are very unevenly distributed; some countries like Gabon are rich whereas others like Mali are impoverished.

c) Their reasons are that Africa has had only 25 years to build her states and her economy, which are in many cases comparable to first world countries, some of which have had nearly ten times long to develop (1mk) and half as many problems to contend with.
(1mk)

d) (i) Closely followed suit – attained their independence soon after. (1mk)

(ii) Defies agreement –disagree / refuse to comply. (1mk)

(iii) Is the forerunner of misunderstanding – the beginning of conflicts/controversies. (1mk)

(iv) Impoverished – poor. (1mk)

2 (b) Deduct ½ mark for faulty expression – spelling, tense, punctuation etc.

a) The students become disappointed when they enter higher classes because when they feel confident that they have mastered the basic structures of English, they meet more complex structures which discourage them. (1mk)

b) The teacher is happy because his learners anxiously put everything they learn into practice, but he becomes frustrated later since his efforts produce less obvious results. (1mk)

c) The proverb means that the teacher can guide students on using the complex structures of language, but he cannot force them to put what they learn into practice. (The teacher has despaired). (1mk)

d) The most difficult problem is identifying/selecting what to teach. This is because the more complex structures in a language may not have as immediate a field of application.

e) The author recommends reading selectively; is simple, interesting and relevant.

f) Teachers should select what to teach/what is relevant and useful to their students.

g) (No penalty for expression)

(i) Appreciate – understand

(ii) Consolation – reassuring/comforting

(iii) Vast – wide

(iv) A bewildering variety – strange jargon/lot, complex group/choice.

(v) The in explicable – impossible

3. <u>GRAMMAR:</u>

Deduct ½ mark for faulty expression.

a) Each correct answer 1mk.

(i) This is the most beautiful girl I have ever seen.

(ii) You needn't have gone so early.

(iii) Mango is seldom late.

(iv) Hardly had we reached the pier when the steamer left. **Or** Hardly did we reach the pier when the steamer left.

(v) The teacher's advice on this matter has to be sought.

b) Wrong spelling = 0 mark.
Wrong punctuation = ½ mark.
(i) Humanitarian (iv) Furnishing(s)
(ii) Insatiable (v) Breadth/broadness
(iii) Mediocrity
c) Wrong tense = 0.
(i) Took after. (iv) Ran into.
(ii) Looked forward to. (v) Called on.
(iii) Write off.
d) (i) Stationary (iv) Confectionery
(ii) Quorum (v) Clients
(iii) Continuously/non-stop
e) (i) of (iv) to
(ii) on (v) over
(iii) with
f) (i) little (iv) few
(ii) little (v) a little.
(iii) a few

MARKING SCHEME
ENGLISH III
ORAL LITERATURE, POETRY

1. <u>POETRY</u>
(a) - A preacher / pastor / priest / evangelist. (1)
- Stands in the pulpit, preaching on love/against sin. (1)
- An old woman / member of the congregation. (1)
- Addresses the preacher after the sermon / service / giving reason for her weeping.(1)
1 mark for identification and, 1 mark for illustration ; Illustration alone doesn't score.

(b) - The preacher has a beard.
- The old woman /gray-haired lady is reminded of her dead goat that had a similar beard.
- Hence it is the beard that brings misunderstanding and the irony in the poem.
Any two relevant explanations; 2 marks each.
(c) <u>Mood of joy</u>
- The poet presents the preacher preaching laboriously, so he is pleased to see the results-

- One “sinner” repentant crying. Hence his joy.

Serious/solemn mood

- Prevails in the church as a result the preacher’s dramatic preaching;“--- he swayed and turned, leaned forward, backward ---“ so they “meekly” follow him.

Humiliation/embarrassment mood

- On the part of the preacher after realising / knowing why the woman weeps i.e she is still thinking of a completely different thing – her dead goat.

Identification of mood – 1 mark each ; Explanation – 3 marks

(d) “ His heart leapt assured”

- Expresses the speaker’s mood of joy (1)
- That his message is reaching home / has created deep impact / communicating effectively.
- He thinks his message makes the old woman sob (1)
  “Her sins weigh on her” expresses the speaker’s thoughts / attitude towards the old woman (1) ---- that she is repentant and that her sins weigh on her, i.e oppresses her heart. (1)

Any four relevant explanations: 4 marks

2. ORAL LITERATURE

(a)(i.) Trickster narrative (1mk)

Reason:

- Jackal attempts to trick Hen about the existence of peace among all animals with the hope that Hen will come down from the stack of wheat in order for him to eat her tender flesh. Or
- Hen tricks Jackal by pretending she has seen a pack of dogs running towards them prompting jackal to flee.

OR

(ii) Fable

Reason:

- The use of animal characters like Hen and Jackal.

Any one of the above 1 mk for categorizing, 1 mk for reason.

(b)- Members of the community greet each other with respect and humility.

- There is concern for the welfare of each member of the community.
- There is an established convention of greeting a member of the community.

Any two of the above, 1 mk each.

(c) Comparison:

- Both Hen and Jackal are cunning / tricky (1mk)

e.g – Jackal attempts to Hen into believing that there is peace among all animals on earth.

- Hen tricks jackal that a pack of dogs is running towards them prompting jackal to flee.

(1mk)

***Note**: A candidate must bring out the two illustrations to be awarded a mark.*

Contrast:

-Hen is courageous / brave while Jackal is cowardly

(1mk)

- e.g Hen is not scared of the jackal when the latter comes towards the stack of wheat where Hen is hunting for food especially given that she is not aware of "peace" among all animals on earth.
- -Jackal on the other hand is cowardly when he runs away upon hearing that a pack of dogs is running towards them.

(1mk)

<u>OR</u>

- Hen is intelligent / wise Jackal is stupid / gullible

(1mk)

- e.g Hen suspects that Jackal is telling lies and she goes ahead to test the Jackal's allegation
- -Jackal is stupid / gullible when he is easily taken in by Hen about imaginary pack of dogs running towards them and he takes to his heels. (1mk)

***Note**: 2 mks for comparison + illustration; 2 mks for contrast + illustration.*

(d) <u>Features of oral narratives in the story:</u>

(i) Convention of beginning / opening formula e.g This is the story that the old people tell.

(ii) Dialogue e.g "Good morning mother of mine"' Jackal greeted. " Yes, I greet you," she replied.

(iii) Repetition e.g talking / she could see / kekeke etc.

(iv) Personification e.g Hen and Jackal talk to each other like human beings. / Jackal described as a "man" / Animals are said to have come in a big meeting where they decided on peace among all animals on earth.

(v) Ideophones e.g kekeke.

(vi) Convention of ending / closing formula e.g and this is the end of the story.

(vii) Moral lesson – we should choose our friends wisely / Friendship should be genuine.

Any 4 of the above plus illustrations; 1mk each x 4.

No mark for feature without illustrations.

(e) Techniques of narration:

(i) Use of gestures; demonstrating / communicating using hands.

(ii) facial expressions; showing the mood

(iii) Tonal variation of voice – changing from low/high to high/low pitch/tone

(iv) Imitation / mimicry; attempt to do an act/speak as it is actually done by the real thing/person.

(v) Involvement of audience through asking questions, comments etc.

Any two of the above, 2 mks each.

***Note**: each of the above must be explained / illustrated from the story 1 mk for technique, 1 mk for explanation and 1 mk for illustration.*

(f) Problems likely to be encountered:

(i) Communication problems in terms of language barriers if one doesn't come from the community where the story is taken.

(ii) There may be hostility from the community / performer.

(iii) Recording / filming equipment may fail to work.

(iv) Communication problems in terms of physical terrain and impassable roads.

(v) Wrong timing / season.

Any 2 of the above 2 mks Solution to the above problems

(i) Have a reliable translator.

(ii) Mix and identify with the local.

iii) Collect the narrative at convenient time / season

ENGLISH IV
(COMPOSITION)

1. You have been appointed as a headmaster of a secondary school . Write the first speech you would deliver to your students and staff.

Write a story beginning with one of the sentences below

Either

2. She looked at him and instinct told her that he must be her son who got lost twenty years ago.

OR

3. When he looked in to her eyes, he knew that she was lying.
4. Describe your village shopping centre.
5. Discuss how Aids can be controlled in Kenya..

ENGLISH IV
PART II

SUMMARY, COMPREHENSION, GRAMMAR.

