

**COMPLETE ENGLISH REVISION BOOK
FOR SECONDARY SCHOOL**

About the book

Education is a key for a countries development, but it becomes a hindrance when it is unequally distributed. This big problem of disparity in Education system can be solved through technology. Hence it's high time we embrace technology in Education sooner than later.

Teachers will therefore use the book in their laptops to teach and even give students notes to read online after revision.

The book is divided into three parts:

Part one – paper one

Part two – paper two

Part three- paper three

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Paper one: 2 hours - 60 marks

This paper will consist of *three (3) compulsory questions* covering functional skills as follows:

- Functional writing - 20 marks
- Cloze test - 10 marks
- Oral skills - 30 marks

Paper Two: 2 ½ hours. - 80 marks

This paper will consist of *four (4) compulsory questions* testing *reading comprehension, literary skills and grammar*.

The first *two (2) questions* will be based on passages: a conventional unseen excerpt, and an excerpt from the compulsory set texts.

Question three is on either poetry or oral literature.

The fourth question will be on *grammar*.

Paper Three: 2 ½ hours. - 60 marks

The paper will consist of three compulsory questions as follows:

- Imaginative composition
- Essay based on a compulsory set text
- Essay based on optional text.

Each question will *carry 20 marks*.

PAPER ONE

Question one

FUNCTIONAL WRITING

Specific Objectives

By the end of the topic the learner should be able to:

- a) Write legibly and neatly;
- b) Apply spelling rules and spell words correctly;
- c) Use punctuation marks correctly;
- d) Write clear and correct sentences, and organize ideas in 5 logical sequences;
- e) Communicate effectively in writing, using a variety of sentence structures;
- f) Use appropriate register and format for a variety of writing tasks;
- g) Develop paragraphs using different devices;
- h) Use figurative language correctly and appropriately;
- i) Use punctuation marks appropriately, competently and creatively;
- m) Demonstrate competence in using a wide range of sentence structures and vocabulary to create the desired effect.

Content

- a.) **Personal writing:** Addresses, Packing lists, Personal journals/diaries, Shopping lists, Reminders, Recipes.
- b.) **Social Writing:** Informal letters, Invitations, Notes of thanks, congratulations and condolences, Telegrams, E-mails, Fax, Instructions to family and friends.
- c.) **Public writing:** Telephone messages, filling forms, Letters of Application, Letters of inquiry, Letters of request, Letters of apology.
- d.) **Institutional Writing:** Public notices, Inventories, Business letters, Posters, Advertisements, Notification of meetings, Agenda and minute writing, Memoranda, Curriculum Vitae, Speeches.

Types of functional writing

Example 1: Directions/instructions and Reminders

- i. Imagine that an aunt of yours wishes to come to your school on the visiting day.
 - Give precise directions to enable her get to your school. (12marks)

- Write a reminder of important information you want her to keep in mind as she prepares to come. (8marks)

Marking scheme

i.) **Directions (12mks)**

- Appropriate title from($\frac{1}{2}$) to ($\frac{1}{2}$)
- mention 2 important landmarks (2mks)
- mention 2 approximate distances (2mks)
- give compass direction/adverb particles (2mks)
- give any two geographical features(2mks)
- language (3mks)

ii.) **Reminder (8mrks)**

- Appropriate title (1mk) to.....from.....(2mks)
- Mention any four items each ($\frac{1}{2}$)(2mks)
- Concluding remark e.g. thank you.....(1mk)
- Language (3mks)
-

ii. Imagine you live in Mumias, an average town in Western Kenya. The National Music Festivals are set to be held in this town for five days. Your friend who lives in Webuye town intends to come over.

- a) Give them clear directions to Nabongo cultural centre in Mumias town. Make your instruction as precise (one page) and clear as possible – you could use land marks, well known means of transport, show distance in kilometers e.t.c.

Marking scheme

1. Points of interpretation

a) - Must be instructions/ directions. If not deduct 4 marks AD (Automatic Deduction)

- Relevant title e.g. How to get to Mumias
- Identify and address friend by name
- Go straight to the point
 - From Webuye board a shuttle or a bus called Eldoret Express to Bungoma town- distance of x Km. Mention markets, centers, institutions e.t.c along the road

- At Bungoma bus park near G/ hard ware e.t.c. board a matatu, minibus e.t.c. to Mumias a distance of Y Km- mention markets, stages e.t.c. along the road
- In Mumias town alight in the bus park and pick a bicycle taxi to Bomani- 500m in the southern direction.

Example 2: Packing list

Prepare a packing list for your friend in example 1 above to facilitate their stay in Mumias town for the duration of the festivals

Making scheme

- Must be a packing list. If not deduct 4 marks
 - Items needed for the 5 days stay in Mumias: clothes, personal effects, foot wear, money, personal documents, camera e.t.c.
 - Format tabulated e.g.

S/NO	Item	Specification	Details	Mk
1	Clothes	5 shirts/ blouses e.t.c.	White, black, cotton e.t.c.	1
2				1
3				1
4				1
5				1
6				1
				6

N/B A row must have all the four items to earn full mark (3 items each ½mk)

Marks awarding:

a_____ 08

b_____ 06

La_____ 06

Example 3: Application letter

JOB VACANCIES! JOB VACANCIES! JOB VACANCIES

Applications are invited from interested and competent candidates to join the Dhamira Group, a youth awareness organization, to fill the positions interested candidate must be:

- Kenyan citizens
- Creative
- Able to work within tight deadlines
- Aged between 18-22 years
- Self-driven and motivated
- A course in journalism will be an added advantage.

Applications are to be addressed to:

The Human Resource Manager

Dhamira Group

P.O. BOX 38258—00100

Mji mkuu

Write an application letter that would enable you clinch the chance (20 marks)

Marking Scheme

- Must be an official letter. If not deduct –(2mks)
- Format (4mks)
 - 2 addresses sender and receiver (1 mark)
 - Receivers address specified in question
- Date (½ marks)
- Ref 1 mark (must be relevant)
- Signing off Signature (½ mark) must appear in this order. If not deny mark
 - Signature
 - Name

Content

- Must mention the following:
 - Form four leaver- 1 mark
 - Mean grade B+ and above- 1 mark
 - English /Kiswahili A 1 mark
 - Kenyan citizen 1 mark
 - Creative 1 mark
 - Meets deadlines 1 mark

- Age.18—22 1 mark
- Self-driven & motivation 1 mark
- Journalism course 1 mark
- Tone formal 2 marks
- Language ability 4 marks

Example 4: Internal Memorandum

- I. Imagine you are the managing directors of Alroki industries Eldoret. You manufacture padlocks and of late, there has been a lot of bad press concerning your products. Write an internal memorandum to your operations manager and sales and marketing manager. Advise them on what should be done to counter the bad press and also re-capture and retain your market share.

Marking Scheme

Format

Must be an internal memo (2mks)

- Must have:
 - Address (logo) (½)
 - recipient-operations manager (½) sales and marketing manager (½)
 - Sender-the managing director (½)
 - Date – (½mk)
 - ref- (1mk)
 - subject- (½mk)
 - Complementary close-yours faithfully-(1mk)
 - signature-
 - name-
 - Designation –

Body/content

- a) Description of items that have received bad press -(2mks)
- b) Brief explanations of the alleged faults – (2mks)
- c) Solutions to the faults identified – (2mks)
- d) Advice on how to counter the criticism – (2mks)
- e) Closing remark- (½mk)
- f) Formal tone- (½mk)

Language

- 5 Marks-Very good language. Without any mistakes whatsoever. Can arouse a spark, poem with correct tone etc.
 - 4 Marks; Good language .Not with many minor errors perhaps.
 - 3 Marks-Fair language/average language with some minor errors
 - 1-2marks-Below average. Cross errors can be found in the language. It is hard to follow the story since it is chaotic.
- II. Imagine that you are the library captain in your school. Write a memo to the class prefects asking them to ensure that students observe the library rules, especially regarding silence, prompt return of books, appropriate dressing and observing opening and closing time.

Marking Scheme

- i. Functional writing
- ii. Expect a memo
- iii. Layout

- Name of the school ✓½
- Date ✓½
- Ref. No. ✓½
- To ✓½
- From ✓½
- Subject ✓½
- Signature ✓½
- Name: Internal memo ✓½

(Expect 8 areas (½ a mark each))

(iii) Body

- Silence
- Prompt return of books
- Opening and closing time
- Appropriate dressing in the library

ANYIKO SECONDARY SCHOOL

LOOSE MINUTES / MEMORANDUM/ MEMO/INTERNAL MEMO

Ref No. $\sqrt{\frac{1}{2}}$
 From $\sqrt{\frac{1}{2}}$ $\sqrt{\frac{1}{2}}$ Date:
 To $\sqrt{\frac{1}{2}}$ $\sqrt{\frac{1}{2}}$
 Subject

Sign:

Otieno John

- III. Imagine you are the school captain, and the CDF committee wishes to set up a project in your school. The principal has asked you to organize with the prefects to collect students' views on the most appropriate project. Write an internal memo to the concerned prefects. (20mks)

Marking Scheme

- i. Must be an internal memo

SAMPLE FORMAT

LETTER HEAD $\sqrt{1}$

INTERNAL MEMO

Ref No. $\sqrt{1}$

To $\sqrt{\frac{1}{2}}$

From $\sqrt{\frac{1}{2}}$

Date $\sqrt{1}$

Subject $\sqrt{1}$

Closure (Designating) $\sqrt{1}$

TOTAL

CONTENT/ BODY

- Invitation to meeting
- Source of information
- Purpose of meeting
- Time

- Venue
- Date
- Ending remarks

LANGUAGE

1 -2 marks - Very limited and hampered language

3 marks - Able to communicate effectively

4 -5 marks - Very good language, effortless, appropriate tone and vocabulary - Good mastery of language

SAMPLE INTERNAL MEMO SIKUNJEMAHIGH SCHOOL

INTERNAL MEMO

Ref No. 001/05/010 F

To: All school prefects

From: The captain

Date: 20th June, 2010

Subject: Prefect meeting/ C.D.F project/ choice of project/ project

I would like to invite you to a meeting to discuss how we can obtain the views of students concerning the choice of project the C.D.F should establish in our school. The principal has requested me to convene a prefects meeting to deliberate on how to collect the students views on what type of project to be initiated

The meeting will be held on 30th June, 2010 in the main hall at 3:30 p.m.

You are reminded to keep time

Thank you

Ronald Reagan

School captain

iv. The lion's football team has won the just completed world cup competition. You are the coach. Write a memo congratulating them and informing them on when/how to collect their tokens.

Remember to have copies to the minister of sports. (20mks)

Marking Scheme

- Must be a memo
- Formal tone must be felt – if not deduct 1mk
- Award marks as follows:
 - i) Format – (8mks)
 - ii) Body – (6mks)
 - iii) Tone – (1mk)
 - iv) Language – (5mks)

SAMPLE

Format:

1. Letter head ✓1
2. internal memo ✓1 (underlined)
3. TO: ✓1
4. FROM: ✓1
5. Date: ✓1
6. Subject: ✓1
7. CC: ✓1

BODY

- State why the team is being congratulated.
- Must congratulate the team
- Mention something about the token
- Closing tag
- Valediction ✓1 (part of the format)

TONE: Formal tone must be felt ✓1

Language

5 marks – Good use of language with no grammatical errors

4 marks – No errors, the language naturally flow but simplistic

3 marks – Communicates but not clearly due to a few grammatical errors

2 marks – Communicates with a lot of errors

1 mark - Hardly communicates

Example 5: Personal Journal

Your school has gone for National drama Festivals in Nairobi County. You attended the festivals for 5 days, in which you undertook the following activities presenting a dance, visiting the animal orphanage, Touring the airport and shopping in one of the shopping malls in Nairobi. Write a personal Journal that you kept for the five days.

Marking scheme

(a) Formal (5mks)

Day and date for each respective day = days five paragraphs = 5 marks

(b) Content.

- A name of a school (1mk)

- A dance presented (2mks)

-Animal orphanage visited (2mks)

-Airport toured (2mks)

-Shopping (2mks)

-Personal involvement (1mk)

-Past tense /tone (2mks)

(c) Language (3mks)

Example 6: apology letter

Imagine that you are the head boy of Akili Mingi secondary school in Nakuru. Your fellow students attend a History symposium at Butere high School where some misbehaved and fought

their colleagues from the host school. Write to your fellow head boy apologizing for the unfortunate incident promising to liaise with your principal to ensure that the injured students are given proper treatment and the students who misbehaved and fought their fellows are punished.

Marking scheme

The Head Boy $\sqrt{1/2}$
Akili Mingi Secondary school,
PO BOX 6789,
Nakuru.

23/3/2015 $\sqrt{1/2}$

The Head boy, $\sqrt{1/2}$
Butere High Schools,
Through the Principal, $\sqrt{1/2}$
Butere High School,
PO BOX 1234,
Butere.

Dear Sir, $\sqrt{1/2}$

RE: APOLOGY FOR MY COLLEAGUE'S MISBEHAVIOUR DURING THE HISTORY SYMPOSIUM. $\sqrt{1/2}$

I take this great opportunity to apologise for my fellow students' misbehaviour during the history symposium at your school on Saturday 21/3/2015.

I deeply regret the incident and promise to work with the administration to identify and appropriately punish the culprits. Kindly furnish me with all the details of injured students as my school principal has promised to organise for their treatment. He would also wish to visit and console them.

Once again sorry for what happened. On behalf of Butere high school I promise that such a thing will never happen again.

Yours faithfully, $\sqrt{1/2}$

Sign $\sqrt{1/2}$

Name

Format = 4MKS

Content = 12MKS

Apology	2mks✓
Why apology	2mks✓
When the incident happened	2mks✓
What the school has done/is doing	2mks✓
Any other details	2mks✓
Promise /commitment for the future	2mks✓

TOTAL=12MKS

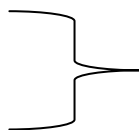
Language =4MKS

Appropriate language/register

Official tone

Paragraphing

Sentence construction



4mks

TOTAL=20MKS

Example 7: Minutes

You are the Secretary of your School's Drama club. Your club is holding its second meeting of the year to discuss the following issues:-

- (i) Tour to Nairobi
- (ii) Awareness campaign
- (iii) Strengthening of drama in the school

Two people have sent their apologies and a member from the writer's club has also attended the meeting. Write the minutes you could take at the meeting

Marking Scheme

- Must be minutes

Format

Title – Name of school (½mk)

- Name of club (½mk)

- Venue of meeting (½mk)

- date (½mk)

- Time (½mk)

Attendance; present

- Apologies

- Absent – (optional) don't award in attendance -1

Body – (i) Preliminaries (½mk)

(ii) Confirmation of previous minutes (½mk)

(iii) Matters arising (½mk)

(iv) Visit to Nairobi (½mk)

(v) Awareness compass (½mk)

(vi) Strengthening of drama in the school (½mk)

(vii) Adjournment (½mk)

Space for signing Chairman (½mk) - Secretary (½mk)

Total = F – 10

L - 6

C – 4

Give marks out of four depending on how effectively the three main items of the agenda are discussed. The three should be considered together

A candidate who does not use the minute's format will forfeit the marks for format.