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

The first examples of soil destruction have been taken from North America because that area has been very fully studied, and because there the destruction has been exceptionally rapid. But every other continent has suffered erosion and it is believed that a total of nearly two thousand million acres is affected. Some extinct civilizations seemed to have been helped on their way out by the disappearance of their agricultural resources. The Maya civilization of Guatemala created deserts by destruction of forests. Just as today the soils of Mexico is being washed into the sea as a result of ill-planned attempts to cultivate land on steep slopes of the mountains. North Africa was once an area of a dominant civilization, but it is now principally desert. This could probably have been prevented with a different system of cultivation. The area between Tigris and Euphrates was once, in Osborn's words, a land suggestive of the Garden of Eden; a rich land whose people lived well built flourishing cities, established government and developed the arts. It's degeneration into desert seems to have been helped by the cutting down of forests, perhaps overgrazing of grasslands, finally the wreaking of the irrigation works which coincided with political collapse.

It is not suggested here that the collapse of the ancient civilizations is to be explained simply by defects in their methods of land management. It might be indeed argued that the errors of the farmers should be attributed to imperfections of the economies or political organization, and that this were the significant causes of collapse. The destruction of natural resources today cannot adequately be discussed unless economic, as well as biological, problems are considered. The facts that are fully established are the creation of deserts in once fertile lands by a series of civilized communities from three thousand years ago up to the present day.

It has been suggested that that these calamities have been brought about, not by man's activity, but by climatic influences. It is obvious that the climate has played a part, but it is extremely doubtful whether this can anywhere have been a decisive one. Serious soil erosion occurs only where agriculture is practiced. It follows that climate can be blamed for it only if there have been climatic changes for the worse since agriculture began. There is little evidence for such changes. Olive groves can still be made to flourish in North Africa, in the very places where they were cultivated by the Roman colonists. Indeed, a few have survived the past two thousand years. Palestine, extremely eroded, can nevertheless support the same crops as were grown in biblical

times given proper care. In India and China there has been much erosion, but alongside the areas of base rock are terraced and irrigated lands which have been continuously cultivated for three thousand years. Soil erosion cannot be considered as anything but man-made.

The material destruction of soil is the final result of bad land management and much damage can be done before erosion itself occurs. In Africa, the Sahara is said to be advancing in some areas at the rate of a half a mile a year, but this is only one consequence of mismanagement of the grass-covered Savannah. The great plains of North Africa, potentially fertile and capable of carrying a prosperous agriculture, have a dry season which is sometimes as long as eight months; only a carefully preserved plant cover, either of grasses or larger plants, can prevent severe drying and loss of fertility. Excessive grazing by domestic animals, of which the goat is particularly destructive, is in vast areas eating away the plant cover, ruining the land.

In not more than 100 words, summarize how Man's activities have affected land throughout the world.
(12 mks)

ROUGH COPY
FAIR COPY

List the facts which prove that climate changes have not significantly affected the fertility of the land
(8 mks)

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

Mr. Jadala had been the headmaster of this school for twenty years. He was hardworking and energetic and gave all his time to the school. In fact he regarded it as his own personal property and treated the pupils like his sons. He wanted them to grow up useful and responsible citizens. He encouraged boys to be hardworking and constantly reminded them of the dangers of idleness. He was strict. Every boy was expected to be active in games and to enroll in clubs. The examination results were good and Mr. Jadala was satisfied with his work. He thought the boys enjoyed being in his school, but he was soon to discover that they didn't.

The annual Parents Day was only a week away and the teachers were asked to suggest an activity in which everyone- parents, teachers and the boys would participate. After some discussion, it was agreed that a debate would be held and speakers would be allowed to use either Kiswahili or English. The headmaster picked

the motion: **“ Boarding schools provide better Education than day schools”.**

Many teachers thought that it would just be an ordinary debate. But the students seemed to have been waiting for the opportunity to say how much they disliked boarding. All the students who spoke sounded angry and unhappy. “ The food is very poor. We need good food because we are growing up,” one said and the others cheered and clapped.

They pointed out that boarding schools had inadequate facilities and the dormitories were overcrowded. They argued that the boarding school system separated them from their parents and friends at an early age.

In addition, the students complained that a majority of the teachers were not helpful and did not set good examples.

The parents said very different things. They believed that boarding schools were better disciplined and did much better in external examinations. Unlike day schools, boarding schools encouraged national unity because they draw students from all parts of the country.

As more and more people spoke, all debate became like a battle between the parents and the students. Mr. Jadala, who was acting as chairman, found it difficult to keep order. He lost his temper and brought the debate to an abrupt end. Although the students were speaking on the boarding school system in general, he was sure that they were criticising his school. He felt that, as the parents argued, “learning to live together as brothers is a very important part of education”. As more and more people spoke, he felt very disappointed and wondered why the students were so thankless. He had done so much for them, yet all he got from them were unkind words. He shook his head sadly and left the room without a word to anybody.

(a) What did Mr. Jadala do keep the boys occupied? (1mk)

(b) Give three reasons to show that Mr. Jadala was devoted to his work (3 mks)

(c) Write down four complaints the students made against boarding schools (2 mks)

(d) From the debate, what do the parents think a good school should do to the children? (1 mk)

(e) Why did the chairman find it difficult to keep order in the debate? (2 mks)

(f) What is the attitude of Mr. Jadala towards the students at the end of the passage? Give reason for your answer. (1 mk)

(g) Discuss the use of irony in the passage.
(3 mks)

(h) Discuss two character traits of Mr. Jadala as portrayed in this passage. (2 mks)

(i) Explain the meaning of the following words as used in passage.

a. Constantly
b. Idleness
c. Participate
d. Inadequate

(b). Read the following passage and then answer the questions that follow.

At the head of the court is a high seat where the judge sits. Down below is tables for officers of the court, and to the left and to the right of the table are seats, arranged in arcs of circles, with curved tables in front of the seats, and it is here that the lawyers sit. And behind them is the dock, with a passage leading to some place that is underground and from this place will be brought the men that are to be tried. At the back of the court, there are seats rising in tiers, those on the right for Europeans and those on the left for non-Europeans, according to custom.

You may not smoke in this court, you may not whisper or speak or laugh. You must dress decently, and if you are a man you may not wear your hat unless sullied honourable, and precede most other men on great occasions. And they are held in great honour by men, both white and black. Because the land is a land of fear, a judge must be without fear, so that justice may be done according to the law. Therefore, a judge must be incorruptible.

The judge does not make the law. It is the people that make the law. Therefore, if a law is unjust, and if the verdict be according to the law, that is justice, even if it is not just.

It is the duty of a judge to do justice, but it is only the people that can be just. Therefore, if justice be not just, that is not to be laid at the door of the judge, but at the door of the people, the white people, for it is white people that make the law.

In South Africa, men are proud of their judges because they believe they are incorruptible. Even the black men have faith in the law. In a land of fear, this incorruptibility is like a lamp set upon a stand, giving light to all that are in the house.

(a) What factors determine where you may sit near the front of the court?

(b) What does the seating arrangement at the back of the court reveal about the society?

(c) Certain rules must be strictly observed inside the court. What would non-observance of the rules imply?

(d) Why must a judge be fearless?
(e) How have judges in South Africa earned respect and admiration?
(f) What does the second last paragraph reveal about the status of the black people?
(g) Although the judge has great responsibilities and power, he has limitations. What are his limitations?
(h) Explain the meaning of each of the following expressions as used in the passage.
Unless such is your religion.

And precede most other men.
laid at the door of the judge
A lamp set upon a stand.

GRAMMAR.

(a) Combine the following sentences into one sentence by using the words given in brackets at the end of each pair.

(i) I was a young boy on my father's farm. I used to help him milk the cows. ***(when)***
(ii) He parked beside an old lorry. Then he walked slowly across to the bank. ***(after)***
(iii) Jilio seems to be smiling. I see him often ***(whenever)***
(iv) That day I fought with Barnabas. I have never set eyes on him again. ***(since)***
(v) The detective was reading a newspaper. At the same time, he was keeping an eye on the shop entrance. ***(while)***

(b). Rewrite the following sentences according to instructions after each. Do not change the meaning.

(i) The other man Philip Wangulu refused to comment on the Olympic games that had been completed in Seoul saying it is none of his business.
(Rewrite this sentence, putting in the necessary punctuation marks)
(ii) Ojienda was unable to persuade his mother to leave her home. His uncle couldn't persuade her either. ***(Rewrite as one sentence beginning with "Neither")***
(iii) Entering that dark cave without a torch would have been extremely foolish.
(Rewrite beginning with "It…)
(iv) The coach was not allowed to select the team; that's why they lost.
(Rewrite beginning with "If the coach ……")
(v) The taxpayers voted in a completely new town council. They hoped to see

services in the town improved. ***(Rewrite as one sentence using "…….so that…….")***

(vi) "How well do you know this city?" asked the policeman. " The only place I am familiar with is the market place here," I replied. ***(Rewrite in reported speech)***

Mohamed says he likes the relax style of Lamu life better than the hectic Nairobi streets.

(Rewrite using "…….prefers……")

(c). Replace the underlined words in the following sentences with a phrasal verb.

(i) Although the going was tough, our team did not <u>surrender</u>.

(ii) He had to <u>hide</u> his guilt by giving the headmaster a broad smile.

(iii) They <u>terminated</u> the engagement.

(iv) They <u>reared</u> their children well.

(v) The committee was determined never to <u>submit</u> to the demands of the strikers.

ENGLISH IV
PART III
<u>ORAL LITERATURE, POETRY (20MKS)</u>

Read the song below and answer the questions that follow.

Oh mother,
Behold the daughter of Lekamoi
Who has just grown up.
Young woman, when will she
Return?
When does my love come back?
Daughter of the bull,
Woman, come, let me see you,
Listen;
Daughter of Lekamoi
Leader of the girls,
When does my own arrive?
Oh, Abul, chief of women.
Her neck resembles a snake
Coming out of a vase.

Behold daughter of Lekamoi,
Her teeth are like ash
Oh, when does my love come back?
Daughter of the bull
Abul, come and dance before me,
Listen

Daughter of Lekamoi,
Who has just shot up,
All men want her,
Ah, Abul, chief of women
My girl appear on the path from
Anaka
Behold the daughter of Lekamoi
Tall and graceful
With whose daughter can you
Compare her?
My companion, when will
She return?
Daughter of the bull ,
Woman come, I will take
You from your husband, Listen
Daughter of Lekamoi,
Leader of the girls,
Yes, all the men want her
Abul, chief of women

Questions

(a) What type of song is this? Give reason for your answer (2 mks)
(b) Who is the singer and to whom is the song ? (2 mks)
(c) What is the attitude of the singer towards his subject ? (4 mks)
(d) Where is Abul ? (1 mk)
(e) What makes this song an oral song? Support your answer (4 mks)
(f) Identify and illustrate 4 poetic styles used in this song (4 mks)
(h) Discuss the mood of this song (3 mks)

POETRY (20 MARKS)

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

A TAXI DRIVER ON HIS DEATH

When with prophetic eye I peer in 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. Whose point of view is this poem written? (2mks)
b. What risk does the taxi driver take? (3 mks)
c. For what reason does the taxi driver do this job despite the risk? (1 mk)
d. What is the attitude of the taxi driver towards this job? (4 mks)
e. Illustrate three styles used in this poem (6 mks)
f. Explain the following words and expressions as used in the poem (4mks)
   (i) I peer in the future
   (ii)This metallic monster
   (iii) Shall surely revolt some tempting day
   (iv) Little little more. (3mks)

ENGLISH IV
PART II (GRAMMAR, COMPREHENSION, SUMMARY)
<u>MARKING SCHEME</u>

A.(a) – Cutting of forests
- Cultivating of land on slopes of mountains. In Mexico
- The Maya created deserts by destroying forests
- North Africa is a desert due to bad farming methods
- Overgrazing
- Collapse of irrigation

N.B it must be in prose. If not deduct ½ mk for each point.

(b) – Soil erosion can only be blamed on climate if only there had been worse climatic changes since agriculture began.

- No such changes have ever been noted.
- Olive groves can still grow in N. Africa where they were grown many years back.
- The eroded Palestine still grows the same crops that had been grown for many years.
- India and China have terraced and irrigated land that had been badly eroded.

N.B it must be in note form. If not deduct ½ mk for each point.

B. (a) Debate and clubs.

(b) – He was strict

- Regarded the school and his students as his property
- Constantly reminded the students on the need of hard work – no idleness
- The results were good.

C. - Bad food

- Inadequate facilities
- Overcrowding in dormitories
- They are separated from parents and friends at an early age
- Majority of teachers were not helpful
- Some teachers set no good example.

d. Foster national unity.

e. Battle between parents and students

lost temper because he felt that the students were criticising him

f. Feels that they were ungrateful – he had done a lot to them and their gratitude had only been unkind words

g. The teachers thought that the debate would be a normal one but it turned out to be a battle field between parents and students.

h. The headmaster always thought how good his school was only to learn that it was

not.

Hardworking

- Hot tempered
- Democratic

i. a. Always

b. Lack of work to do

c. Take part

Not enough.

(b) (a) –Officer of the law

- Custom
- Occupation
- Lawyers
- The jury

N.B any 4 points ½ mk each Total 2mks.

(b) – Segregation/ Apartheid.

- Blacks and whites sit on different sides. Blacks on the right, whites on the left.

(c) Dishonouring the court.

- Because the land is one of fear and therefore he must be fearless to do justice.
- They are fearless and incorruptible.
- He does not make the law.
- It is only the people who can be just.
- Inferior/ second rate citizens- They do not make the law but they must obey them.

(i.) If your religion allows you to wear the hat.
(ii) Comes before most other people of high rank
(iii) Blame the judge
(iv) An example of fairness.

GRAMMAR.

3.(a)(i.) When I was a young boy on my father's farm, I used to help him milk the cows

1mk

(ii) - After parking beside the an old lorry, he walked slowly across to the bank.*1mk*

- After he parked beside the old lorry, he walked slowly across to the bank. *1mk*

(iii) Whenever I see Jillo, he seems to be smiling.

(iv) Since that day I fought with Barnabas, I have never set eyes on him. *1mk*

(v) – While reading a newspaper, the detective kept an eye on the shop entrance *1mk*

- While the detective read a newspaper, he kept an eye on the shop entrance

1mk

(b) (i.) The other man Philip Wangulu, refused to comment on the Olympics games that had been completed in seoul saying that it was none of his business. *2mks*

(ii). Neither Ojienda nor his uncle could persuade Ojienda's mother to leave her home

1mk

(iii) It would have been extremely foolish to enter (entering) that dark cave without a torch

1mk

(iv) If the coach had been allowed to select the team, they would not have lost. *2mks*

(v) The tax payers voted in a completely new council so that they could see the services in town improve.
1mk

(vi) The policeman asked me how well I knew the city and I replied that the only place I was familiar with was the market place there. *2mks*

(vii) Mohamed says that he prefers the relaxed style of Lamu life to the hectic Nairobi streets
1mk

c. (i.) Give up
(ii) Cover up
(iii) Broke up
(iv) Brought up
(v) Live in

ENGLISH IV
PART III MARKING SCHEME
ORAL LITERATURE/ POETRY

a.(i) Love song e.g. when does my love come back ?
(ii) Praise song e.g. a leader of the girls.
N.B Expect either of the type. 1mk for illustration. 1mk for identification =(2mks)

b. (i) The singer is a male lover *1mk*
(ii) He is singing to Abul/ daughter of Lekamoi. *1mk*

c. Loving e.g. all men wants her
Admiration e.g. Tall and graceful.
Respectful e.g. leader of the girls.
N.B Expect two attitudes 2mks for identification , 2mks for illustration =(4mks)

d. With her husband/ married *1mk*

e. Direct address e.g. Listen
Speech marks e.g. oh, ah.
N.B. Expect two characteristics 2 mks
2 illustrations 2mks
Total 4mks

f. Simile e.g. her neck resembles a snake coming out of a vase
Metaphor e.g. daughter of the bull
N.B Expect 4 illustrated styles. No mark for identification of style without illustration. Total 4mks

POETRY

(a) The taxi driver e.g driving men I do not know
N.B. 1mk for identification 1mk for illustration (Total 2mks)

(b) Over speeding
Defying the traffic police

Defying the cell

N.B Expect three risks 1mk each (Total 3 mks)

(c) For little extra money 1 mk

(d). A source of income e.g. risking everything for the little more
Risky e.g. risking everything for the little more
Resigned e.g. not that I care.

N.B Expect 2 attitudes 2mks and another 2mks for illustrations (Total 4 mks)

(e). Metaphor e.g. this docile elaborate horse
Direct speech e.g. "poor chap"
Personification e.g. shall surely revolt some tempting day.
Repetition e.g. nor for, nor yet

N.B Expect 3 styles 1mk each, 3 illustrations 1mk each (Total 6 mks)

(f). (i.) See with difficulty into the future
(ii) The taxi that is destructive
(iii) The taxi shall cause an accident
(iv) Little more money.