Option 2

a) Heading- If or more items missing deduct 2 marks and If only one item missing deduct ½mk

b) Record of attendance-

Members present-2mks (protocol must be if not no mark)

Absent with apology-

Absent-

In attendance-

c) Body

Preliminaries-1mk

Main agenda- 3 items 1mk each

A.O.B-

Adjournment-

d) Signing off-

Chairman✓ ½ sign✓ ½ date✓ ½

Secretary✓ ½ sign✓ ½ date✓ ½

(½ x6=3mks)

(If not signed/dated = Zero)

ii. Imagine you are the secretary of your school's Writers Club. You have held several meetings. Write the minutes of the previous meeting which a famous writer had attended. You discussed the following:

- a) Visit to Nation Media Center
- b) Publishing a school magazine
- c) An income generating project

Marking Scheme

Format - 6mks

Content - 8mks

T one - 2mks

Language - 4mks

Points of interpretation

- i) It must be minutes.

- ii) Heading must be complete i.e. have names of groups, date, time, venue etc. if any aspect is missing; deduct ½mk for any missing component.
- iii) All three agenda must appear.
- iv) The author must be in attendance. If not deduct 2mks
- v) The third person should be used. Names of members should not be mentioned. Deduct 2mks if names are mentioned.
- vi) If any aspect of minute writing is missing, deduct ½mk.

Example 8: Report

- i. You are the chairperson of your school's Wildlife Conservation Association (WICA). Your group has just come back from a visit to a national park in a neighboring country. Write a report to the patron of WICA about the trip. In your report indicate what you accomplished, the problems you experienced and what cautionary measures you would take during trips.

Marking scheme

Points of Interpretation

- Must be a report.
 - Report layout (2mks)
 - Report tone of language: formal passive voice (2mks).
 - Grammar (tenses, punctuation, agreement),
 - Sentence construction (structures, spelling)(6mks)

The report must address the following:

- **Introduction:** Purpose and preparation for visit.
- **Body:** Places visited and what was learnt, achievements of the trip and application to team's country, problems encountered and precautions to put in place.
- **Conclusion:** Recommendations

- ii. Imagine you are the school captain of Amani Secondary School and students have been complaining of incidences of insecurity in the school. The Principal has asked you to carry out an investigation and come up with recommendations on how to curb

insecurity in the school. Write a Report.
(20marks)

Marking scheme

The report should consists of the following

1. TITLE

- should be plausible

REPORT ON THE INCIDENCES OF INSECURITY IN AMANI SECONDARY SCHOOL

2. Introduction (3 marks)

- Introduce the topic and give background information
- Writer's opinion is acceptable
- Terms of reference
- Duration
- Members

3. Findings (4 marks)

- Should be presented in points form
- Doors left open due to carelessness/negligence
- Collusion with support staff
- Poor fencing
- Irresponsible security guards

Any four plausible observations @ 1 mark 4 x 1 = 4

4. Conclusion (2 Marks)

5. **Recommendations;** 4 plausible recommendations drawn from **findings** given

4 x 1 = 4 marks

Recommendations should be presented in **POINTS FORM**. If in prose deduct upto 50% of 4 marks

Marks distribution

Language – 4 marks

Format – 3 marks

i.e.

- Headings ½ **mark**
- Sub-titles ½ **marks**
- Introduction ½ **mark**
- Findings ½ **mark**
- Conclusion ½ **mark**
- Recommendations ½ **mark**

Example 9: Email writing

Format

From : 1mk

Date : 1mk

To : 1mk

Subject : 1mk

Signing off: 1mk

Name : 1mk

Total= 6mks

Note

- No capitals
- No spacing in the e-mail addresses otherwise, don't award
- Name must be indicated when signing off. Don't award if name is not there.

Example 10: Speech writing

- i. You are the Chairperson of the Environmental Club which has just been newly introduced in your school. There is going to be an official launching of the club. Write a brief speech that you will deliver at the launch. Your speech should include the following: introduction, club officials, the objectives (aims) of the club, the activities to be carried out, conditions for membership, enrolment and any other relevant information. (20 marks)

Marking Scheme

1. POINTS OF INTERPRETATION

.Must be a speech i.e must have the format of speech including Addressing the chairperson/master of ceremony and the official/ patron

**If no quotation marks used or not ignore*

**If not deduct 4 marks.AD.*

SAMPLE SPEECH

The Guest of Honour, (Name)

The principal, (Name of school)

The patron, Environmental club, (Name)- min 2 people

The official of the Environmental club

Fellow colleagues

The master of ceremonies, Sir / Accept master of ceremony

a) INTRODUCTION

**To show why or how or who started the club*

-Must come before objectives

I wish to start by outlining briefly how the E.C idea was born. Three of us ,_____ and I were watching TV one day and saw a programme showing how the youth in _____ were responding to the challenges of environmental degradation in their community. We were challenged and resolved to take the matter up with our Geography teacher, _____. He concurred with us and kindly accepted to be the patron of the club we formed to rally the students of this school willing to join us. On the 14th of _____ we held the first add hoc meeting and resolved to form a club with the three of us as interim officials, Two other meetings followed before we officially held elections under the supervision of our patron. I was elected chairperson.

b) **OFFICIAL OF THE CLUB**-names/designations and functions must be there.

The following officials were elected to serve with me. Please stand up so that I may introduce you

_____ was elected Organising Secretary, unopposed

_____ was elected Secretary

_____ was elected Assistant Secretary, etc

Thank you. Please take your seats.

c) **OBJECTIVES OF THE CLUB**

The club was formed to undertake the following

- a) To sensitize the members, and through them the entire school and community, on the need to conserve and protect our environment
- b) To undertake to clean-up our environment
- c) To undertake to restore the degraded environment, say by planting trees, garbage removal, prevention of malaria by disposal of ditches and cans where water could collect etc

d) To promote organic production of vegetables in the school farm for sale to staff and local community

e) To undertake environment clean-up activities in the school and local market and community

MEMBERSHIP

The club membership is open to all like minded students desiring to join and create an impact in the society, upon payment of a non-refundable fee of ksh 150

The master of ceremony;

The club, in addition to the routine environmental clean-up activities, plans to organize and give talks to environmental issues to the school community; to invite environmentalist to talk to the club members; to sponsor at least five members to the World Environment day celebrations held at the provincial/county headquarters every year

CONCLUSION - *look for indication of coming to an end -thank you god bless.*

The master of ceremony,

I wish to end by thanking the Guest of Honour for coming to grace this occasion, the principal for the support she has given us and the patron and last but not least the members of the Environmental club

Thank you!

- ii. You are invited to give a speech on the role of the youth in fostering peace in your country by a friend overseas. You are unable to travel due to unforeseen circumstances. E-mail your speech to your friend to present it on your behalf.

Marking Scheme

Points of interpretation

(a) It must incorporate both the features of a speech and email. If not deduct up to 4mks for wrong format.

(b) E-mail must have the following:-

(i) From: the sender address in small letters e.g. dabii@yahoo.u.k (½mk)

(ii) Date, day, date time (½mark)

(iii) To: recipient address in small letters (½mark)

iv) CC: blind copy to other recipients (½mark)

(c) i) body of the speech

It must have the following

- Subject/title e.g. role of the youth in fostering peace in our county.
- (Must be communicative and related to question)
- If title is just 'speech' = (0mk)

ii) Acknowledgment

- Must start with the most important person (s)
- If jumbled deduct up to (½mk)
- If no acknowledgment (0mk)

iii) Tone should be 1st person pronoun e.g. 'I/We'

- If

not deduct- (1AD)

v) Body

- At least three issues that foster peace must be
- If not treat as irrelevant : award =(0mk)

E.g.

- i) Educating masses through seminars, workshops etc
- ii) Compose songs, poems, drama etc with the theme of peace.
- iii) Preach peace in churches, mosques etc

- iv) Enhance cohesiveness through sports games etc (Any other relevant issues)

v) Appropriate conclusion

Must be a summary of issues handled in the body

If only some items are handled- (1mk)

If conclusion is not tied to the body-0mk

(d) Language accuracy

A-6

B-5

C-3-4

D-00-02

NB: deduct-2AD for brevity in case the candidate uses less than 150 words

Example 11: FAX

11. You are revising with your friend over the April holiday. On reaching school in May, you realize that one of your books, Top Mark English is missing. Write a fax to your friend in a neighboring school requesting for the book he had borrowed from you.

Marking Scheme

A fax has the following

- i) Addresses
- ii) Date
- iii) Fax number or phone number of correspondent
- iv) Reference
- v) Content
- vi) Signature of the sender

Example 12: Invitation Cards and congratulatory note

You have been invited by your friend to a party celebrating his/her outstanding performance in the KCSE of 2013 where he/she scored an aggregate mean of A (plain). Your friend has requested you to assist in the designing of an invitation card.

- (a) Design an invitation card that your friend will use to invite guests.
(10mks)
- (b) Write a congratulatory note that you will give your friend during the celebration applauding him/her for unrelenting determination and appreciate that your friend is a role model to you and the youths in your community.

Marking Scheme

Invitation card.

-Title 1 mark

-Dear Prof., Dr., Rev., Mr., Mrs., Miss (1mk)

-RSVP (1 mark)

- Enclosed (1 mark)

Content:

- Venue (1 mark)

- Time (1 mark)

-Writer (1 mark)

Tone- formal (1 mark)

Language (2mks)

If filled deduct 2mka AD

Congratulatory note.

Dear June. (1 mark)

Content:

- Congratulations (2mks)
 - Congrats for unrelenting determination (1 mark)
 - Role model (1 mark)
- Sign off (1 mark)

Tone informal (1 mark)

Language (3mks)

Example 13: Email Reminder and Shopping List

Your birthday party is due in a fortnight. You wish to celebrate the day with your friends and cousins at home. Unfortunately, you are away from home and therefore unable to do the preparations. Write an e-mail to your younger sister requesting her to remind your mother about the day, invite your friends and cousins on your behalf and include a shopping list for items you may require to prepare the meal that you have chosen.

Marking Scheme

a) It must be an e-mail if not deduct 2mks

Format

From – ½

Date – ½ **3 marks**

To – ½

Cc- ½

Subject ½

Border line - ½

Body – content **4mks**

Reminding mother – 1 mark

Invitation – 1mk

Reference to shopping list – 1mk

Closing /complimentary – 1mk

Language and presentation – 3mks

Total=10 marks

b) Shopping list

Title – (1mk)

Name of item – (1mk)

Quantity – (1mk)

Amount – (1mk)

Serial number – (1mk)

Relevance – (1mk)

Total – (1mk)

Language and presentation – (3mks)

Sample shopping list

Serial no.	Name of item	Quantity	Amount
Total			

Example 14: Advertisement

Sawa Sawa Institute of Technology, new college in Makindu Town wishes to invite applications for Computer Engineering, Hotel management ,Nursing and Medical Laboratory as well as Early Childhood Education. Only those who have attained a KCSE mean grade of C+ qualify. Applications should reach the Director before 4th August 2014. Write an advertisement in the local dailies for this. (10 marks)

Marking Scheme

Points of interpretation

- Must be an advert if not deduct (2 marks)
- Should include
 - name of the institution (1 mark)
 - Invitation(1 mark)
 - Courses offered(2 marks)
 - Qualifications(½ mark)
 - Date expected(½ mark)
- Contact address of the director(1 mark)
 - Must be in frame(½ mark)
 - Must be eye catching (½ mark)
 - Must be clear to understand (½ mark)
 - Must be brief(½ mark)
- Language (2 marks)

Example



Example 15: Condolence note

Your classmate has lost a brother in a grisly road accident. He was the only brother he had so he is greatly traumatized. Write him a condolence note.

Marking Scheme

Must be a condolence note. If not deduct (2 marks)

Award marks as follows;

- (i) Layout – (4mks)
- (ii) Recipients address – (½mark)
- (iii) Date - (½mark)
- (iv) Salutation – (1mk e .g Dear Martin)
- (v) Subject - (1mark)
- (vi) Signing off - 1mark (should end with yours sincerely, not faithfully)
- (vii) Content - 2 marks (should mention the key issues)
- (viii) Tone - 2 marks (should be informal and empathetic)
- (ix) Language - (2 marks)

Example 16: Recipe

An Italian friend who had come to visit you left for his country a few weeks ago. He writes to inform you of his safe arrival and requests you for a recipe that would help him prepare ugali for his two friends. Write him through this address; Mckay@yahoo.com

Marking Scheme

- a.) Must be a friendly letter containing a recipe sent through an e-mail. Thus the informal tone of a friendly letter should be felt. Also remember the commanding language of a recipe.
- b.) The recipe can be written in either prose form or under sub-headings. However, it must have:-
 - (i) Ingredients and their actual quantity
 - (ii) The method in a logical order that is clear and in an imperative language with the correct register
 - (iii) Mention what the meal is served with and whether hot or cold.

- (iv) Must mention the number of people the food can serve
- c.) Include closing remarks
- d.) Valediction

Marks awarded

Format- (8mks)

Language- (5mks)

Body- Ingredients

Sample

FROM: Pema@kenyanet.com(1mk)

DATE: 20th March, 2010 (1mk)

TO : Mckay@yahoo.com (1mk)

SUBJECT: Recipe for ugali (1mk)

Salutation (1mk)

Greetings and acknowledgement of the receipt of the request

Body- (i_) Ingredients (1mk)

- ◆ Sauce pan and cooking stick (½mk)
- ◆ Half-a litre of water (½mk)
- ◆ 250grams of maize meal

(ii) Method

- Put the water in the sauce pan and place it on fire to boil (1mk)
- Add the flour little by little as you stir until the ugali is tough enough. Keep the fire constant.
- Reduce the fire and leave it to simmer for five minutes while it is covered

- Remove it from the fire and serve it hot with beef stew or green vegetables

Closing remarks (1mk)

Valediction (1mk)

- iii. Your friend, who is in the United States of America, has requested you to write a recipe of your favorite dish and email it to him/her. The dish is meant to serve five people.

Marking Scheme

From – 1 mark

To – 1 mark

Date – 1 mark

Subject – 1 mark i.e. heading – How to prepare or A recipe for...

Body - introduction – 1mk

-Identify the dish – 1 mk 10 marks

Ingredients - subheading 1mk

- List of ingredients (2 marks)

- Methods (4 marks)

- Signing off (1 mark)

- Name (1 mark)

- Language – (4 marks)

Format (F) – (6marks)

Body (B) - (10marks)

Language (L) – (4marks)

TOTAL 20MKS

Example 17: Letter of Complaints

Write a letter to the clerk of your local council complaining about the loud music in the bars where you live. Indicate how residents spend sleepless nights due to the loud music, and what you think should be done.

Marking Scheme

- Should be a letter of complaint.
- Should have an official format.
- Should have identification i.e. who is the complainant and where he/she comes from.
- Should describe the nature of the problem e.g. loud music in the bars near your home i.e. should give examples for clarity.
- Suggest what could be done.

2mks- Layout-more than 2 omissions – 1mk

4mks- Body – any important information lost out take away (1mk)

4mks- Language – tone, spellings i.e. **grammatical errors**

Check on heading

- | | |
|--------------|------------------------------------|
| Introduction | - Establish those present. |
| Body | - Begin something interesting. |
| | - Let it be coherent. |
| Conclusion | - should be memorable. |
| | - Rounded off naturally. |
| | - Thank the audience for listening |

Example 20: Confidential Report

You are the principal of Baraka Teachers Training College and one of your graduates Mr. Christopher Lipwoni has applied for employment as a teacher at Lirhanda boarding primary school. The head teacher of that primary school has send you an email requesting you to avail

more information about Mr. Christopher Lipwoni to enable the school decide whether to employ him or not. In the space provided below, write a sample report that you intend to email to the head teacher. Remember to copy the report to the DEO Kakamega East District

Marking Scheme

(A Confidential report in form of an email).

- i. Expect the format of an email – the student should use subject for the title of the body instead of RE/REF: max. marks
- ii. Well-constructed and relevant institutional (not personal) email addresses instead of the usual official letter – format addresses
- iii. Copied to the DEO Kakamega East
- iv. Date and Time
- v. Appropriate subject containing the name Christopher Lipwoni and the specific job he was applied for.

N: B Do not penalize the student for using upper or lower case letter for writing the content of the subject.

- vi. Expect the body to have the following features:
 - (i) Brief history regarding Christopher Lipwoni's beginning and completion of his course at the college.
 - (ii) Christopher Lipwoni's personality – positive qualities/negative qualities 1mks
 - (iii) Christopher Lipwoni's Academic/Educational record- 1mk
 - (iv) Recommendation for/against employment –
 - (v) Closing tag (should not contain any signature) –
 - (vi) Grammar max. marks

Example 21: Book Review

You have finished reading the play Caucasian chalk circle and you would like to recommend it to your classmates. In about 350 words, write the book review

Marking Scheme

Points to consider

- a) Title of the book

- b) Author
- c) Publisher
- d) Year of publication
- e) Price
- f) Reviewer

Format 6 marks

. Summary of the book

- a) Done in the form of a synopsis

Introduction; Setting in terms of time/ places

Body; - Plot/ event, themes

Striking aspects of the book, could be style character and characterization, the setting

Conclusion- assessment/ recommendation giving reasons

Language-

Scoring: Format-
 Content
 Language

Example 22: Curriculum Vitae Through the e-mail

Imagine that you have completed secondary education. You have come across an advertisement in one of the daily newspaper that required clerical officers. The email address of the Company is uhurukazi@yahoo.com. You are interested in the job. Write one page curriculum vitae (C.V) using the e-mail address of the company

Marking Scheme

Must be an e – mail

Layout

To: Uhurukazi@yahoo.com
 From: cunmero@hotmail.com
 DATE: Tuesday 19th, May 2009
 Subject: Position of clerical officer

CURRICULUM VITAE

a.) Personal information:

- Name
- Date of Birth
- Marital status
- Nationality
- Telephone number
- Gender

b.) Educational background

c.) Qualification

d.) Work experience

e.) Interests/ hobbies

f.) Referees names and addresses

g.) Complimentary close.

Yours faithfully/ sincerely

Eunice Kiprono

- Language accuracy: - spelling, punctuation, tense
- Tone should be formal

Normal CV

Imagine that you have done K.C.S.E exams, qualified and done some training in a professional course. You have seen an advertisement in “Sunday mirage” Newspaper of a position you qualify for. You then decide to apply for it. Write your own curriculum vitae (C.V)

Check on following details:

a.) Bio data

- Name
- Date of birth
- Gender
- Marital status
- Address

- Telephone number
- b.) Educational background**
- Dates, certificates and name of institution to be listed beginning with the latest to the earliest.
- c.) Professional background**
- Any specialized trainings be listed starting with the latest tot the earliest
- d.) Work experience to show dates and positions held and the institution**
- Show language competence.
- e.) Hobbies/interests**
- f.) References – Names of personalities and address**
- g.) signature- Check on the language competence**

NB.

It must have the curriculum vitae's format with the above details if not deduct up to 4 marks

Example 22: Notice and Agenda

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

- a) Write the notice of this meeting which you would send to the members of the drama club.
- b) Write the agenda that you would attach to the notice.

Marking Scheme

- a) Notice**
- Must be a notice. If not, deduct 2 marks
 - Must bear the label NOTICE (1mark)

- Must be on the logo; state the name of the club issuing the notice.
- Head/top Heading must have name of the club. (1mark)
- Must state that it is meant for the members of the named club. (1 mark)
- Must state the date, day and time of the meeting (1 mark)
(½mk for date and ½mk for time)
- Must be written in formal, precise language 3mks
- Must bear indication of who issued the notice, i.e. the secretary (need not be signed) if constantly and use capital letter 1mk
- Borders/inset to give it enhanced/attractive appearance 1mk

SAMPLE NOTICE

UPSTART DRAMA CLUB

Notice is hereby given of the second meeting of the Upstart Drama members to be held on (Friday)the 26th of the October, 2008 in the school auditorium 4.30pm to consider the matters on the agenda attached herewith.

SECRETARY

(UDC)

b.) AGENDA-To be separate from notice.

- Must be an agenda. If not deduct 2 marks AD
- Must have the heading of the club (see sample) (1mk)
- Must have an indication that it is an agenda (1mk)
- Must show evidence that this is a follow-up meeting (2nd meeting) by indicating there are minutes of the previous meeting

SAMPLE UPSTART DRAMA CLUB

AGENDA

1. Preliminaries
2. Confirmation of previous minutes
3. Matters arising
4. Appointments of the play
5. Date of selection of cast/auditioning
6. Budget for the production of play
7. Dates for rehearsals

Example 23: Notice and Synopsis

Your Drama Club is organizing to stage a performance of Henrik Ibsen's play,

An Enemy of the People. You are inviting neighboring schools and the general public to the event.

- (a) Write the notice announcing the event and inviting other schools and the public to attend. (8 marks)
- (b) In not more than 200 words, write a **synopsis** of the play to accompany the notice. (12 marks)

Marking scheme

Points of Interpretation

- Notice must be at the top
- Must be a notice if not deduct 2marks
- Advertisement must be catchy

(F 1/2) **NOTICE** - Must be at the top

✓ (1/2 C) **ST KUVITO HIGH SCHOOL, KERICHO** (1/2 F)

DRAMA! DRAMA! DRAMA!

WHAT: Presentation of Henrik Ibsen's play *An Enemy of the People* (1/2 F)

WHERE: ST KUVITO HIGH SCHOOL HALL (1/2 F)

WHEN: SATURDAY AND SUNDAY 22nd - 23rd (1/2 F) (If one is missing no mark)

TIME: 3.00 pm - 5.00 pm both days

✓ (1 C) **CHARGES: ABSOLUTELY FREE!!!**

✓ (1 C) **COME AND EXPERIENCE GREAT ACTING, GREAT ENTERTAINMENT
GREAT TEACHING AND RIB CRACKING!**

✓ (1/2 C) A must watch for KCSE candidates.
Members of the public are welcome.

YOU DO NOT WANT TO MISS! SEE YOU THERE!

*For a sneak preview, see the attached synopsis of the play.

Secretary, St. Kuvito High School Drama Club (1/2 F) [Secretary Name, if signature alone deny]

Contact Person

Content - performing team (1/2 C)
- people invited -
- charges - 1 C
- Benefits - 1 C (entertainment & lessons learnt)

Mr. G. Kabiru (patron)
Cellphone: 0922 - 404040

F Format - 3 mks
C Content - 3 mks
L Language - 2 mks
8 mks

Format
Notice - 1/2
Institution - 1/2
What - 1/2
Where - 1/2
When - 1/2
Who - 1/2
(8 marks)

(1/3)

- 1 AD (Mixed format)
(Transferred to the grid cover)

- (b) Must be a synopsis. Must be in continuous prose. If not, deduct 2 marks A.D. Must be faithful to the text, otherwise treat as irrelevant and penalize accordingly.

- must be in present tense - 1A3

SAMPLE SYNOPSIS

Dr. Stockmann, the Medical Officer of Health, having noticed an increase in the incidence of waterborne diseases among visitors coming to the medicinal spas in the city, institutes a scientific investigation and discovers the water is contaminated by effluent from the tannery nearby. He recommends to the Municipal authorities he serves closure of the Baths and the relaying of the entire piping system. This sets him on a collision course with the Municipal authorities who wish to downplay the issue on account that publication of the issue would scare away the tourists and kill the economy of the city that was dependent on the Baths. Besides, they argued, closure and the works would take too long and would be too expensive for the shareholders.

This sets the stage for the confrontation between Dr. Stockmann who believes the safety of the populace and of the tourists is paramount and the Mayor who leads the political and business fraternity. The ensuing battles form the conflict in the play *An Enemy of the People*. The Mayor uses intimidation, sacks Dr. Stockmann, distorts the information and blackmails the public into supporting him by claiming the taxpayers would have to foot the bill should Dr. Stockmann succeed. This makes the public to denounce Dr. Stockmann as the enemy of the people. (204 words)

Resolution is happening to Dr. after being declared A.E.O.P. - 15

Example 24 Questionnaire

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

(12 marks)

Marking Scheme

- (a) Heading e.g. QUESTIONNAIRE ON THE PERFORMANCE OF BUSINESS STUDIES IN ABC DISTRICT (1mk)

Introduction

E.g. In the last four years, the performance of Business Studies has been declining in the KCSE examination

in ABC district. This questionnaire seeks information that will help establish the causes of the decline. The information collected will be treated with confidentiality and will be used in the efforts to try and boost the performance of Business Studies in the District or county at large.

Section 1

1. Name

.....
.....(optional)

2. Gender.....

Class.....

3. What category is your school? (Tick as appropriate)

- National ☐
- Extra-county ☐
- County ☐
- District Boarding ☐
- District Mixed Day ☐
- Others: Specify:_____

Section 2

1. What was your rank in class last term? (Tick as appropriate)

- Top 10 ☐
- Between 11 - 30 ☐
- Between 31 - 50 ☐
- Above 50 ☐

2. What was your grade in Business Studies last term? (Tick as appropriate)

- A ☐
- B ☐
- C ☐
- D ☐

3. Are you satisfied with the grade in (2) above?

Yes ☐ No ☐

4. If your answer to question (3) above is yes, what do you attribute your achievement to?

- Own initiative and hard work ☐
- Encouragement from your teachers ☐
- Encouragement from your parents. ☐
- Encouragement from guest speakers. ☐

5. If your answer to question (3) above is no, explain why you are not satisfied with your grade.

.....

.....

.....

.....

6. Does your school motivate you?

Very much ☐ Not quite ☐ Not at all ☐

7. If your school motivates you, indicate how it does by ticking the appropriate box or boxes.

- (a) It has enough teachers for this subject. ☐
- (b) It invites national examiners for the subject to talk to the students. ☐
- (c) It provides sufficient teaching / learning materials. ☐
- (d) It rewards good performance. ☐
- (e) Any other:
Specify: _____

8. What do you think could be done to motivate you further?

.....

.....

.....

THANK YOU VERY MUCH.

NB: A student must have items seeking information as to why the performance has been declining and other seeking possible solutions to the problem. Award 4 marks for items

3 marks for solutions (2 marks)

For language and presentation
(TOTAL – 12 MARKS)

End of topic

Did you understand everything?
If not ask a teacher, friends or anybody and make sure you understand before going to sleep!

Past KCSE Questions on the topic

- 1.) You are the chairperson of the creative Writing Club in your school. The club would like assistance in publishing the winning entry in a recent competition. Write a letter to a publisher asking them to consider the book for publication. Remember to write through the head teacher.

In your letter, include the following

- ❖ The title of the book and name of author
- ❖ A brief description of what the book is about
- ❖ Why it is important for the book to be published.

- 2.) You are the organizing secretary of the Environmental Club which will hold a function over the weekend. The club will want to evaluate the success of the day from many of those who will attend. Design a questionnaire which will be given to carry out the evaluation.

- 3.) You are waiting to join college after you K.C.S.E examination. While reading newspaper, you see an advertisement for a volunteer worker at a children's home. Write a letter of inquiry to the manager. Express your interest and inquire if they will pay any allowances and whether they can provide accommodation. Remember to quote the reference number of the advertisement.

(20 marks)

- 4.) You are the Chairperson of the Environmental Club which has just been newly introduced in your school. There is going to be an official launching of the club. Write a brief speech that you will deliver at the launch. Your speech should include the following: introduction, club officials, the objectives (aims) of the club, the activities to be carried out, conditions for membership, enrolment and any other relevant information.
(20 marks)

- 5.) You have recently visited a schoolmate during the holidays and thoroughly enjoyed yourself. Write a letter to the schoolmate, thanking him or her for the invitation. Describe the experiences that made your day.

Question two

CLOZE TEST

Introduction

A cloze test is a type of test in which one has to put suitable words in blank spaces in a short passage where words have been left out at intervals of six to ten words. A cloze test has ten blanks which add up to ten marks in the exam. A cloze test evaluates one's comprehension of the passage, different parts of speech, spelling, tense, vocabulary and general language use. Always supply the blank with the most correct one - word answer

Points to Note on Cloze Text

- i. Always read through the passage at least three times without filling any words in the blanks.
- ii. Note carefully repeated words and ideas. This could act as possible clues.
- iii. Note the punctuation of the passage as this gives possible clues.
- iv. Always give one – word answers which also include hyphenated compound words.
- v. Ensure that your answers are relevant and grammatically correct.
- vi. Put emphasis on subject – verb agreement.
- vii. Use noun numbers correctly i.e. singular and plural forms

Example 1

Note

Give reasons for the answers below.