Total 4 mks

ENGLISH V
PART I (COMPOSITION)

Compulsory:
Write a story involving the following:-

(i) A forest, a hunter and a leopard
(ii) You are taking part in a debate topic:
Dangers of drug abuse to students
Write for or against the motion
(iii) Write an essay on ' consequences of immoral behaviour in our society'
(iv) The bomb blast

ENGLISH V
PART II (COMPREHENSION, GRAMMAR, SUMMARY)

1. SUMMARY
<u>Read the following passage and answer the questions that follow</u>.

By May 1967, towns, communities, student bodies and labour unions became so excitable that they demonstrated at the least excuse. An adverse comment in a foreign newspaper was enough to trigger off a demonstration. Countless protests were made against Britain, the Soviet Union and even the U.S.A. Blunt demands for secession became frequent. Nsukka University students were the loudest in this demand. They wrote to the military government urging it to go ahead and not look back. They said they were prepared to trade their books for rifles and "fight to the last man".

Many Ibo thinkers believed that the federal government would not go to war against the East for several reasons. There were killings in the North. How could anyone have the heart to fight a people so bruised already? Then there was the question of the stability of the rest of the country. The Midwest, had declared her neutrality and the western leaders of thought had on 2nd May declared that they would not participate any further in the conferences unless every Northern soldier was removed from the West. The prospects for Nigerian Unity seemed very gloomy at this period. For the Ibos, the prospects of a government in which they would at least hold the reigns of power firmly were so tempting as to be irresistible.

An independent Eastern Nigeria with its resources and the revenue from oil could develop into a robust state, which could in a short time compete with the developed nations in economic and technological advancement. This argument was not far-fetched. Its one big flaw was that it never took into consideration the will of the minorities who wanted creation states for the same reason that the Ibos wanted secession. Very few Ibo man of real influence concede that the minorities should have a say in the determination of their own future. The mass demonstrations, they said, were a clear indication that everyone in the East wanted independence. This apparent blindness to the aspirations of others frightened me very much.

Some Ibo intellectuals genuinely believed in the rebel cause and threw their best into the fight. These were the lucky ones, for their conscience did not prick them and they worked with quiet unswerving courage.

A second set of intellectuals were the hollow, loud-mouthed types who were spurred on mainly by avarice. They talked a lot and feathered their nest during the war.

The top civil servants who did not believe in the rebel cause were in a dilemma. They had their living to make and their conscienceless to placate. It was a test of courage. A few resigned and were thrown into detention. Others simply refused to cooperate and were also thrown into jail. Most civil servants, however, quietened their consciences by the argument, with some logic, that they had no choice in the matter, and just carried on working like robots.

When on 27th May General Gowon proclaimed the creation of states tension was at fever pitch. Checkpoints were increased and movements severely restricted. The reaction from Ojukwu – the proclamation of independence – was expected any moment. The name

"Biafra" had already been whispered all over the East, and there were some who forecast the day independence would be proclaimed. And they were right! Not even the rebel regime could keep vital secrets.

On 30th May 1967 my wife and I dined in port Harcout. It was a Tuesday. I had been so restless during the day that I thought an evening out might restore my composure. Near mid-night we were dancing at the Lido Nite Club when a group of young men rushed on to the dance floor and shouted "Biafra! Biafra!" There was wild excitement all round. For a moment, I was stunned with dismay, but remembering that security men were probably watching all round. I raised my hands and shouted with the mob "Biafra! Biafra! It was a mad time.

QUESTIONS

Supporting your answer, state the attitude of the various groups of intellectuals and civil servants. (Give your answer in note form) (12 mks)

In 60 words, summarize the events which occurred during May 1967 (8 Mks)

Rough Copy

Fair copy

COMPREHENSION

Read the following passage and answer the questions that follow.

It is normally said that the youth are the leaders of tomorrow. This sounds more like a case of inheritance where one plays no part in the creation of the leadership but expects to benefit. But one cannot reap where he has not sown.

The time has come when the youth should understand that the current leadership will not give up power for them. The youth must strive to be recognized. If this is not done, the current leaders will continue to rule until the last minute, leaving the youth to inherit a role they have not prepared for.

In Kenya, most parents create and run business empires without exposing their children to them. When the parents die or become ill, the mantle is passed on the totally green children. The chance of the enterprise surviving is next to impossible, as the children do not understand how to operate a business they have not been exposed to.

So children will blame their parents for not inviting them to participate in the running of the business. But I would like to differ with this excuse. It is up to the youth to prepare rather than wait to receive it on a silver platter. If your own father who has fed you, clothed you and sheltered you cannot hand over the leadership of a business, do you expect someone else to hand over the reigns of power to you?

Unlike the inheritance of land where any fool can benefit, leadership requires grooming, advising, making errors and being

corrected. Only through determination and a strong will can one expect to successfully rise to the helm.

Have you ever thought why chiefs or kings in the old days were succeeded by their sons or daughters? The reason is that the chief groomed their children for leadership and because the child was always around he had the opportunity to learn, analyze and criticise or advise where possible. Children also got to understand the inner working of the system, have what the elder generation would like to have – time.

But why do most of them fail even in small aspects of leadership? They lack patience and wisdom. So the only solution is for the two to share with each what the other lacks.

The youth can gain by interacting with the elders. It is therefore, time the youth accepted their position as apprentices and by shaping themselves as future leaders.

The youth should stop sitting back and assuming that they will be led forever. It will be wiser for them to receive the reigns of leadership while exposed.

They should realize that just like a father will not recognise his son as a grown-up until he proves himself. Our leaders will not respect the youth and accept them as capable future leaders until they prove themselves.

Let all the youth get actively involved in planning for the future of this country so that they may inherit a stable and prosperous country.

This can only be achieved by listening and interacting with the current leaders to learn from them and to provide ideas for the benefit of our country.

The greatest opposition to any system is the youth as they shall sooner or later inherit it, and to the elders, later is better and they shall fight tooth and nail to make it so.

Adapted from Daily Nation – Tuesday September 14, 1993

QUESTIONS

(i) Suggest the appropriate title for the passage (2 mks)

(ii) According to the passage, how can one be successful in life? (2 mks)

(iii) How can the youth gain wisdom? (2 mks)

(iv) What is the danger of parents running businesses without exposing their children to them? (2 mks)

(v) Why are the youth kept out of leadership? (2 mks)

(vi) The youth do not strive to be recognised. Why? (2 mks)

(vii) Why were Kings succeeded by their sons? (2 mks)

(viii) Explain the author's opinion about the youth. (2 mks)

(ix) Explain the meaning of the following words and phrases as used in the passage.

(a) Mantle (1 mk)

(b) Fight tooth and nail (1 mk)

(c) Ascension (1 mk)

(d) Reap where he has not sown (1 mk)

GRAMMAR

I. Replace the word(s) underlined with a phrasal verb formed from the word in brackets

Example: The society has established a branch of its business in Eldoret. (Set)
Answer: set up

(i) Three sacks of maize will last three weeks. (hold) (2 mks)
(ii) Many countries have removed the practice of polygamy. (do) (2 mks)
(iii) If this deal works, I will buy a new car. (come) (2 mks)
(iv) My friend supported my explanation to the teacher for being late. (back) (2 mks)
(v) The Bishop visited us last Sunday (call) (2 mks)

(II) Re-write the following sentences according to the instructions

(i) You can do better that this. (2mks)
(Begin: This ……)
(ii) Is it absolutely necessary to answer these letters today? (2mks)
(Begin: Do these letters ……..)
(iii) You will rarely find me in this house. (2mks)
(Begin: Rarely …….)
(iv) Having failed once, I do not want to fail again. (2mks)
(Begin: As ……)

The President asked them whether they would vote for such a man. (2mks)
(Re-write in direct speech)

(III) Insert the correct prepositions in the blank spaces
(10mks)

(i) I am not happy _____ you.
(ii) She has gone to Mombasa _____ holiday.
(iii) Mugambe strongly objects _____ multi-party system of government.
(iv) The cheetah differs _____ the leopard _____ the colour of their skin.
(v) The judge was prejudiced _____ the accused from the beginning so he had no chance of being acquitted.

IV. Add correct question tags to the following (10 mks)

(i) You wouldn't refuse my offer,
_____?

(ii) Let us teach her a lesson,
_____ ?

(iii) The girls sang happily,
_____?

(iv) The man did steal,
_____ ?

(v) The exam is not easy,
_____?

ENGLISH V
PART III (POETRY & ORAL LITERATURE)

1. POETRY

Read the following poem and answer the questions that follow.

I WANT TO BE A DRUM
Jose Craveirinha

The drum is worth with cry
Oh! Ancient God of men
Let me be a drum
Body and soul just a drum
Just a drum in the hot night of the tropics

And not a flower born in the forest of despair
Nor a river running to the ocean of despair
Nor as assegai tempered in the living fire of despair
Nor anything

Just a drum worn with its cry in the full moon
Of my land
Just a drum shattering the bitter silence of my land
Just a drum hollowed in the hard-wood of my land
Eu!

Just a drum shattering the bitter silence of Motalala
Just a drum worn with bleeding the fatigue
Of my people
Just a drum lost in the darkness of the night
Ancient God of men
I want to be a drum
And not a river
A flower
An assegai at this moment

Nor even poetry

Just a drum echoing the song of life's forces
A drum night and day
Day and night just a drum
Until the consummation of the great fiesta of batugue
Oh ancient god of men
Let me be a drum
Just a drum''

QUESTIONS

(a) State and illustrate fully the themes in the poem (4mks)
(b) Explain the significance of the title in relation to the poem (3mks)
(c) Why do you think the persona wants to be a drum?
(3mks)
(d) Discuss the relevance of the second stanza to the rest of the poem (3mks)
(e) Name one sound poetic device used in the poem and explain its significance (2mks)
(f) What is the mood in this poem? Explain how this mood is brought out (4mks)
(g) Give another suitable title to this poem
(1mk)

QUESTION 2

A)

1. What is a proverb?
(1mk)
2. What is a riddle?
(1mk)
3. Give one very clear similarity and one difference between a proverb and a riddle

   (2 mks)
4. Give an example of a proverb from your community translate it into English and state **two** importance of the proverb
   (3 mks)
5. A part from proverbs and riddles, name any other two forms of oral literature and describe their functions
   (4 mks)
6. From your fieldwork experiences, state things that you could do to improve on the live performance of a story
   (2 mks)
7. Explain what you understand by the term 'genre' in oral literature
   (2 mks)

Read the following tongue twisters and answer the questions that follow.

(i) Inyangu yanyanya inyanya ya inyanga (Luhya tongue-twister)

(ii) Kana ka nkora kona kana kora, nako kana kona kana ka nikora kora kora (Kikuyu tongue-twister)

QUESTIONS

(a) Point out the technique used in the above tongue twisters (2 Mks)
(b) Give an example of a tongue twister in your language (1 Mk)
(c) What are the purposes of tongue twisters mentioned in (1) above?

ENGLISH V
PART I (COMPOSITION)
MARKING SCHEME

QUESTION 1

(i) - Should be a story. If not deduct up to 3 mks
- All the items should be included in the story
- If one item is missing deduct 1 mk

(If two items deduct 2 Mks)

Award for good paragraphing and good organization

(ii)- Should have debate format

I.e. opening inverted commas and closing inverted commas. If not deduct 2 mks

- Should have opening remarks e.g. Thank you ..... and closing remarks.

(If missing deduct 2 Mks)

- Should be in present tense if not deduct 1 mk
- Should take a stand. If no stand is taken deduct 1 mk

ENGLISH V
PART II (SUMMARY, COMPREHENSION GRAMMAR)
MARKING SCHEME

Summary

Ibo Intellectuals (1 mk)

- Positive attitude (1 mk)
- Believed in the rebel cause (1 mk)
- Threw their best into the fight (1 mk)

Second set of Intellectuals (1 mk)

- Positive attitude (1 mk)
- They talked a lot or
- Enriched themselves or featured their nests during the war (1 mk)

Top Civil Servants (1 mk)

- Negative attitude (1 mk)
- Did not believe in rebel cause (1 mk)
- Had their living to make (1 mk)
- In dilemma
- Had their consciences to placate
- Resigned
- Refused to co-operate
- Just carried on working like robots

(Accept any 2 points from the list. 1 Mk each)

Summary

By May 1967, towns, communities, student bodies and labour unions demonstrated at the least excuse

2nd May, Western leaders declared that they would not participate any further in the conference unless Northern soldiers were removed from the West

27th May, General Gowon proclaimed creation of states

May 30th Biafra Independence attained.

(2 mks for each point mentioned in the summary. Total 8 mks)

COMPREHENSION

Title

- Youth should rise to the occasion
- The leaders of Tomorrow
- Power struggle **(2 mks)**
- Determination and strong will **(2 mks)**
- By interacting with elders **(2 mks)**
- The chances of the enterprise surviving after the parents' death/illness are next to impossible as the children don't know how to operate a business they have not been exposed to **(2 mks)**
- Still have more time, impatient and wise **(2 mks)**

- Because the current leaders will continue to rule until the last minute **(2 mks)**
- Children were always around, had the opportunity to learn, analyze and criticise or advice where possible.
- They got to understand the inner working of the system **2 mks)**
- They lack understanding, are inexperienced, lack guidance leading to incompetence **(2 mks)**

(i) Mantle – the power **(1 mk)**

(ii Fight tooth and nail – defend oneself to the fullest **(1 mk)**

(iii) Ascension – take the seat of reign **(1 mk)**

(iv) Reap where he has not sown – gain unfairly **(1 mk)**

GRAMMAR

(I) (i) Hold out
(ii) Done away with
(iii) Comes off
(iv) Backed up
(v) Called on **(10 mks @ 2 mks each)**

(II) i. This is not your best.
ii. Do these letters have to be answered today?
iii. Rarely will you find me in that house.
iv. As I have failed once, I do not want to fail a second time.
v. The President asked, "Will you vote for such a man?"
(10 mks @ 2 Mks each) ***(Check punctuation)***

(III) (a) With
(b) On
(c) To
(d) From, in
(e) To **(½ mk for each blank)**

(IV) (i) Would you?
(ii) Can we?
(iii) Didn't they?
(iv) Didn't he
(v) Is it?

ENGLISH V
PART III (POETRY, ORAL LITERATURE)

MARKING SCHEME

POETRY

(a) Rebellion
- Change
- Pain/suffering **(4 mks)**

(b) 'I want to be a drum' – The persona wants to be heard. Doesn't want to be dormant, silent, to sit back.

(c) One who doesn't want to be docile/wants to rumble and be heard … not a flower **(3 mks)**

(d) Persona has had enough of docility/despair/is fed up with being quiet/silent and wants to speak out/to be heard **(3 mks)**

2nd stanza – mentions other things that have been tried out but which to the persona, have failed to produce good results i.e. despair, docility.
feels docile/silence has failed
poet wants the opposite speech/sound (drum the only hope – is optimistic that this will bear fruit **(3 mks)**

(e) - Repetition – emphasis – a drum
Alliteration – emphasis river, running **(2 mks)**

(f) - Sad – everything has failed
optimistic – feels that there is hope

(g) Supplicative/prayerful – will work "I want to be a drum." **(1 mk)**

2. ORAL LITERATURE

(A) 1. **Proverb**
A terse saying full of folk wisdom; a brief statement with a hidden meaning accepted and used by a community as an expression of truth/wisdom.

2. **A Riddle** – word puzzle in which an object or situation is expected to discover
or deciphier in literal terms what is meant

3. Similarity between proverbs and riddles
- Brief in nature
- Figurative
- Invariability

Riddle	*Proverb*
- Question answer format	- Statement
- Word game/puzzle	- Serious in nature
- Has an opening formula formula	- Doesn't have opening

Two importance of proverbs

i. Advice (iii) Caution
ii. Warn (iv) Educate
(Any of these)

5. (i) Songs – lullaby
- praise
- funeral

} Console or praise

(ii) Tongue twisters – sharpen wits
- entertain

(iii) Narratives – educate
- entertain
- explain origin

6. To improve live performance
- Gestures
- Facial expressions
- Tone variation
- Drammatization
- Costumes **(2 mks)**

7. Category/type/classes/forum/kind
(i) Repetition – nya ….. nya
(ii) Alliteration – kan ka kona
(iii) Open
Tongue twisters – entertain; sharpen fluency

ENGLISH VI
PART I COMPOSITION

COMPULSORY.

1. You have been suspended from school for two weeks for being found outside the school compound without permission. Write a dialogue that you are likely to hold with you parent or your guardian once you reach home.

2. Write a story ending with:

EITHER

I really hated him for it

OR

When I look back, I realize that I am a lucky person

3. Describe an animal you like best.

4. "Forests should be cleared to cater for the increasing population"

Discuss.

ENGLISH VI
PART II (COMPOSITION)
MARKING SCHEME.

Format	6 marks
Grammar	6 marks
Register	4 marks
Relevance	4 marks.
Total	**20 marks.**

1. It must be a story and written in past tense. If not deduct one mark. If a student has not ended with the given sentence deduct one mark. If the student has omitted the sentence, deduct 2 marks. If the story does not match the sentence, treat it as irrelevant and deduct 4 marks.