Fill in the blank spaces in the passage with the MOST appropriate word.

(10marks)

Reading a diary extensively can help you to.....**find**..... (1) out about life in other parts of the world. In this...**way/manner**..... (2), you are likely to find solution to your...**problems**..... (3), especially when you.....**read**..... (4) about people whose problems are.....**similar**..... (5) to yours. Reading could also.....**give**..... (6) you new insights into life. You should also learn to read...**for**..... (7) pleasure and enjoyment. As you ...**revise/prepare**..... (8) for your examinations, there will be time you feel like relaxing. At such a...**time/moment**..... (9) you could read your favorite novel.....**or**..... (10) your favorite magazine.

Example 2

Read the passage below and fill in each blank space with an appropriate word. (10 marks)

An outline is an organized list of what you plan to write about. It is a sketch of what your essay wills (1)**look**..... like. It is also a guide which will keep you on the right (2)**track/path**..... when you are writing your first draft, in the (3)**early/initially**..... stages, your outline should be a changing, working outline; in (4)**its**..... final form, your outline should be a "table of contents" of what you have "said" (5)....**in** your essay.

(6)**if**..... for instance, you were assigned to write an essay about trees, you might choose to write about "Trees used for fuel". In the planning of your paper, you might decide to (7)**divide/sub-divide**..... your topic into "Trees for firewood" (8)**and**..... "Trees used for charcoal". You might then (9)**further**..... divide your subtopics into the different kinds of trees (10).....**suitable**..... for each purpose.

Example 3

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

Sister Stefani (1) was sent to serve with other nuns at Gikondi Parish as a nurse. She (2) dedicated herself to caring for the sick. It is said by (3) some of her contemporaries that many were the (4) times that she spent entire days (5) without eating so as to serve her many patients. Because of this loving service (6) and dedication, the people of that (7) area nicknamed her as "Nyaatha" which means "a merciful person."

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

Example 4

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

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

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

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

Example 5

Fill in each of the blank spaces on the passage below with the most appropriate word.

After this month's release of last year's Kenya Certificate of Secondary Education Examination results, form four students (1) have to make tough decisions on what paths to pursue in life.

It is a (2) defining moment for the thousands of students.

To many the logical progression is to pursue higher education (3) while for others the exams mark a terminal point in academics. Pursuit of higher education is determined (4) by the performance in the Kenya

Certificate of Secondary Education (KCSE) (5) for admission to the university, a candidate requires at least grade C+ and strong passes in English, Kiswahili, Mathematics and Science.

Even so, (6) attaining the minimum qualification is not a guarantee to university education. Public universities, for instance, use a (7) cut-off point system to filter those who get the few places on offer. (8) generally, therefore, a candidate requires grade B and above to (9) secure direct admission.

Then there (10) are options under the parallel degree programmes at the public universities for fees paying students.

Example 6

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

It ...would..... be impossible for us to continue living in this world if ...**each**..... of us knew exactly**what**.....fate had in ...**store**.....for him. So God in His mercy ...**conceals**..... the future from all His creatures, and reveals only the present.**if**..... a lamb had reason like a man, it could not ...**gambol**.....happily, knowing it was destined to be killed for human food. ...**but/however**....., being quite ignorant of its fate, it is happy to the last minute of its short life contentedly**grazing**.....in the meadow, and even in its innocence licks the hand of the butcher**who**.....is about to slaughter it.

Example 7

Fill in each of the blank spaces in the passage below with the most appropriate word.

(10marks)

We all have certain goals in life. Goals vary among people. For someone, a goal would be to get (1)___**out**_____ of debt, while for another person it would be to (2) **own/build**_____ a house, while for someone else; it could be to (3) **vacate**_____ in an exotic location.

(4) **However**_____, a bad goal can sap your energy and distract you

(5) **from**_____ making progress. A good goal, on the other hand, can provide the clarity and motivation you need to (6) **attain/achieve/realize**_____ your dreams.

(7) **Often**_____, people confuse a goal (8) **with**_____ a wish.

A goal is (9) **different**_____ from a wish. For example, you may want to be a rich person; this is a wish and not a goal. A goal has to be realistic, measurable and has to be (10) **achieved/attained/realized**_____ within a specific time frame.

Example 8

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

On February 17th 2015 in Nairobi, President Kenyatta a passionate 1 **advocate**_____ of the advancement of youth and empowerment of young people, presided 2 **over**_____ the launch of the Global. All in campaign a partnership aimed at consolidating efforts against HIV/AIDS 3 **among**_____ adolescents.

4 **The**_____ President remarked “At a time when our nations are looking forward to 5 **unprecedented**_____ growth and change, 6 **we**_____ have the blessing of young and able people to drive development. But the HIV and AIDS burden on this group 7 **threaten**_____ to rob us of this promise”.

This worldwide 8 campaign brought together several UN agencies, Civil society organizations and donors to reduce new HIV 9 infectious among adolescents by at least by 75 percent and increase HIV treatment to reach at least 80 percent of adolescents 10 living with virus.

Example 9

It is exam time again and many parents and children.....all..... 1 over the country are experiencing pangs of tension and nervousness. For some, exams are a matter of life anddeath..... 2 No wonder there are victims of...exams..... 3 fever, a miserable condition that causes stress and interferes.....with..... 4 the overall functioning of the body. Although stress in small dosesis..... 5 necessary for motivation, it has beenestablished/found/discovered..... 6 that the level of exam induced anxiety.....among..... 7 many parents and children is exceedingly high. Asa..... 8 result, children's performance is partlydetermined..... 9 by their ability to manage exam fever as.....opposed.....10 to their level of intelligence.

Example 10

Read the following passage and supply the missing words (10mks)

Many people say that they don't (1)...have.....the time to relax .I read(2)...somewhere/recently..... that death is the ultimate relaxation (3)...and..... Its nature's way of telling us to slow down (4)...down..... Obviously we (5)...need..... to relax before that limit is (6)...reached..... Time for most people is not (7)...the.....problem , but the issue is how to relax .Your (8) ...heart..... has rest between beats because all of the (9)body's..... organs and functions are programmed for recuperation periods . In (10)...order..... To survive therefore we have to plan to relax.

End of topic

Did you understand everything?
If not ask a teacher, friends or anybody and make sure you understand before going to sleep!

Past KCSE Questions on the topic

1. Fill in each of the blank spaces in the passage below with the most appropriate answer

One of the challenges..... (1) the country today is youth unemployment. Related to this is lack of patriotism and a sense of..... (2). A number of interventions have been rolled to tackle..... (3) challenges that youth issues are so..... (4), they deserve a ministry, not just a (5).

Among the notable programmes by the ministry was the creation..... (6). Youth fund, whose objective is to..... (7) money to youth people to venture into business. (8) It is too early to assess its impact, the intention was noble.

Following this,..... (9) government now wants to re-introduce a company paramilitary training programme for school leavers..... (10) the National Youth Service.

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

Different types of oral literature can have (1) _____, if not identical, functions. One can use stories, riddles and proverbs, among other kinds of oral literature, to express (2) _____. It is (3) _____ true to say that one type of oral literature may have many different (4) _____. For example a work song that (5) _____ people to pull together in their efforts may also be sung as entertainment for children, or as a political weapon when people are competing in parliamentary elections. It is (6) _____ important that when one is collecting a song, one must also find out for what purpose it is being sung.

(7) _____ the text of the song is important, its context must (8) _____ be well known. The interest of the song is greatly enhanced and it is given (9) _____ proper character by the (10) _____ in which it is sung.

3. Fill in each blank space with the most appropriate word.

Every year, we look (1)..... to Christmas as a time for festivity and family get together. The jovial atmosphere that surrounds the season lifts our spirits. Families make last minute (2)..... to the supermarkets to buy gifts to loved ones (3)....., we forget that January is coming with (4)..... challenges. The sooner you (5)..... planning, the better. This will help you avoid going (6)..... in your expenditure. Most people take this time to (7)..... their upcoming home, creating transport (8)..... all over. A reunion of relatives is always the joy of charismas so to say. To some, it is just the onset of misery. This is because they don't have anything to (9)..... The last week of the year to them is always injury time. Either they do not have anything to give or they are worried over (10)... and its responsibilities.

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

I do not support abortion. But there are cases of incest (1) Rape where (2)should be given a chance to choose whether to live with the child or not. My position is informed (3) the Christian faith that I profess. The Bible (4)states that thou shall not kill.

Of course there may be a scenario in which a doctor is faced with a (5) where a mother's life is in danger and the only way to save her life is to abort the (6) It is unfortunate that nobody wants to address that issue directly. (7) my personal view is that doctors and experts should have the leeway to make professional judgements. There are hard (8)to be made

like in the event of (9)..... risk of losing life, does the doctor save the foetus or the mother or let both to die?

When does life begin then? According to churches, life begins at conception. And when does it end? Is it when one is put on a life support machine or when a doctor (10).....one dead? There is need to be pragmatic on this issue of abortion.

5. Fill in each of the blank space in the passage below with the most appropriate word. *

(1)the deliberations began yesterday; it was evident that the climate of suspicion and (2)..... blood still reigned. The M.P's and (3) of their political parties must acknowledge cardinal principal (4)making accusation and issuing threats. They are deliberating on the (5)..... of Kenya.

They were (6)..... by the people of Kenya to sit in the August House to (7)..... the people. They must remember that they are not discussing a constitution for themselves or any other. They are not (8) a constitution for President Mwai Kibaki or Prime Minister Raila Odinga or any other individual (9) may be having (10)..... for high office.

6. This may not be such a drab year after all (1)some good may yet be reported in the education sector following Kenya National Examination Council (KNEC) decision to (2)KCSE examination candidates online.

Registering all candidates (3).....is one way towards making the registration process efficient and accountable. (4) this does not mean scrapping the time tested manual method, it is surely a (5) in the right direction.

Also it is but one of (6)reforms being undertaken in education matters to reduce time school managers, students and parents expend ahead of national examinations. It would also significantly reduce (7)of Academies registering weak students (8).....other examination centers and make it easier for candidates to (9) the status of their registration and (10)..... Perennial complaints of non-registration

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

Garbage, garbage and more garbage; easy to generate but difficult to (1)_____ of. But if we stopped complaining about its choking (2)_____ for even one minute, we would realize that there is (3)_____ that we can do about it – perhaps even earn a living (4)_____ it.

There are women groups that have been making and selling high (5)_____ manure from domestic waste such as potato and banana peels. In so doing they create employment for (6)_____ and those who collect the garbage for them. The manure is said to be so _____ that it causes crops to yield three times as much as other types of manure _____ fertilizers. This boosts our agricultural sector (9) _____.

In a country like Britain, waste paper can now be eaten. It is softened and sweetened (10) ____a certain technology then fed to cows. Such cows are said to produce creamier milk.

8: Fill each of the blank spaces in the passage below with the most appropriate word.

The decision (1).....information ministers (2).....single out the Media (3) what is clearly an intrusive audit of (4)performance prior to , (5) , and after the highly problematic December 2007 election should not come as a surprise. (6).....have come as a surprise. (7)the somewhat muted response from the media fraternity. From a lot that is usually vocal in the (8) of its rights (9) both real and imaginary foes, the silence is (10)frightening than government's seemingly single minded determination to gag the media.

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

We say that all children are born equal. (1) _____, apparently, not in Kenya where the National primary school results (2) _____yesterday again display the superior performance of private schools students compared to their counterparts in the public school system.

This is (3) _____worrying trend. We are building an unequal education system where the wealthy can literally buy success.

Those children (4) _____parents have the means will attend private schools where they stand better prospects of good primary school results, and thus have a head start in the competition for (5) _____to the best secondary schools, and ultimately the best chance at coveted university places.

The children whose parents are not wealthy will have to (6) _____ with inferior education from the word go. They will be (7) _____by the education system, and ultimately condemned to lesser professional and employment prospects.

That is not the way to build a society where all have an equal chance (8) _____making it in life.

This problem with the education system has been evident for some time. It has been _____ studied by academics and by task (9) _____and has been the subject of numerous reports. It is evident however, that the government has never taken it seriously enough to take any (10) _____action.

10: There are (1)..... people who have never known the real value of ironing clothes before use. These people find ironing a (2)..... activity in the house and it continues daily without anybody ever giving it much thought. By wearing clothes (3)..... are well ironed, we look smart. There is definitely a great (4)..... between clothes that are not ironed and those that are well ironed. Ironing is one of the most important activities as (5).....as promotion of personal hygiene is concerned. When clothes are hanged (6)..... to dry, they are exposed to insects which could lay eggs or leave poisons that are (7)..... to us. Ironing protects us (8)..... some diseases. (9)..... Clothes are not ironed before wearing, we are likely to (10)..... from various skin problems such as skin rashes and irritations.

11. Fill in the blank spaces with the most appropriate word (10mks)

Although (1) _____President and Prime Minister effectively (2) _____ a ceasefire (3) _____they (4)_____on the telephone (5) _____ Wednesday night and asked their lieutenants to cease hostility-(6)relationship may not be out of the woods (7) _____.

The President (8) _____Prime Minister differed when Raila (9)_____ the suspension of (10) _____William Ruto of Agriculture and Sam Ongeru of Education a week ago.

(Adapted from The Standard Newspaper)

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

The (1)..... common way for germs to spread from one person to another or from animals to people is (2) drinking water.

Drinking water from a tap is not possible for everybody (3) wells and springs can be kept clean. Wells need a fence around them to prevent animals from falling (4) People might not notice that there was a dead animal in the well. Then it would rot and every one would become (5) from the water. (6) can put germs into springs and water-holes with their feet and tongues if they drink from them. Springs and water-holes need a (7) around them too. Best of all, drinking water sources should be covered and water taken (8)

with a pump. People must not use the grass or brushes near as a source of drinking water as (9) The (10) can easily be washed into the water by the rain.

13. Elephants are entirely vegetarian. They may _____ up to 300kg a day, which is hundred _____ as much as a human being would consume. _____ diet is varied since they are both _____ browsers and grazers. When there are too many elephants in a _____, they eat so much food that _____ there are no more leaves on the trees and bushes. They even resort to eating the bark of _____ trees; and this kills the trees completely. Then there _____ only the grass to eat, so the _____ elephants eat that leaving the soil _____. Strong winds and heavy rains quickly wash _____ the good soil. The resulting _____ impoverishes the soil so that no more plants will grow.

14. The US vice-president, Joe _____(1) was recently in the country yet for some reasons his visit _____(2) elicited much excitement. No traditional dancers at the airport or the 'we love you Biden!' screams (3) just irritation. It makes one _____(4) why heads of states insist _____(5) sending envoys at great _____(6) to tax payers to deliver messages to foreign leaders. That probably made lots of sense in the dark day _____(7) communication was the forte of the village drummer. _____(8) in this age of _____(9), twitter, face book and the mobile phone, and emissary who _____(10) a whole city into a dizzy spin just to deliver _____(11) message sounds crazy.