Grammar	6 marks
Vocabulary	3 marks
Style	3 marks
Relevance	4 marks.
Fluency in expressions	4 marks
Total	**20 marks.**

2. The above applies.

3.

Grammar	6 marks
Vivid description	8 marks
Relevance	4 marks
Fluency in expressions	2 marks.
Total	**20 marks.**

4. This is a discursive essay. The student must give points for and against destroying forests in favour of human settlement. If a student gives points for only one side, mark the composition out of the total of 10 marks. The student should, at the end of the composition, take sides**.**

If not deduct 2 marks.

Grammar	3 marks
Fluency of expressions	3 marks
Relevance	3 marks
Register	3 marks
Points for	3 marks
Points against	3 marks
Conclusion	2 marks
Total	**20 marks.**

ENGLISH VI
PART II (SUMMARY, COMPREHENSION, GRAMMAR)

Read the conversation below and then answer questions that follow. 20mks

Papa: I've been trying to wrack my brain over this whole question of what a short story is. Actually what is a short story?.

Hemedi: A short story is a creative piece of writing whose function is to tell a story in a narrative form.

Ajua: So it is like a novel.

Hemedi: Yes it is like a novel, yet there is a distinct difference. Unlike the novel, a short story is brief and precise. The author of a short story aims at narrating a full story that satisfies the readers curiosity in the shortest time possible. In order to achieve this aim, the writer limits the number of events and characters. Generally, we find that a short story has only one main character whom everything happening in the story is about. The same can be said of events. Here, it is common for a writer to focus on only one event in which the main character and one or two others will be involved.

Ajua: Does that mean that we can have a one character story?

Mudimba: Exactly. In fact a short story in which the author picks on one event in a character's life can make very neat reading. The event can also be confined to one day or even one hour. In this case the setting is automatically limited to one place or two place at most. The plot too is restricted. The author cannot bring in sub-plots and maintain the neatness of the story. Infact, the author is almost always limited to simple plot when writing a short story. This doesn't however, detract from the artistic beauty of the story or does it?

Papa: Well, it shouldn't. Infact I find leading, appreciating a short story a very enjoyable exercise.

Hemedi: Do you? Well, I need help in this area.

Mudimba: Having got clear in our minds what a short story is, I think its time we talked of the criticism of the short story. When faced with this task the first thing a student needs to remember is that the short story is prose fiction. The student therefore needs to study the main character and the contribution of other character to the understanding of that central character. The involvement of the main character in events around him is also deliberately worked out by the author to help the reader understand that

character well. It is therefore important that a student relates the character(s) and the happening(s) in the short story at the same time, the student will do well to relate the setting to the event or events and character(s) in the story. In criticism, therefore, the student must aim at cohesion. The authors intentions in that one or two hours reading of the story is to give a brief but complete whole picture of a certain aspect of life. To appreciate the steps mentioned so far are vital.

Papa: What would you say of this style of the short story?

Mudimba: One thing to remember when studying a short story is that the author is constantly aiming for precision. This means that the author uses a lot of words which suggest a great deal more information than their dictionary meanings. Words phrases and sentences in many cases have both literal and implied meanings. We also find that event descriptions of characters, actions and the setting are used to imply a great deal more information than their literal meanings. Thus, when studying the style of the short story we are obliged to pay particular attention to the individual words, phrases, sentences and whole descriptions of the character(s) and events.

Hemedi: When asked to discuss aspect like irony and satire in a short story, I normally find it difficult to do so. I think I need help.

Mudimba: Papa, do you have the same problem?

Papa: Not, really. A short start like a novel is written in prose form. The way story has to be conveyed in a shorter space of time than in a novel. The target is the satire since the pace of the story has to be fast.

Papa: A problem, however, crops up when a whole anthology of short stories has to be analysed.

Hemedi: I tackle that by studying each story as a complete literary experience.

Mudimba: That's true. In an anthology of short stories, however it is common to find stories set have common themes. This is usually the case in an anthology of stories set in one geographical region. An anthology like chameleons second delivery which has been set in East Africa has a number of stories that share common themes. The time of the setting can also cause some stories to share themes. For instance an anthology of stories set in war time will have stories treating similar themes.

The best way to recognize and discuss these themes is to carry out a careful study and note down the theme or themes treated in it. It is also important to examine the way

each theme is treated in each of the stories in which it appears. Similarities and differences should be noted. These should then be explained in the context of each story, in terms of characterization, plot and setting.

Papa: Thank you very much I'll now try to tackle these questions on the three short stories

QUESTIONS.

(a). In note form, say what these characters mean by a short story. *(8mks)*

(b) In not more than 100 words say what the criticism of the short story involve. *2mks)*

COMPREHENSION (30marks)

2a. Read the passage and then answer the questions that follow (20mks)

What has made the European family of nations an improving, instead of a stationary portion of mankind? Not any superior excellence in them, which, when it exists, exists as the effect, not as the cause; but their remarkable diversity of character and culture, individuals, classes, nations, have been extremely unlike one another: they have struck but a great variety of paths, each leading to something valuable; and although at every period those who traveled in different paths have been intolerant of one another, and each would have thought it an excellent thing if all the rest could have been compelled to travel his road, their attempts to thwart each others development have rarely had any permanent success, and each has in time endured to receive the good which the others have offered. Europe is, in my judgement, wholly indebted to this plurality of paths for its progressive and many sided development. But it already begins to possess this benefit in a considerably less degree. It is decidedly advancing towards the Chinese ideas of making people alike.

M. de Tocqueville, in his last important work, remarks how much more the Frenchmen of the present day resemble one another, than did those even of the last generation. The same remark might be made for Englishmen in a far greater degree. In a passage already quoted from Wilhelm. Von Humboltdt, he points out two things as necessary conditions of human development, because necessary to render people unlike one another; namely, freedom, and a variety of situations. The second of these two conditions is in this country every day diminishing. The circumstances which surround different classes and individuals, and shape their characters, are daily becoming more assimilated. Formally, different ranks, different trades and professions, lived in what might be called different world; at present, to a great degree in the same. Comparatively speaking they now read the

same things. Listen to the same things, see the same things, go to the same places, have their hopes and fear directed to the same objects, have the same rights and liberties, and the same means of asserting them. Great are the differences of position which remain, they are nothing to those which have ceased. And the assimilation is still proceeding. All the political changes of the age promote it, since they all tend to raise the low and lower the high. Every extension of education brings people under common influences, and gives them access to the general stock of facts and sentiments. Improvements in the means of communication promote it, by bringing the inhabitants of distant places into personal contact, and keeping up a flow of changes of residence between one place and another. The increase of commerce and manufactures promotes it, by diffusing more widely the advantages of easy circumstance and opening all objects of ambition; even the highest, to general competition, whereby the desire of rising becomes no longer the character of a particular class, but of all classes. A more powerful agency than even all these, in bringing about a general similarity among mankind, is the complete establishment, in this, and other free countries, of the ascendancy of public opinion in the state. As the various social eminences which enabled persons entrenched. On them to disregard the opinion of multitude gradually become levelled; as the very idea of resisting the will of the public, when it is positively known that they have a will, disappears more and more from the minds of practical politicians; there ceases to be any social support for non-conformity – any substantive power in society, which, itself opposes to the ascendancy of numbers, is interested in taking under its protection opinions and tendencies at variance with those of the public.

The combination of all these causes forms, so great a mass of influences hostile to individuality, that it is not easy to see how it can find its ground. It will do so with increasing difficulty, unless the intelligent part of public can be made to feel its value – to see that it is good that there should be differences, even though not for the better, even though, as it may appear to them, some should be for the worse. If the claims of individuality are over to be asserted, the time is now, while much still wants to complete the enforced assimilation. It is only in the earlier stages that any stand can be successfully made against the encroachment. The demand that all other people shall resemble ourselves, grows by what it feeds on. If resistance come to be considered impious, immoral, even monstrous and contrary to nature. Mankind speedily becomes unable to conceive diversity, when they have been for some time unaccustomed to see it.