15. Fill in the blank spaces with the most appropriate word (10mks)

Although (1) _____ President and Prime Minister effectively (2) _____ a ceasefire (3) _____ they (4) _____ on the telephone (5) _____ Wednesday night and asked their lieutenants to cease hostility _____ relationship may not be out of the woods (7) _____.

The President (8) _____ Prime Minister differed when Raila (9) _____ the suspension of (10) _____ William Ruto of Agriculture and Sam Onger of Education a week ago.

(Adapted from The Standard Newspaper)

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

The (1) common way for germs to spread from one person to another or from animals to people is (2) drinking water. Drinking water from a tap is not possible for everybody (3) wells and springs can be kept clean. Wells need a fence around them

to prevent animals from falling (4) People might not notice that there was a dead animal in the well. Then it would rot and every one would become (5) from the eater. (6) can put germs into springs and water-holes with their feet and tongues if they drink from them. Springs and water-holes need a (7) around them too. Best of all, drinking water sources should be covered and water taken (8) with a pump. People must not use the grass or bushes near a source of drinking water as (9) The (10) can easily be washed into the water by the rain.

17. The US vice-president, Joe ____ (1) was recently in the country yet for some reasons his visit ____ (2) elicited much excitement. No traditional dancers at the airport or the 'we love you Biden!' screams (3) just irritation. It makes one ____ (4) why heads of states insist ____ (5) sending envoys at great ____ (6) to tax payers to deliver messages to foreign leaders. That probably made lots of sense in the dark day ____ (7) communication was the forte of the village drummer. ____ (8) in this age of ____ (9), twitter, face book and the mobile phone, and emissary who ____ (10) a whole city into a dizzy spin just to deliver ____ (11) message sounds crazy.

Question Three

ORAL SKILLS

Introduction

Oral communication is any communication by word of mouth. Any effective oral communication will depend on the learner's ability to speak and listen effectively. Listening and speaking skills are important because:

- i. They help us to acquire acceptable communication skills.
- ii. To respond to information correctly.
- iii. To adhere to other language conventions.
- iv. To pronounce sounds correctly.
- v. Listen to the other person carefully so as to advance a sound judgment.
- vi. Be convincing enough, if one wants to get something then he/ she must give valid and reasonable reasons.

- vii. Be compromising in case one doesn't get what they want. However it is important for one to state their stand clearly**
- viii. Appreciate the other party's view and let them know this as much**

Question three of this section tests oral skills (listening and speaking). It majorly deals with punctuation, listening comprehension, note taking, debates, speeches, interviews, discussions, oral reports, etiquette and non-verbal clues of communication that enhance listening and speaking.

Constants and vowel sounds are also tested here. Problematic sounds are tested in tongue twisters, poems, songs, riddles or proverbs. Word or sentence stress is also tested as well as stylistic aspects of poetry such as rhyme, rhythm, assonance, alliteration, puns, intonation, tone, attitude and mood. Oral literature is also tested in this section as well as etiquette, mostly in dialogues or telephone conversations. Issues of etiquette such as use of courteous language, negotiation skills, paying attention, turn taking, correct choice of register, interacting and disagreeing politely

Listening and Speaking

Specific Objectives

By the end of the topic the learner should be able to:

- a) Demonstrate awareness that spelling in English may or may not be related to pronunciation;
- b) Pronounce correctly sounds they find problematic;
- c) Communicate correctly, confidently and appropriately in different contexts;
- d) Respond correctly to oral information on a variety of subjects;
- e) Demonstrate acceptable communication skills;
- f) Use non-verbal devices effectively in speech;
- g) Use correct stress and intonation to bring out rhythm and meaning;
- h) Demonstrate the ability to use correct register in different contexts;
- i) Identify features of ogre stories, trickster stories, myths, legends, riddles and songs;
- j) Identify the features of dilemma and etiological stories;
- k) Use tone to express and interpret attitude;
- l) Use stress to distinguish grammatical meaning in words;
- m) Maintain acceptable communication skills;
- n) Present oral reports on literary and non-literary topics;

- 0) identify the features of oral poetry and proverbs;
- p) Ability to apply the features of the oral genres.

Content

a) Pronunciation

- i. English sounds; vowel and consonant sounds.
- ii. Distinction between English sounds with mother tongue and Kiswahili.
- iii. Identification of problematic sounds.
- iv. Mastery of problematic sounds in meaningful contexts e.g. through use of tongue twisters, songs and poems.
- v. Further practice on problematic sounds.
- vi. Stress and intonation.
- vii. Rhyme in poetry.
- viii. Word play (puns).
- ix. Stress and intonation in sentences.
- x. Rhythm in poetry.
- xi. Alliteration and assonance in poetry.
- xii. Distinguish word class on the basis of stress.
- xiii. Use of tone to reveal attitude

b) Listening Comprehension and note-taking

- i. Listening and responding to oral narratives (trickster and ogre stories) and riddles.
- ii. Features of trickster and ogre stories and of riddles.
- iii. Listening and responding to information/articles on children's rights, child labor, environment, HIV/AIDS and on moral values.
- iv. Listening and responding to myths, legends and songs.
- v. Features of myths, legends and songs.
- vi. Listening and responding to information on:
 - a) Issues of social responsibility
 - b) Drug and substance abuse
 - c) Equal role of men and women
 - d) Integrity/anti-corruption education
 - e) Information technology
- vi) Skills of attention and turn taking through use of dialogues,

- viii) Listening and responding to information on rights and responsibilities of citizens
- ix) Listening and responding to dilemma and etiological oral narratives
- x) Features of dilemma and etiological stories
- xi) Receiving and giving instructions
- xii) Giving directions
- xiii) Listen and respond to
 - Oral poetry
 - Proverbs
- xiv) Features of oral poetry and proverbs
- xv) Listen and respond to information on poverty eradication.

c) Mastery of Content:

Debate, interviews, discussion, speeches, oral reports.

d) Etiquette

- i. Use of courteous language e.g. thank you, excuse me, sorry, please
- ii. Telephone etiquette.
- iii. Appropriate choice of register.
- iv. Interrupting and disagreeing politely.
- v. Negotiation skills.
- vi. Turn-taking.
- vii. Paying attention (listening)

e) Non-verbal cues that enhance listening and speaking

- i. Importance of respecting personal space.
- ii. Facial expressions, gestures and eye contact.
- iii. Bowing/curtsying.
- iv. Appearance and grooming

Introduction

Example 1

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

Thou art indeed just, Lord, if I contend
With thee; but, sir, so what I plead is just.

Why do sinners ways prosper? and why must

Disappointment all I endeavor end?

Wert thou my enemy O thou my friend

How wouldst thou worse, I wonder, than thou dost

Defeat, thwart me? Oh, the sots and thralls of lust

Do spare hours more thrive than, that spend,

Sir, life upon thy cause. See, banks and breaks

Now, leavèd how thick! lacèd they are again

With fretty cherril, look, and fresh wind shakes

Them; birds build – but not I build; no, but strain,

Time's enough, and not breed one work that wakes.

Mine, O thou lord of life, send my roots rain.

Questions

- (i) Identify **four** examples of assonance in the poem. (2mks)
- (ii) Write out and describe the rhyme scheme of the poem. (2mks)
- (iii) How would you perform the last line of the poem? (2mks)
- (iv) Indicate whether the following lines in the poem would be said with a falling or rising intonation. (2mks)
 - (a) Why do sinners way prosper?
 - (b) Disappointment all I endeavor end?

Example 2

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

Around this place you are not allowed to play the music (i) _____.

The (ii) _____ caused havoc to the house of our aunts. We could not let

the children to touch the bear with (iii) _____ hands. By six o'clock, the men who

(iv) _____ bread had not said bye to their colleagues. The (v) _____ is full of nonsensical statements. They dry (vi) _____ was pounded to fine floor.

Example 3

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

a.) State any **three** points of procedure you would follow before the actual negotiations.

(3mks)

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

Example 4

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

(a) Sincere

(b) Reserve

(c) Indeed

Example 5

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

Example 6

You attend a public lecture on how to prevent cheating in exams on a very hot afternoon.

How would you ensure you pay attention despite the heat and congestion? (3mks)

Example 7

Underline the odd one out in each set of words according to the pronunciation of the underlined letter. (2mks)

- i. Change, chic, chauvinist
- ii. Stir, word, star

Marking Scheme

Example 1

- i. Indeed, if; but, just; endeavor, end; wonder, dost, (any other answer) (4 x ½ = 2mks)
- ii. abba abba cdcdd – Regular
- iii. I would kneel and raise my eyes, use a low, prayerful tone to capture the essence of prayer.
- iv. (Any other appropriate verbal + non verbal cue).

Example 2

Aloud

Ants

Bare

Buy

Flower

(5mks)

Example 3

- i. Book an appointment – by visiting or calling the other party – set up a meeting.
 - ii. Be clear on what you want to get out of the deal by:
 - Setting your minimum demands
 - Your actual demands
 - Your optimistic demands
 - iii. Know your subject well and the order in which you present your arguments
- b.)
- i. Do not always take no for an answer.
 - ii. Be enthusiastic and positively believing in your product.
 - iii. Be flexible – be ready to compromise.
 - iv. Speak simply – avoid jargon.
 - v. Keep cool – observe turn-taking, no irritation etc.

- vi. Maintain good relations – politeness and goodwill.

Example 4

Sincere

Reserve

Indeed

Example 5

- i. Bowing and curtsying
- ii. Good grooming
- iii. Use of gestures
- iv. Facial expressions
- v. Eye contact
- vi. Body postures

Example 6

- Dress lightly.
- Sit near a window (fresh air coming in).
- Sit at the front (to avoid distractions from the back and to hear the speaker clearly).

(Any other logical answer)

(3mks)

Example 7

- i. Change.
- ii. Star

More examples on oral skills

Example

1. “Peter piper picked a peak of pickled paper”
(a) Name the genre used above
(1mark)

(b) Identify **two** aspects of style used in the genre above
(2marks)

2.) In giving a public speech, what problems are you likely to encounter?
(5marks)

3. *Read the following poem and answer the question that follows*

A sudden storm

The wind howls. Trees sway,

The loose house tops clatter and clang

And the sky makes night of day

Helter skelter the children run.

Rest with a thousand miners cares

“Hey, you there! pack these houses –wares

And” where is my son?”

Homes keep the little children

“Where have you been you naughty boy?”

The child can feel nothing but joy,

For he loves the approach of rain

The streets clear, the houses fill,

The noise gathers as the raging wind without,

And naught that can move is still

A bright flash, a lighted plain,

Then from the once blue heavens,

Accompanied by noise that deafens,

Steadily pours the rain

Questions

- a.) Identify any three onomatopoeic words used in the poem
(3marks)
- b.) How does the poet achieve rhythm in the poem?
(2marks)
- c.) Show the different reactions of the parent and the children towards the storm.
(4marks)
- d.) Pick out any **three** sets of rhyming words from the poem
(3marks)

4. Pick out the words with long vowel sound
(5marks)

Lot	loud	could
Farther	lord	card
Should	moan	sort
Showed	more	god
Father	shower	

5. Write another word that is pronounced as the ones given
(5marks)

- a)
Storey.....
- b) **Blue**
.....
- c) **Heir**
.....
- d) **Lead**
.....
- e) **Queue**
.....

Marking Scheme

1.

- a.) Tongue twisters (1mk)
- b) alliteration-peter piper picked a piece of packed paper-consonant p ✓
Assonance-peter piper picked a piece of pecked paper-vowel a✓

- i. Stage fright
- ii. Inaudibility due to noise
- iii. Restless audience who cannot concentrate
- iv. Capturing and maintaining audience attention
- v. Organising your points into files

Clatter bang

Heavens/deafens

- The loose

The children are exited_”they feel nothing but joy” √

Heavens/deafens $\sqrt{}$

Led√ Cue√

ORAL SKILLS

1. Outline the entire riddling session.
(6marks)

.....
.....
.....
.....
.....
.....
.....
.....

2. Indicate intonation in the following sentences. Write **F** and **R** against each sentence to represent falling and rising intonation respectively.
(4marks)

- a. Who among you did it?
b. Is this really true?
c. Yes, she is in.....
d. Do you trust me?

3. You attend a public lecture on how to pass exams. How would you ensure that you pay attention despite the high temperatures and congestion?
(6marks)

.....
.....
.....
.....
.....
.....
.....

4. Supply the following words with their synonyms.
(4marks)

- i. Naked _____
ii. Money _____

iii. Mentally ill _____

iv. Floor _____

5. Identify the silent letter in each of the words given below.
(4marks)

i. Bomb _____

ii. Fight _____

iii. Iron _____

iv. Whet _____

6. Imagine that you are interested in going for a youth camp in December; you are to negotiate with your parents for money and permission. Explain six principles of negotiation you would observe to ensure success.
(6marks)

.....

.....

.....

.....

.....

.....

.....

.....

Marking scheme

ORAL SKILLS

1.

Challenger: Riddle! Riddle!

Respondent: Riddle come

Challenger: The riddle is posed

Respondent: A wrong answer is given

Challenger: Ask for a reward (can be a city)

Respondent: Give the city

Challenger: Give the correct answer

2.

- a. Who among you did it? **F**
- b. Is this really true? **R**
- c. Yes, she is in. **F**
- d. Do you trust me? **R**

3

- a. Dress lightly
- b. Sit upright
- c. Ensure that the room is well aerated/aired.
- d. Locate your chair next to a window.
- e. Avoid congested places
- f. Sit at the front.

4.

- a. Bare/Nude
- b. Cash
- c. Neurotic/Mad/Insane/Crazy
- d. Ground
- e. Clash/Confront

5.

- b
- gh
- r-
- h-

6. Principles of negotiation

- i. Negotiations require a give and take.
- ii. Negotiations involve flexibility

- iii. Each party must respect the other.
- iv. Negotiations result in a win-win situation.
- v. Each party must be willing to cede ground
- vi. There must be goodwill on both sides

Example

ORAL SKILLS

a.)

- i. You have been asked to narrate your favorite oral narrative. List four things you would do to ensure an effective and meaningful performance. (4 marks)

.....

.....

.....

.....

- ii) Give three reasons why it is important to look directly at the audience when you are making an oral presentation. (3 marks)

.....

.....

.....

.....

- (b) Consider the riddling session below and answer the questions that follow.

Challenger : I have a riddle for you. Are you ready?

Audience : Yes, we're ready. Give us the riddle.

Challenger : In the dripping gloom I see a creature with broad antlers, motionless. It turns its head: one gleaming eye devours the dark. I hear it cough and clear its throat: Then, with a hungry roar, it charges into the night. And is swallowed whole.

Audience : A creature with broad antlers? With one gleaming eye?

Challenger : Yes. If you get it / I'll buy you ice cream and if you don't, you'll do the buying.

Audience : But then you might spend more on us .As for us , we'll buy you only one bar of ice - creamanyway, back to the riddle, a creature that coughs , and , with a hungry roar , charges into the night.

- (i) Identify two instances of onomatopoeia in the riddle (2 marks)

.....
.....
.....
.....

- (ii) Describe the interaction between the challenger and the audience.(2marks)

.....
.....
.....
.....

- (iii) Why is the performance of this riddle in the form of a poem? (2 marks)

.....
.....
.....
.....

- c) A teacher of Kiswahili language was in class during a reading session .He realized that the student had poor reading habits .Mention three of these habits he might have observed.
(3 marks)

.....
.....
.....
.....

- d) (i) For each of the words below give another word with the same pronunciation.
(4 marks)

Flour.....

Vein.....

Son.....

Meet.....

(ii) Underline the silent letters in each of the following words (2 marks)

Glistening.....

Debris.....

Tourism.....

Depot.....

(i) Identify and describe the shortcomings in the priest's listening skills. (4 marks)

.....
.....
.....
.....

(ii) Consider the conversation between the priest and Emma Bovary before the priest's attention is distracted by the youngsters. Explain how you think it would be performed (4 marks)

.....
.....
.....
.....

Marking Scheme

a)

- i.
 - Be audible and start the story with an opening formula to arrest the audience.
 - Involve the audience by asking them questions or asking them to sing a song.
 - Dramatize and gesticulate.
 - Enhance tonal variation to indicate happiness or sadness.
 - Use facial expressions to indicate different moods.
 - Be creative and re-tell the story in a way to make it sound new.

ii) - Get feedback i.e. know how your audience is reacting to your presentation if need be, adjust accordingly.

- Give your audience a positive impression.

- Influence the audience mood.

(any 2 x 1 = 2 mks)

- b) i) Dripping
- (ii) Devour
- (iii) Cough
- (iv) Rue.

(Any 2 x1 mk = 2mks)

- (ii) -A good interactive session between the challenger and the audience.

-The challenger keeps trying to help/encourage the audience by reminding them of the key elements in the riddle.

-A friendly and interactive session between the challenges the evidence

(any 2x1)

- (iii) - To make the riddle more rhythmic and therefore more memorable.

-To enhance the nature of the challenge and make the riddling session more entertaining.

- c) (i) Verbalizing.
- (ii) Pointing fingers or on words while reading.
- (iii) Moving of the head while reading.
- (iv) Regression.

- d) i)

Flour – flower.

Vein- Vain, Vane.

Son- Sun.

Meat – meet.

- ii) Glistening.

Debris

Tourist.

Depot.

- e) i) The priest is a non - empathetic listener , does not try to understand the emotional problems of Emma Bovey.

-Constantly interruptsthe speaker.

- Assume he knows Emma Bovary's thinks it is a physiological problem which can be handled by her husband who is a doctor.

-Does not concentrate on the speech; allows himself to be distracted by the youngster in the church

-Jumps to conclusion about what Emma is about to say, and therefore doesn't allow her to spell out what is on her mind. (4mks)

ii) The Priest's question "How are you?" asked in a gentle tone and said in falling intonation

- Emma's speech delivered in a low drawling intonation, with special emphasis on "I". But his inquiry is delivered in a gentle tone without wide pitch variations. He is delivered a boring, premeditated, philosophical speech. Talks a bit faster when he question about Monsieur Bovary.
- Madame Bovary says "He" in a contemptuous and scornful tone, with the appropriate facial expressions.
- The priest would exclaim "What" in a tone of surprise and perhaps shock. His last question about Monsieur Bovary would be said in a rising intonation, expecting a yes- no answer.
- Finally, Emma Bovary would make her last statement in a slow tempo, with special emphasis on "ah" and "earthly" perhaps with a gesture to show an air of dismissiveness. (4mks)

End of topic

Did you understand everything?
If not ask a teacher, friends or anybody and make sure you understand before going to sleep!

Past KCSE Questions on the topic

1. THE MAGNIFICENT BULL

My bull is white like the silver fish in the river

White like the shimmering crane bird on the river bank

White like fresh milk.

His roar is like thunder to the Turkish cannon

On the steep shore.

My bull is dark like the rain cloud in the storm.

He is like summer and winter.

Half of him is dark like the storm cloud,

Half of him is light like sunshine.

His back shines like the morning star.

His brow is red like the beak of the hornbill.

His fore head is like a flag, calling the people from a distance,

He resembles the rainbow.

I. The singer achieves rhythm in the song above through repetition of words i.e. “white like” like e.t.c.

Identification

Illustration

II. If you are to do a live performance of this song how would you make it more interesting to the audience?

b) Underline the silent letter in each of the following words
(5mks)

- i. Rendezvous
- ii. Eulogy
- iii. Tourism
- iv. Condemn
- v. Phlegm

c) ***Read the genre below, and then answer questions that follow:-***

“Willy warmly welcomed Wendy and wondered why Wyatt walked wearingly while whistling.”

- i) Classify the above genre.
- ii) Identify and illustrate one sound pattern from the genre

iii) State any one function of the above genre

d) Your school is participating in a debate and the motion is: "Parents should let children decide their own destiny," How would you ensure that your argument is convincing?

e) Imagine that you are listening to a telephone conversation between a receptionist and a lady whose child is very ill and she is seeking her physicians' help. Unfortunately, Dr. Kemboi is not in, but the receptionist is on the line. In the blank spaces, fill in what you think the receptionist should have said to the lady.

2. (a) *Read the narrative below and then answer the questions that follow:*

A Greedy Old man and the sausage

Once upon a time, there lived an old man. One day he paid a visit to his in-laws. On entering the house of his mother-in-law, he found that she had been roasting some meat, among which was a delicious looking sausage and she was not in the house. He immediately took the sausage and quickly shoved it into his quiver. And it so happened that a piece of live coal had got stuck on the sausage but the old man didn't know. He quickly shut the quiver.

No sooner had he sat down than the owner of the house came in. They sat down to talk about the children's health. When they had finished, it was time for the old man to return to his home. Just then, the woman noticed smoke issuing from the quiver and asked the old man; "Paker, how come the quiver is smoking?" The man answered, "Oh. It's some naughty fire stick with a soft head that smokes whenever it comes into contact with soft wood and the arrows." The woman kept quiet and got up to escort her guest.

When they had walked only a short distance, the fire made a hole in the quiver and the arrows fell out, tiak! together with the stolen sausage. The lady, who was walking closely behind, exclaimed: 'See, had I not known it! Then the old man fearing that his sausage might be eaten shouted, "Oh, my Paker, please do not eat it!"

So while the lady ran home in shame, the greedy old man continued with his journey in extreme embarrassment. They showed each other their backs and there ends my story.

(i) State two things a narrator would do to draw the audience's attention to the beginning of the story

(ii) Describe how a narrator would perform line 4-6 of the second paragraph

(iii) Explain three ways in which the audience can indicate active listening in the performance of this narrative

(iv) Apart from using the ending formula, how else would a narrator signal to the audience the ending of his story?

3. ***Read the following oral poem and answer the questions that follow:-***

Where is she eee

Where is she ee

We want to pamper her

We want to pamper her x2

We advise you, we advise you

When you get there respect your husband

When he calls you, respond to his call

So that your marriage can last

Both of you may live in peace

Both of you may live in peace x2

(i) List down what is lost when the above song is written down

(ii) The above song is a translation from Kiswahili to English. What has been lost in the translation?

(c) (i) Underline the stressed syllable in the correct pronunciation of the following words

(The dots indicate syllable boundaries)

(i) Res. pect

(ii) Re. view

(iii) In. ves. ti. gate

(iv) Con.so.li.date

(v) Cal. cu. late

(vi) Di. vi. de (noun)

(ii) Provide another word with a similar pronunciation for each of the following words

- (i) Feet
- (ii) Alter
- (iii) Ale
- (iv) Cereal
- (v) None
- (vi) Ate

(d) (i) Explain three things you would do if you were unexpectedly asked to give a short speech during the form four farewell party

(ii) You are giving this speech without a public address system. How do you ensure you are heard clearly by everybody?

4. i) *Read the oral narrative and answer the questions asked.*

THE MAN WHO LIVED WITH THE TRIBE OF HIS WIFE

There was a man, it is said, and who lived with the ethnic group of his wife. One day he said to his wife, "We are moving away-tell your people." So she told her people and they gave him the customary gifts and returned to him a part of his bride wealth.

Then this man who had been living with his wife's ethnic group moved away with his family and his wife, and after he had walked all day he set up a camp in a certain place. Then he said to his wife, "woman, there is a matter I have to discuss with the people whom we left, and I am going back to them. Pen the animals and wait for me."

So he went back, and when he reached the village in the evening he sat down in the clearing by the huts, intending to eavesdrop. The people were gossiping about and someone said, "well, let us all give our opinion of that who stayed with our tribe for such a long time!"

"He was a good man." said one.

"By God, he was a brave man."

"By God, he was a generous man."

"By God, he looked after the animals well."

"By God, he had some knowledge of men."

The whole village praised him, and all the time the man was listening. There was pause, and then a young girl spoke, "but I know something about him that was bad!"

"What was it?" the people asked.

"He didn't go far away enough from the huts when he urinated!" at this the whole village burst in to laughter, but the eavesdropper was so angry that he stood up said to them, "well, by God, I have moved far enough away now!" to the great astonishment of the whole village.

a) How would you perform the narrative in order to capture the audience attention

b) (i) In which tone would the eavesdropper say last line of the narrative

ii) Underline the word in which the vowel sound is different in the following sets of words:

- a) Ship, sheep, sleep
- b) Pull, pool, book
- c) Bark, park, buck
- d) Might, height, mice
- e) Barn, ban, bag

iii) State whether the stress would fall on the first or second syllable on the word in bold by underlining:

- a) I don't like associating with that rebel
- b) Waiyaki had a lot of respect for the elders
- c) We manage to turn the businesses
- d) When can you contact me?
- e) You can access a lot of information in **the internet**

iv) What would you consider important in giving someone directions especially to a place that is difficult to trace?
v) What preparation would you do before attending an interview for a job?

5. *Read the poem below and answer the questions that follow:-*

ESCAPE FROM THE CITY

I seek a quiet country life
Without the city's bursting strife
I seek the sight of trees ablaze
Instead of streets that form amaze

Barbara Klinger

i) Identify two sound patterns in this poem and state their effectiveness

- a) i) rhyme Life – strife ablaze - amaze
 ii) Which words in the poem contain diphthongs?
 iii) How could you say the first line of this poem and why?
 iv) Describe the rhyme scheme of the poem above

b) *In each of the following groups of words, one of the underlined is different from the rest.*

Identify the word with the different sound:-

- i) Purse further fury nurse
 ii) Three thick theme these
 iii) Have fame rake fate
 iv) heir honest honoraria harbour
 v) Committee constitution command commodity

c) *Read the item below and answer the questions that follow:-*

If freaky Fred found fifty feet of fresh fruit and fed forty feet to his friend Frank, how many feet of fresh fruit did freaky Fred find?

- i. Classify the oral item above
 ii. Identify two characteristics of this genre
 iii. State four functions of this genre

d) *Explain the meaning of the following idiomatic expressions:-*

- i) They were taught by the word of mouth
 ii) The guest of honor asked us to lend him our ears
 iii) Politicians must now walk the talk
 iv) Daisy has the gift of the gab

e) *You are a TV presenter with “Duond Joka Nyanam” station. You have been assigned the duty to interview an important and famous writer in the name of Ngugi Wa Thiong’o.*

How would you prepare yourself for an effective session with a view to producing a good programme?

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

SWEET AND LOW

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

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

Alfred lord Tennyson.

- (i) State any two pairs of rhyming words from the above poem

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

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

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

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

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

b) Underline the silent letters in the following words

i) Subtle

ii) Comb

iii) White

iv) Hymn

v) Clinton

c) *Rewrite the following sentences identifying the stressed syllable in the underlined words (use stress marks)*

i) Drug abuse is so rampant in coast province

ii) The alarm clock rang on time

iii) Can I have your contact, please?

(iv) We were forced to desert our fertile land and now, here we are in a total desert

d) *Carefully study the following conversation and then answer the questions that follow:-.*

Juma : I am so happy! (Jumps up) we finally did it! Four powerful sweet goals!

Solomon: No doubt about that victory! Chelsea.....

Collins :(interrupting) shut up your pointed beak! Its Chelsea not Chelsea! Simply stated; the blues.

Solomon: Accept my apology. I didn't mean to offend anyone. For your information Collins, Man City isn't my team. Notwithstanding, the fact remains that Manchester city outran and outfoxed your team. I saw the match myself.

Juma: Hold your peace, boy. Are you not aware of the adage that goes: he who fights the truth, fights against God! Chelsea can beat any other team in the English premier league but not Manchester City and that's the truth, period.

Collins: Sure? Come to think of it, have you ever stopped to wonder why all the beautiful women in this present world and probably the one that will come, prefer to associate with Chelsea players and fans rather than those of man city? Still wondering? Answer is obvious: Man city players are not only short and ugly but also daft morons!

Juma: To be honest, you could be saying the truth as far as your captain's snatching of Wayne Bridge's girl friend is concerned. However, don't you think it's a show case of immorality, for a married man like him to engage in an extra-marital affair?

Catherine: Guys, let's end the entire talk. Why can't we talk about AFC Leopards, Sofa Paka and Western Stima! Isn't there any football being played in Kenya?

Solomon: True

Catherine: What I....mean is who in England talks about Western Stima? Anyway, thanks for your company! (Walks away)

- i) Identify and illustrate any two features demonstrated by Collins which indicate lack of courtesy while conversing with others
- ii) From the above dialogue, identify any two features of a healthy conversation
- iii) With relevant illustrations from the above dialogue state any two features that characterize natural speech

7. a) Read the genre below and answer the questions that follow:-

“How high up has he heaved his heavy hoe?”