QUESTIONS.

i. What has been the reason for the progressive nature of European culture? *(2mks)*

ii Write out a sentence which indicates that the writer thinks that this progression was
waning at the time he was writing
(2mks)

iii. State **five** causes for the increasing lack of "variety situation" between people in
England.
(5mks)

iv. What is the most powerful agency in bringing about the "uniformity" that the writer
is complaining about?
(1mk)

v. What does the writer mean by "individuality"?
(2mks)

v. Explain the following words as used in the passage.
(6mks)
Thwart _____
Diminishing_____
Compelled_____
Diversity_____
Promote_____
Deviations _____

vi. Is individuality always for the better? Quote from the passage to support your
answer.
(2mks)

2b. Read the passage and then answer the questions that follow. *(10mks)*

Mr. Furnival was now fifty-five years of age, and was beginning to show in his face some traces of his hard work. Not that he was becoming old, or weak, or worn; but his eyes had lost its fire except the fire peculiar to his profession; and there were wrinkles on his forehead and cheeks; and his lip, except when he was speaking, hung heavily over the lower; and the loose skin below his eyes was forming into saucers; and his hair had become grizzled; and on his shoulders, except when in court, there was a slight stoop. As seen in his wig and gown he was a man of commanding presence, and for ten men in London who knew him in this gart, hardly one knew him without it. He was nearly six feet high and stood forth prominently with square, broad shoulder and a large body. His head also was large; his forehead was high, and marked strongly by signs of intellect; his nose was long straight, his eyes were very grey, and capable to an extra ordinary

degree both of direct severity and of concealed sarcasm. Witnesses have been heard to say that they could endure all that Mr. Furnivas could say to them, and continue in some sort to answer all his questions, if only he could refrain from looking at them. But he would never refrain, and therefore it was now well understood how great a thing it was to secure the services of Mr. Furnivah. 'Sir', an attorney would say to an unfortunate client doubtful as to the expenditure, 'your witnesses will not be able to stand in the box if we allow Mr Furnival to engage on the other side'.

I am inclined to think that Mr.Furnival owed to this power of his eyes his almost unequalled perfection in that peculiar branch of his profession. His voice was powerful, and not unpleasant when used within the precints of a court, though it grated somewhat harshly on the ears in the smaller compass of a private room. His flow of words was free and good, and seemed to come from him without the slightest effort. Such atleast was always the case with him when standing wigged and gowned before a judge. Lately, however, he had tried his eloquence on another arena, and not altogether with equal success. He was now in parliament, sitting as a member for the Essex Marshes, and he had not yet carried either the country or the house with him, although he had been frequently on his legs. Some men said that with a little practice he would yet become very serviceable as an honourable and learned member; but others expressed a fear that he had come too late in life to these new duties.

QUESTIONS.

(i) What traces of hard work was Mr. Furnival beginning to show on his face? *(3mks)*

(ii) What particular qualities did he have which helped to ensure his success as a lawyer? *(3mks)*

(iii) What did witnesses particular dislike about his manner? (*1mk)*

(iv) What was "the peculiar branch of his profession in which he excelled? *(1mk)*

(v) What difference was there between his behaviour in court and that in parliament?

(2mks)

Q3**. GRAMMAR. (30 mks)**

I. Rewrite the following sentences according to the instructions after each *(5mks)*

(i) I have never seen a mountain bigger than Mount Kenya. (Begin: Mount Kenya…)

(ii) What a kind man he is. (Begin: how …….)
(iii) She opened the door and a cockroach ran out. (End in: Cockroach)
(iv) He not only succeeded in the examination, but won the first prize too. (Begin:
Not only)
(v) I was convinced of his honesty, so I engaged him to look after my business (Begin:
convinced…….)

II. Arrange each of the following items to make one sensible sentence from each, put in necessary punctuation.
(5mks)

i opondo
was
at 42
the son of
short, muscular and proud
a dignified man
a well-to-do farmer

(ii) the city centre
in kampala
parking
large
areas are being constructed
to free

(iii) all
not
pester
the students
with questions
a new teacher

(iv) discomfort
relieves
yawning
landing
in a
jet.

(v) men
his
half
age
could

he
out walk

III. Fill the blank spaces in the sentences below with: "will" "would" should "or shouldn't" according to the meaning of the sentences. *(5mks)*

(i) _____ you help me load these boxes on to the bus.
(ii) I _____ think that he would almost certainly agree if you asked him.
(iii) Its half past six. I'm sure the meeting ..... Be over by now.
(iv) In those days all the children in our village ..... meet every afternoon to play.

(v) I wonder if you ..... collect a parcel for me when you go to the village.

IV. Change the following sentences into Active Voice

(5mks)

(i) By whom was this judge broken?
(ii) I will be obliged to go by circumstances
(iii) Why should I be suspected by you?
(iv) He was refused admittance by us.
(v) My watch was lost

V. Combine the following sentences using infinitive with "to".

(5mks)

(i) I speak the truth. I am not afraid of it.
(ii) He has five children. He must provide for them.
(iii) Every team has a captain. He directs the other players.
(iv) The striker's held a meeting. They wished to discuss the terms of the employers.
(v) He wants to earn his livelihood. He works hard for that reason.

VI. Join the following sentences beginning with a participle phrase *(5mks)*

(i) A crow stole a piece of cheese. She flew to her nest to enjoy the tasty meal
(ii) A passenger alighted from the train. He fell over a bag on the platform.
(iii) My sister was charmed by the silk. She bought ten yards.
(iv) He staggered back. He sank to the ground.
(v) They have no fodder. They could give the cow nothing to eat.

ENGLISH VI
PART II. (COMPREHENSION, SUMMARY & GRAMMAR)
MARKING SCHEME.

SUMMARY.

a. - A creative piece of writing in a narrative form (prose fiction)
- It is brief and precise
- It must satisfy the readers curiosity in the shortest time possible
- The author limits characters, settings, events and plot.

NB/ Expect the 4 point 2 mks each, total 8 mks. It must be in note form. If not mark out a total of 4 mks.

b. - Studying the main character and the contribution of other characters to the understanding of that main character.
- Relating the character(s) and event(s) in the story
- Relating the setting to event(s) and character(s) in the story. The student must aim at cohesion
- Paying particular attention to individual words, phrases, sentences and whole descriptions of character(s) and event(s) because they have both implied and literal meaning.
- By studying each story as a complete literary experience and comparing and contrasting the themes, styles and setting.

NB/ Expect 6 points 2 mks each total 12 mks. It must be in prose, if not, mark out of a total of 6mks

2. a i. Their remarkable diversity of character and culture; they have struck out a great variety of paths, each leading to something valuable - *(2mks)*

ii. The second of these two conditions is in this country every day diminishing (*2mks)*

iii. - Political changes
- Extension of education
- Improvement in the means of communication
- Increase of commerce and manufactures
- Bringing about a general similarity among mankind – *Total 5mks.*

iv. Ascendancy of public opinion in state *(1mk)*

v. Means the lack of uniformity; people striking out great variety of paths, each leading to something valuable - *(2mks)*

vi. a. - Prevent
- Reducing

- Forced
- Difference / variety
- Encourage
- Not to follow the set ways.

(vii) No – *(1mk)*
"There should be differences even though not for the better"
(1mk)

2b.(i) - Eye had lost its fire
- There were wrinkles in his forehead and cheeks
- His upper lip hung heavily over the lower
- The loose skin below his eyes was forming into saucers
- His hair had become grizzled
- On his shoulders, there was a slight stoop.

NB. **expect all the 6 points, ½ mark each. Total 3mks.**

(ii) - He was a man of commanding presence and he was nearly six feet high and stood forth prominently.
- He had a large head; his forehead was high and marked strongly by signs of intellect.
- His nose was long and straight, his eyes were very grey, and capable to an extra ordinary degree both of direct severity and of concealed sarcasm

Total 3mks.

(iii) Looking at the witness with his very grey eyes that were capable of direct severity and concealed sarcasm.
(1mk)

(iv) Questioning the witness
(1mk)

(v) He could talk freely in court, his words flowing without effort. This was not so in parliament -
(2mks)

3. GRAMMAR.

I. (i). Mount Kenya is the biggest mountain I have ever seen.
(ii). How kind he is!
(iii). She opened the door and out run a cockroach.
(iv) Not only did he succeed in the examination, but he also won the first prize.
(iv) Convinced of his honesty, I engaged him to look after my business.

II. i. - Opondo, the son of a well to do farmer, at 42 was a dignified man; short,
muscular and proud .
- Opondo, the son of a well to do farmer, at 42 was short, muscular and proud; a
dignified man.

ii. To free the city center, large parking areas are being constructed in Kampala.
- In Kampala, large parking areas are being constructed to free the city
- Large parking areas are being constructed to free the city centre in Kampala.
- Large parking areas are being constructed in Kampala to free the city Center.

iii. Not all the students pester a new teacher with questions.
- Yawning relieves discomfort in a landing jet

(v) He could outwalk men half his age

III. i. Would
ii. Should
iii. Should
iv. Would
Would

IV.
(i) Who broke this jug?
(ii) Circumstances will oblige me to go
(iii) Why should you suspect me?
(iv) We refuse to admit him
(v) I lost my watch.