- i) Identify the genre above.
- ii) For what purpose would the above genre be used?
- iii) Cite one feature of oral skills used in the above genre.
- iv) Mention two characteristics of the above genre

b) Give another word that has the same pronunciation as the words below

- i) Profit
- ii) Mete
- iii) Pull
- iv) Dough
- v) Key

c) Imagine that Ngugi Wa Thion'go, the author of the novel 'The River Between' has been invited by the English department to give a lecture on the key themes and aspects of style evident in the novel, in a week's time. As one of the students of literature preparing to offer him an audience, what steps would you take just before and during the presentation to ensure that you benefit fully from the event?

d) ***Read the poem below and answer the questions that follow:-***

I stood and stared, the sky was lit
The sky was stars all over it
I stood. I knew not why
Without a wish, without a will
I stood upon the silent hill
My eyes were blind with stars still
I stared into the sky

- i) Show how the poet has effectively created rhythm in this poem?
- ii) What word would you stress in line 5 and why?
- iii) Explain two ways in which you would make the recitation of the first three lines of the poem effective

e) ***Read the conversation below and then answer the questions after it.***

Hawa : Hallo, is that Thatu's Girl's school?

Peter : Yes, what is your name?

Hawa : Hawa Mukova

Peter : What do you want?

Hawa : May I speak to the head teacher?

Peter : He went to do shopping for his family. What did you want to tell him?

Hawa : Sorry it is confidential. May I speak to the deputy?

Peter : He is attending a pre-wedding in fact he is never in school.

Hawa : Oh! I will call later

Peter : It's okay

i) Identify four instances of lack of telephone conversation etiquette

ii) Write corrections using correct telephone etiquette

iii) Underline the silent letter in the following words

a) Eulogy

b) Phlegm

8. (a) *For each of the following words, provide another similar pronunciation.*

(i) Site ...

(ii) Owe

(iii) Rite

(iv) Road

(v) Blew

(b) A resource person has been invited to your school to talk on the newly introduced play

An Enemy of the People by Henrik Ibsen. What five things would you do to ensure you benefit maximally from this talk?

(c) *Using each of the words given below, construct two sentences to bring out two different meanings.*

A. (i) Import

(ii) Import.

(iii) Produce.

(iv) Produce

d) *Read the following poem and answer the questions that follow:-*

THANK THE MOTHER

I thank thee mother
Your back I wet
When I leaked
like a broken gourd,

Your breast I sought
like a blind bat,
On your back
I swung like a little vagabond
but you said
'It's my vagabond.'

(i) Who is the persona?

(ii) On the line 'Like a broken gourd.' Which words would you stress? Why?

(iii) How is rhythm achieved in the poem? Illustrate.

(e) *Read the story below and answer the questions that follow:-*

There lived two men who were good friends. One of them was very wise and the other very foolish. One day, they argued between themselves, and one said, "I am the wisest man in this country." The other said, "No, I am the wisest." As there was no way of measuring wisdom, the two men did not know who was wiser than the other.

One day they were discussing the ill-behavior of their wives and one of them said, "If we want them to behave well we must beat them up. Women are like children, beat them up and they will behave well."

The other said, “No! If you beat your wife, she will become worse.” After arguing for a long time, they kept quiet and went home. On reaching his house, the man who was in favor of beating wives began to beat an ox-skin vigorously. When the other heard this, he thought the sound came from his friend beating his wife and he took a stick and beat his wife severely until she fell sick and later died.

When the two men met later, it was now clear who between them was wiser than the other.
(Adopted from: The Hyena and The Rock by B.M. Lusweti: Nairobi: The Macmillan Press Ltd. 1992)

(i) Suppose you are the one narrating this story, what would you do first before narration to capture the attention of the audience?

(ii) How would you deliver the speech by the 2nd speaker? “No! I am the wisest.”

(iii) If you are listening to this story, what would you expect the story teller to do so as to make the story interesting?

(f) *The following is a conversation between an Admission’s teacher and Juma, a Form One seeking admission to Elimu Secondary School. Study it and complete the blank spaces appropriately.*

Juma :

Teacher : Good morning young man, how are you?

Juma :

Teacher : Welcome to Elimu Secondary School and have a seat.

Juma : Thank you, Madam.

Teacher :

Juma : I’m Hassan Juma Masumbuko.

Teacher : I have verified your documents and therefore allowed you to join the classroom next door as our first Form One student this year, congratulations.

Juma :

9. *Read the story below and answer the questions that follow:-*

THE CRUEL STEP-MOTHER

Once upon a time, there was a man and wife who had a baby girl. Unfortunately, the wife died and so, the man married again. He got another girl with the second wife. The two girls became extremely close; so close that whenever the mother sent one on an errand, the other was sure to accompany her. The mother, however, did not like the child of the deceased. She would always show her dislike by denying her certain favors. Her feelings became so bad that she decided to get rid of the girl.

To do this, she dug a hole in her bedroom on a day when the husband was absent and covered the hole with a cow's hide. She then called her daughter and sent her to the house of a friend some kilometers away. As usual, the two girls wanted to go together but the woman refused, giving the excuse that she wanted to send the other one elsewhere. After the departure of her daughter, she tailed the other girl and sent her for her snuffbox in the bedroom. Unaware of what lay ahead, the girl eagerly rushed into the room only to fall into a hole! The mother very quickly filled the hole with soil, completely disregarding the girl's screams for help.

When the daughter came back, she merely assumed that the absence of her dear companion was justified. After hours of waiting, she, however, became impatient and questioned the mother.

‘Where is my sister?’ she asked

“But she followed you. As soon as she did what I wanted, she ran after you. Now stop bothering me” the mother retorted.

Time passed and the now anxious girl went round calling out the name of the other one, but all in vain. Alas! ...she cried the whole night and the next day and refused to touch any food. The father helped in the search but to no avail.

After three days, the girl still cried and called the other one. She then heard a very weak voice responding in song:

Maalya Maalya

Maalya Maalya

Na mwenvu niwe mwai iiee malya

Ekwinza muthiko iiee malya

Wakwisa kunthika iiee malya

Maalya Maalya

(And your mother is the wise one iiee malya

She dug a grave iiee malya

For interring me in iiee malya)

The girl dashed towards the direction of the voice, repeated her cries and again got the same response. She came to the conclusion that whoever was responding was definitely underground somewhere in the house. Immediately the father came that day (before the arrival of the mother), she told him what had happened. After hearing the song, the father dug up the place and pulled out an extremely weak and disfigured daughter. All the three wailed and eventually, the father gave her a mixture of blood and milk from a goat to drink after which she vomited all the soil she had eaten. He gave her some more of the mixture after which he hid her.

When the wife eventually came back, the man did not let her get into the house but sent her for a cow in a far off place. He explained his action by telling her that he had decided to host a feast for relatives (including his in-laws). In the meantime, he sent-for all of them. When the woman came back with the cow, she found everyone waiting for her. Uneasy now, she sat down in the place she was shown by her husband. He then stood up and after welcoming all, reminded them of the lost daughter. He then called upon the wife to explain the circumstance leading to the sad episode. She hauntingly repeated the now commonly know story. When she sat down, the husband told this woman's daughter to repeat her earlier wails after which all heard;

Maalya Maalya

Maalya Maalya

Na mwenvu niwe mwai iiee malya

Ekwinza muthiko iiee malya

Wakwisa kunthika iiee malya

All were surprised to hear the words of the other girl's song and at that moment; the 'dead' girl joined them. The woman was as though paralyzed by shock. The husband then explained the truth of the matter and told his in-laws to take their daughter with them. They said that if that was what she had done to the girl, they couldn't have such a monster in their house. The woman was disowned by all and chased away.

- (a) How would you say the following opening formula "Once upon a time"?
- (b) If you were performing this story what oral skills would you use?
- (c) As a story teller, how would you deliver the two songs to portray the different contexts?
- (d) If you were one of the relatives invited by the girl's father, how would you portray your reaction towards the revelation of the step-mother's behavior?
- (e) *What intonation would you use at the end of this statement and why?*

"Now stop bothering me"

PART B

(a) Shem showed Sila's shining shoes shamelessly on Sheba's shore.

(i) Classify the above genre

(ii) Identify the dominant aspect of style in the above genre and illustrate your answer with a brief explanation

(iii) State any three functions of the genre identified in (i) above

(b) Mr. Angwech of Shangilia mixed secondary school asked his class to decide on which set of text books in their syllabus they should perform for the rest of the school. She asked Noreen to lead the discussion. Read their discussion below and then answer the questions that follow:-

Mr. Angwech: Noreen, would you lead the discussion?

Noreen: Aha, Ok. The question is: What play should we pick for our class play? Does anyone have suggestions? Kabonyi?

Kabonyi: I suggest we do 'An Enemy of the People'.

Tom: How about 'Shreds of Tenderness'?

Noreen: No. I dislike 'Shreds of Tenderness'

Lilian: I love 'The River Between'.

Kabonyi: No way! That will make a stupid play! Let's do 'An Enemy of The People.'

Noreen: Peter?

Peter: I have never watched 'Shreds of Tenderness' but...

Peris: It's a superb play.

Noreen: Peris, Please let Peter finish then it will be your turn

Peris: Sorry.

Peter: Anyway, I have seen a play on 'An enemy of the People' but I have watched the movie and I love it.

Noreen: Peris?

Peris: I just want to say that I think 'Shreds of Tenderness' is a really good play.

Noreen: Apepo?

Apepo: I saw the movie ‘An enemy of the people’ too and I really like it. I loved that part where Aslasken asks Dr. Stockmann to...

Noreen: Excuse me, Apepo, but we should talk about that after the discussion is over. Does anyone have any other suggestions? No? Ok, Kabonyi proposed ‘An Enemy of the People’, Tom likes ‘Shreds of Tenderness’ and Lillian wants to the ‘The River Between’. Has anyone seen or read all three? No. Ok? I suggest that we all go to the library and read them and then continue the discussion in a couple of days. Is that ok with everyone? Ok. The discussion is over.

(i) Identify any *three* wrong things done by the class in terms of effective communication

(a) Koech was part of the audience listening to a speech delivered by the Director of Youth Affairs on how to empower the youth. After the speech the Director asked them questions on the key issues which featured in the speech. Koech could not remember much. What do you think he failed to do during the speech?

(b) You have been invited to give a talk to the Pamoja Youth Group on etiquette. You decide to focus on respecting personal space in social interaction in your talk. Describe two examples that you would use to illustrate the different situations in which it would be important to respect personal space.

(c) During a presentation, you were interrupted severally by some members of the audience.

Give four reasons why the audience would do so?

10. (a) **Identify the silent letter(s) in the following words**

(i) Married.....

(ii) Bomb.....

(iii) Difference.....

(iv) Sachet.....

(v) Buffet.....

(b) **Read the following oral song and answer the questions that follow:-**

ORAL SONG

Ndiegu akatsia kusuma

Achima umwana

Numwana akatsia kusuma

Achima ndiegu

Ndiegu vava

Ukalilanga gu?

Zunu, zunu, zunu....

Translation

Ndiegu went to beg for food

She didn't give it to the child

The child went to beg for food

It didn't give it to Ndiegu

Ndiegu, please

Why then are you crying?

Pinch, pinch, pinch.....

- (i) Give the characteristics of this oral performance
 - (ii) What features of oral performance are lost when this song is written down?
 - (iii) If you were to perform this song before your fellow students in form II, what accompaniments would make for this audience to remember your performance for a long time?
 - (iv) What aspects of this song would make it easy for the audience to join in the singing of the song?
- (c) You are required to give an impromptu speech in a crowded assembly of inattentive students. State what you would do to ensure that they listen to you.
- (d) Divide the following words into their constituent syllable units e.g. Operate – op-er-ate**
- (i) Wonder.....
 - (ii) Honey.....
 - (iii) Drawback.....

(iv) Town.....

(v) Education.....

(e) (i) Two teachers (Mrs. Stima – D.O.S and Mr. Obwaya – the drama teacher) of KitiHigh school are involved in a discussion in the staffroom. They are assessing the possibility of allowing students continue with their entertainment on Friday evenings. Complete the conversation:-

Mrs Stima: Mr. Obwaya, do you think entertainment is necessary in this school?

Mr. Obwaya:.....

Mrs. Stima: More time? This is unacceptable! Let the students do what brought them to school. This is a school and not a leisure resort.

Mr. Obwaya:.....

Mrs. Stima: In fact we are wasting time discussing this issue. Let's ban entertainment. We are not destroying anybody.

Mr. Obwaya:.....

Mrs. Stima: (calmly) Would you please, explain why you are favoring this issue.

Mr. Obwaya:.....

Mrs. Stima: But when they go into the dance hall they are never grown-ups nor are they responsible. They should stick to books.

Mr. Obwaya:.....

Mrs Stima: I am sorry, Mr. Obwaya, I've to cut you short. Are you aware that the majority in this school are of the opinion that entertainment should be curtailed?

Mr. Obwaya: (shocked)

Mrs. Stima: That is it. Nothing is going to happen and nobody is going to change this.

Mrs. Stima:.....

Mr. Obwaya: Yes! Why not? They even need to be added more time

Mrs. Stima:

Mr. Obwaya: I agree with you but you know, we may think we are assisting the children but we are destroying them.

Mrs. Stima:.....

Mr. Obwaya: To me entertainment is part and parcel of learning. It is absolutely necessary

Mrs. Stima:

Mr. Obwaya: Students need time away from their books. Let them ventilate their steam. Furthermore, they are responsible as they are grown-ups

Mrs. Stima:

Mr. Obwaya: But they need.....

(Should show interruption. if no ellipse or dots, award “0” mark.)

Mrs. Stima:.....

Mr. Obwaya: What! It can't be! You are invited for trouble✓

N/B: - The exclamation mark is necessary to show shock.

Mrs. Stima:.....

(ii) State two forms of polite address used by Mrs. Stima in the above conversation (1mk)

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

BOY ON A SWING

Slowly he moves

His blue shirt

To and fro, to and fro,

Billow in the breeze

Then faster up and down.

Like a tattered kite

The world whorls by:

east becomes west,

Mother!

Where did I come from?

north turns south

Where will I wear long trousers?

The four cardinal points in his head,

Why was my father jailed?

- (i) Identify any two sound patterns used in this poem and illustrate them.
- ii) Why do you think the poet uses the sound patterns you have identified in (i) above?
- iii) How would you say line 2 – 4 of this poem and why?
- iv) Give words that sound similar to the following ones in this poem.

Blue –

Wear -

b (i) *Rearrange the following words in pairs of homophones.*

whines, mown, lays, weather, dough, laze, moan, doe, whether, wine

(ii) *Provide minimum pairs for the following words.*

/t/

/d/

doubt

dt

dor

c) You were the best student in K.C.S.E. last year. The principal of your former school has requested you to give a speech to the present candidates. What important aspects would you consider in order to enhance effective speech delivery?

d. Read the following dialogue and answer the questions that follow:

Makokha : Hi old man! I hope you know why I'm here, your girl Lavender loves me and I have come to take her away. Where is she?