V. (i) I am not afraid to speak the truth.
(ii) He has five children to provide for
(iii) Every team has a captain to direct the other players
(iv) The strikers held a meeting to discuss the terms of the employers.
(v) He works hard to earn his livelihood.

VI. (i) Having stolen a piece of cheese, a crow flew to her nest to enjoy the tasty meal.
(ii) Alighting from the train, a passenger fell over a bag on the platform.
(iii) Charmed by the silk, my sister bought ten yards
(iv) Having staggered back, he sank to the ground
(v) Having no fodder, they could give the cow nothing to eat.

ENGLISH VI
PART III (ORAL LITERATURE & POETRY)

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

Along ago there was a pregnant woman whose husband had gone to work in a distant land. He was a blacksmith. This woman had a baby and an ogre played mid-wife to her. He also played the role of her nurse, cooking for her and gathering firewood.

Every time the ogre came back from the forest with firewood he would pretend to offer the food to her saying, Wagaciairi nduke tuhiuhio (Newly delivered mother, take this delicacy). But before she could reach the food, he would withdraw it saying 'warega ngaria' . he then munched down the food himself, he would repeat the same with gruel saying, wagaciari nduke gacuru. Warega nganyua'. And he drank it himself.

This practise continued and the nursing mother become thin and weak. The ogre himself became fat and sleek.

In those days the woman used to put out her castor seeds to dry in the sun. doves used to come and steal some of these seeds. So one day, the woman, talked to one of the doves saying, 'You dove, You have eaten all my castor seeds, now, if I ask you to carry a small errand for me can you do it?

'Yes, I can, answered the dove

'Right, I would like you to fly to the land of the blacksmith and once you get there, pass the following passage.

I say, oh you blacksmith
Cangarara-i-ca
Hasten to finish whatever you-re doing
Cangarara-i-ca
Your wife is with child
Cangarara-i-ca
She's being offered food
Cangarara-i-ca
But the ogre eats it all
Cangarara-i-ca!

The dove did as she was told. When she got to the place where blacksmiths were working, she sang the song. The blacksmiths heard the dove's song and asked each other, 'who left his wife expecting child?'

One of them confessed he had and so the others asked him to go and find out what was going on at home.

When he got home, he found that his wife had given birth to a baby but the mother was very thin and weak. She told her husband the whole story of the ogre and how he was eating all her food and tormenting her. By this time the ogre was in the forest gathering firewood. The husband sharpened his spear and hid himself in the house.

Presently the ogre came with a load of firewood on his back. He dropped the firewood with a thud and mahevehently rebuked the nursing mother, 'Wagaciari urogua na mururumo ucio'. (newly delivered mother, may you fall with a similar thud!')
The nursing mother answered back, nawe uragua! ('you too') The ogre was surprised. He said, 'You surprise me with your arrogance today. Could it be that the blacksmiths have come back?'
The woman answered him again, ' stop your mockery. One day they will surely come back!'
The ogre went into the house and prepared food for the nursing mother. He did as he had always done, that, is offering the food to her and then withdrawing it. 'wagaciari nduke tuhiuhio..... wareganganega ngaria'. He did the same with the porridge. 'wagaciariri nduke ..... Warega ganyua!
The woman's husband was very angry. He could see all that was going on from his hiding place. Even before the ogre had finished talking about the gruel, the husband stood up took aim and speared the ogre in the mouth knocking him flat on he floor.
Before he died the ogre cried with a loud voice saying, 'It is just as I had said. The sojourners have come back. Oh dear me, dear me. I am dying because of my greed! And with these words he died.
There ends my story. But may I not end with it.

QUESTIONS.

(i) What type of oral narrative is this story? (2mks)

(ii) What is the major theme in this story? (1mk)

(iii) Illustrate **two** characters of the ogre (4mks)

(iv) Of what use is the song in the story? (4mks)

(v) What makes this story an oral narrative? (4mks)

(vi) What is the livelihood of the people from which this story is derived? (4mks)

(vii) What moral lesson do we learn from this story? (1mk)

Q2. POETRY (20 MKS)

Read the poem below and answer the questions that follow.

There she lay in a pool of blood
Speared and maimed
Mute and lifeless,
Base and worthless

There she lay, the butchered woman,
The butchered woman, the daughter of a chief,

The daughter of a chief, the town beauty
Silenced by the age of a spear.

She lay in a pool of blood, nude as she was born
Fierce, as if hours ago not lovely to touch,
Already beginning to steam like fresh dung
No one knew she was a daughter of a chief.

She lay mid a group of frightened women,
Women who were mad with grief
Men that were there fumed with fury
That a beauty should enter the ground so young.

There she lay, silenced for ever
With her beauty crossed,
Her eyes for ever shut to the world,
Soon the ground was to swallow her.

QUESTIONS.

(i). What is the poem talking about?
(4mks)

(ii) What is the poets attitude toward death?
(4mks)

(iii) Illustrate 3 poetic styles used in this poem
(6mks)

(iv) What is the mood of this poem?
(2mks)

(v) Give the meaning of the following words as used in the poem.
(4mks)

(vi) The butchered woman
(vii) That beauty should enter the ground so young.
(viii) With her beauty crossed
(ix) Soon the ground was to swallow her.

ENGLISH VI
PART II (ORAL LITERATURE & POETRY)
MARKING SCHEME.

Q1.

(i) Monster narrative / ogre narrative eg it talks about an ogre who was tormenting a pregnant mother
(2mks)

(ii) Mistreatment/ exploitation/ sadism
(1mk)

(iii) Sadistic eg. would offer food to the pregnant mother and when she reached for it,
he would withdraw it. As a result the woman grew very thin.
- Greedy e.g would eat all the food without giving to the pregnant mother " I am
dying because of my greed".

- Hypocritical eg. would pretend to offer the woman food.
- Foolish eg. does not realize that the woman's arrogance may be as a result of the husband's return.

NB/ **Any 2 traits 2mks. 2 illustrations 2mks No mark for illustrations without identification of trait. Total 4mks.**

IV) - Join episodes together
- For communication
- Entertainment
- Lengthens the story
- Live a chance of the audience to participate in the story.

NB. **Any 4 points, 1 mk each. Total 4mks**.

V). - Use of opening formula / formulaic beginning e.g A long time ago.
- Use of closing formula / formulaic ending e.g There ends my story
- Use of a song eg. "say oh you blacksmith"
- Use of personification e.g the dove is
- Use of ideophone eg. cangarara-i-ca
- Use of dialogue - The woman talks with the ogre and the dove.
- The story is set in the timeless past eg. along ago.
- It has a moral lesson eg. greed leads to death.

NB/ **Expect any 4 illustrated points 1mk each. Total 4mks. No mark for identification without illustration.**

VI). - Blacksmithing e.g the husband had gone to work in a distant land. He was a black smith.
- Mid-wifery - eg "--- an ogre played mid-wife to her"
- Farming eg. "He would pretend to offer the food to her" e.g " He then munched the food himself. He would repeat the same with the gruel" NB. **Expect any 2 livelihood 2mks. 2 illustrations 2 marks. Total 4 mks.**

VII - Greed lead to death
- We should be considerate
- We should be protective.

NB. Any one relevant moral, 1mk.

POETRY (20mks)

(i) - Talks about the murder / of the young beautiful / daughter of a chief/ and the effect it has on the people: fright, grief and fury.
(4mks)
- It brings sorrow eg. women who were mad with grief.
- It brings fear eg. she lay mid a group of frightened women
- It causes anger eg. men who were there fumed with fury.

(ii) - Death is the final thing eg. Her eyes forever shut to the world.
- Death destroys beauty eg with her beauty crossed eg. Fierce, as if hours ago not lovely to touch.

NB/ **expect any 4 illustrated attitudes, 1 mk each. Total 4mks. no mark for attitude without illustration.**

iii - Repetition eg the butchered woman
- Personification eg. silenced by the rage of a spear
- Simile eg "…… Already beginning to steam like a fresh cow drink"
- Alliteration eg Fumed with fury
- Contrast eg. "Fierce, as if hours ago not lovely to touch.

NB/ Any 3 styles 3mks. 3 illustrations 3mks Total 3 mks.

- Sad/angry eg. women who were mad with grief
  eg. Men who were there fumed with fury.

NB/ **1 mark for identification of mood, 1mk for illustration. Total 2mks.**

(v) (i) The murdered daughter of a chief
(ii) That a beautiful woman should die so young
(iii) Her beauty disfigured
(iv) Soon she was to be buried.