Murunga : Did I hear you right? Did you say

Makokha : Yes, Lavender! Just say how many goats you want!

Murunga : Who are you? Whose son are you?

Makokha : Good heavens! You mean you don't know who I am; you must be the only one in this village who doesn't know famous people like me. I am Makokha or Deno, the guy whose voice you usually hear on Egesa F.M. radio. You are a very lucky father-in-law!

Murunga : What is the world coming to?

Makokha : I hope you are not going completely blind. The world is going nowhere! It is Lavender who is coming to my three- stories palace. Ask her to come. I am running late.

Murunga : Young man get out of my sight before I set dog, Toby, on you!

d. (i) Identify and illustrate four things that you find wrong with Makokha's manner of speech.

(ii) "Your girl, Lavender, loves me and I have come to take her away." Rewrite this sentence in the manner in which Makokha should have uttered if he had a sense of courtesy.

(iii) At one point Makokha deliberately misunderstands Murunga. Identify this point and state what it reveals about Makokha's attitude.

12. *Read the following poem and respond to the questions*

I SHALL RETURN

I shall return again. I shall return
To laugh and love and watch with wonder eyes
At golden noon the forest fires burn,
Wafting their blue – black smoke to sapphire skies
I shall return to loiter by the streams
That bathe the brown blades of the bending grasses,
And realize once more my thousand dreams.
Of waters rushing down the mountain passes.
I shall return to hear the fiddle and fife
Of village dances, dear delicious tunes
That stir the hidden depths of native life
Stray melodies of dim- remembered tunes.
I shall return. I shall return again
To ease my mind of long, long years of pain.

- (a) **i) What **three** things does the poet wish to return to?**
 ii) Name the stylistic device to emphasize the poets longing.
iii) Describe two sound patterns used in the poem
iv) A poem is best read aloud. What do you think is lost if you read this poem silently?

b) Imagine you are part of the audience that is listening to a speech. You look around and notice that some people are looking at their watches, a few are yawning and one or two are shifting in their seats.

i) What would be the likely cause of such behavior? Mention at least four causes

ii) If you were to be the speaker, what would you do to capture and sustain the interest to the audience? Mention at least four

c) i) *For each of the words below give another word with the same pronunciation*

Wet –

Soar –

Would –

Tied –

One –

You –

ii) *Underline the silent sounds in these words*

Gain

Helipad

Resist

Rhyme

Tomb

Deliver

d) What will be the meaning of the sentences below if the underlined words are stressed

:i) The young tout and the driver, hijacked the car

ii) The young tout and the driver, hijacked the car

e) *The phone rings.*

Mr. Oundo: (picking the phone) Yes!

Ken : Who is speaking please?

Mr. Oundo: What do you want?

Ken : I would like to speak to ...

Mr. Oundo: Speak up I can't hear what you are saying!

From the above telephone conversation identify and explain at least three cases of lack of telephone etiquette

13. *a) Read the poem below and answers questions based on it.*

LISTEN TO THE RAIN

Listen to the rain,
The whisper of the rain,
The slow soft sprinkle,
the drip-drop tinkle,
the first wet shisper of the rain.

Listen to the rain,
the singing of the rain,
the tiptoe pitter patter,
the splish and splash and splatter,
the steady sound,
the singing of the rain.

Listen to the rain,
the roaring pouring rain,
the hurly-burly
topsy- turvey
Lashing gnashing teeth of the rain,
The lightning-flashing
Thunder crashing
Sounding pounding roaring rain,
leaving all outdoors a muddle,
A mishy mushy muddy puddle.

Listen to the quietude,
 The silence and the solitude
 Of after rain,
 The dripping, dripping, dropping,
 The slowly, slowly stopping
 The fresh wet silent
 after time
 of rain.

- i) Identify any two sound patterns employed in the poem
- ii) Describe the rhyme scheme of the poem
- iii) How would you say the first line of the poem?

b) A bear will bear a bear

- i) Classify the above genre
- ii) State two functions of the genre above
- iii) Give another example of the genre

. c) *Underline the odd one out*

i) Picked	wicked	packed	sacked
ii) World	worker	wolf	worship
iii) Think	this	thing	thistle
iv) Tube	tutor	turn	tumor

. d) i) Non-verbal skills in communication are very important in the delivery of any oral item. State any four forms of non-verbal cues

- ii) Give three reasons why listening is an essential aspect of communication
- iii) How would you say the following statements?

- Why do you always come to church late?
- Are you the boy who was found bullying the form ones?
- I don't believe your story.

e) *Imagine you are faced with the following situations and give at least two appropriate responses to each situation*

- i) You accidentally knock down another student on the pavement.
- ii) You are in a hurry to get to school and three people are busy conversing right in the middle of the path.
- iii) Your friend has lost a close relative and you decide to console her.

14. Read the poem below and answer the questions that follow:-

The sun rises in the east
 Sending forth its morning Heat
 The lily in the valley below
 Reflects its wondrous glow

Red yellow pink and white
 The roses send out their bright light
 It is such a wondrous sight
 Beauty shining through the night

- (i) Explain one way through which rhythm has been achieved
- (ii) Write down the rhyme scheme of the poem.
- (iii) Explain any two ways you would ensure your audience enjoys your performance of this poem.
- (iv) Which three words would you emphasize in line three of stanza one?

(v) Underline the silent letter in the following words:

Rendezvous

Condemn

Eulogy.

Phlegm.

(vi) Using each of the following words. Construct two sentences with each to show the two meanings implied in the word.

(vii) Your school principal has invited a prominent professor to offer a talk on a topic of students' interest. Briefly explain any four features that would prove one is not listening

(viii) Give a word that sounds similar to the one given below (3mks) ½ a mark each

Analyst -

Surge -

Session-

Through -

Sterling-

Symbol-

(f) *The following is part of a conversation between a student and a principal of some school in Kakamega District. The student is the chairperson of the school's writers' club and is requesting for permission for the club members to attend a writer's symposium at a neighboring school. Complete the conversation.*

Student:

Principal: Good morning, your club patron Mrs. Wasike had mentioned that you would see me about a symposium but she did not elaborate what is the symposium about and Show. Will you benefit from it?

Student:

Principal: That sounds like a very useful symposium How many club members will attend and how do you intend to finance the trip? .

Student:

Principal: That is a good number, and I hope you will raise enough money from the projects. If some remains after the trip you could support the school bursary fund. You have my permission.

Student:

15. Fill in the blank spaces with the most appropriate word (10mks)

Although (1) _____ President and Prime Minister effectively (2) _____ a ceasefire (3) _____ they (4) _____ on the telephone (5) _____ Wednesday night and asked their lieutenants to cease hostility _____ relationship may not be out of the woods (7) _____.

The President (8) _____ Prime Minister differed when Raila (9) _____ the suspension of (10) _____ William Ruto of Agriculture and Sam Onger of Education a week ago.

(Adapted from The Standard Newspaper)

(a) The following is a telephone conversation between Jane and her mother. Jane is a student at Mwalimu High School, while her mother, who has been unwell for some time, is a business lady. Complete the dialogue by filling in the blanks with appropriate responses.

MOTHER : Hello Jane! How are you?

JANE : (2mks)

MOTHER : Oh! Little girl. Don't worry about that, I am still on drugs and I believe all will be well very soon. I am concerned about your school work. Have you improved?

JANE :

MOTHER : This is great. I have always prayed for you. Don't relax after mid-term results. Now make sure that you are working hard to be the best in the district.

JANE :

MOTHER : You are right Jane. Caro is joining University of Nairobi and all of us in the village are proud of her. Where are you going on the tour?

JANE :

MOTHER : I will send somebody to clear the remaining amount. Next month is only ten days away.

JANE :

MOTHER : Daddy is doing well but he has gone on transfer to Kianyaga.

(b) Read the poem below and answer the questions that follow

She dwelt among untrodden ways
Besides the springs of dove;
A maid whom there was none to praise
And very few to love

A violet by mossy stone
Half-hidden from the eye!
Fair as a star, when only one
Is shining in the sky
She lived unknown, and few could know
When Lucy ceased to be:
But she in her grave, and oh,
The difference to me!

Questions

- (i) Describe the rhyme scheme of the above poem (2mks)
- (ii) Which word would you stress in stanza 1 line 4, and why? (2mks)
- (iii) If you were to recite the poem in a drama festival, what two performance features would you employ in the last stanza? Give reasons (2mks)

(c) From the following list, write down five pairs of words whose pronunciations are similar:

Abattoir	well	coup
Rattle	kettle	hail
Nose	zoo	cape
Hale	tour	whale
Gape	meteor noise	(5mks)
Cattle	knows	cups

(d) Rewrite the following words in two columns of the hissing sounds /s/ and /3/ depending on their pronunciations (5mks)

Conscious

Special

Ocean

Measure

Cushion

Explosion

Motion

Seizure

Brush

Fashion

(e) Imagine you have been invited to speak about the role of NACADA in fighting drug abuse among the Kenyan youth. What would you need to ensure that your speech is successful?

(f) Mention **five** non-verbal cues you would use to make your speech effective (5mks)

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

THE EAGLE

He clasps the Crag with crooked hands:

Close to the sun in lonely hands,

Rung with the azure world, he stands,

The wrinkled sea beneath crawls:

He watches from his mountain walls,

And like a thunder belt he falls.

Questions

Identify **two** sound patterns employed in the poem.

(2mks)

What has the poet achieved by use of the above? (2mks)

Which word would you stress in the last line and why? (2mks)

a) What gestures would you use while reciting line one of the poem? (2mks)

b) A small woman who cooks better than your mother, Answer. Bee

i) Identify the above genre (1mk)

ii) Give any **three** functions of the genre above (3mks)

c) Write another word with similar pronunciation as these. (5mks)

Come

Aren't

Need

Way

Oral

d) i) Explain **three** reasons why listening is an important aspect of communication.

ii) State any **three** forms of non verbal cues and briefly explain what each of them entails.

e) Mention the words or expressions you would use in each of the following situation.

i) You are revising for your end term exams at home. Your neighbors are playing very loud music. You decide to go over to their house to request them to reduce the volume of their radio. (1mk)

ii) A friend of yours comes to your house to invite you to accompany him or her to watch a movie; you are unable to accompany him/.her because you have not finished your chores in the house. You decide to turn down the invitation. (1mk)

iii) Your friend has sent you message that she or he has lost his or her mother. You decide to console him or her. (1mk)

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

My old man's white old man

And my old mother's black

If ever I cursed my old white old man

I take my curses back

If ever I cursed my black old mother

And wished she were in hell

I am sorry for that evil wish

And now I wish her well

My old man died in a fine big house

My ma died in a shack

I wonder where I'm gonna die

Being neither white nor black

(By Langstone Hughes)

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

(ii) Apart from rhyme, identify another sound pattern used in the poem and state its effect

(iii) State the words you would stress in the third last line and explain why
(2mks)

(iv) How would you say the last line?
(1mk)

b) **In which word is the vowel sound different in the following set of words?**
(5mks)

(i) Son, sun, can, hut

(ii) Came, come, late, name

(iii) So, sew, sow, sod

(iv) Hot, robe, cock, cost

(v) Hurt, herd, hard, firm

c) **Indicate the intonation pattern in the following sentences**

(5mks)

(i) Are you serious?

(ii) You must behave yourself

(iii) I am going shopping

(iv) He can't do that, really!

d) In a conversation, how does one know it is his/her turn to speak?

(5mks)

(e) You are attending a seminar with your friend. Halfway through the presentation by one of the speakers, she (your friend) tells you that she can hardly concentrate. Explain any seven strategies you would advise her to employ so as to listen effectively and benefit from the talk.

(7mks)

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18. (i) ***Read the poem below and answer the questions that follow:***

I sit outside my house and listen

From the construction site comes

Pound, push, pull and plunk.

I get back into the house and listen

From her kitchen comes

Wash, swirl and gush

To bed I go at last for peace

But

Mutter, wheeze and slurp

He snores in peace

While I awake I remain

The noise too intense to ignore

Oh! The noise they make
In the house, out the house
Out the bed, in the bed
Why can't they keep silence?

- (a) What is the poem talking about? (1mk)
- (b) Identify any **two** sound patterns used in the poem (4mks)
- (c) Which words would you stress in the last line of stanza three? Why ? (2mks)
- (d) (i) How would you say the line of the poem? (1mk)
- (ii) Identify **four** pairs of words with the same pronunciation from the list below (4mks)

Hale	Pose	missed draught	mist	
Way	bawl	air	ball	tile
Why	tall	pause	draft	hit
Drought	ore	wail	till	heat

(iii) You are a radio presenter and you are scheduled to interview a prominent politician about the current proposed constitution.

- (a) What preparations would you carry out before the interview? (6mks)
- (b) What strategies would you employ during the interview session? (6mks)
- (iv) Explain **any six** important details you will use when giving direction to make it accurate.

PAPER TWO

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

The KCSE English paper 101/2 has three main parts of:

a) Comprehension:

- Unseen text – 20 marks
- The seen text normally an except from one of the compulsory set texts- 25 marks

b) Literary appreciation of either a poem or an oral narrative – 20 marks

c) Grammar – 15 marks

TOTAL – 80 marks

Question 1– Unseen text

Question 2– An Except from one of the compulsory texts

Question 3– Literary Appreciation

This area consists of either a poem or a narrative. The candidate is expected to carry out a comprehensive literary appreciation

Poems or Oral Narratives

Question 4- Grammar

Question one

COMPREHENSION

Specific Objectives

By the end of the topic the learner should be able to:

- a) Enjoy reading literary and non-literary materials;
- b) Trace the sequence of events in selected plays and short stories;
- c) Demonstrate appropriate comprehension skills;
- d) Demonstrate awareness of contemporary issues.
- e) Scan and skim effectively;
- f) Make effective use of the available reference materials;
- g) Analyze characters and themes from selected novels and plays;
- h) Analyze simple aspects of style;
- i) Read a range of texts selecting essential points and applying inference and deduction where appropriate;
- j) Demonstrate an understanding of common and distinctive features of literary genres;
- k) Analyze critically prescribed novels, plays and short stories drawn from Kenya, East Africa, Africa and the rest of the world;
- l.) Build a wide range of vocabulary and knowledge of language use through reading;
- m) Acquire life-long interest in reading
- n.) Recall, comprehension, application, analysis, synthesis and evaluation;
- o.) Summary and note-making

Examples 1

Reading the following passage one answer the questions that follow.

Let us face it ; we were not called peculiar for no reason .We do have a unique way of doing things in Kenya , especially in the capital, Nairobi .Most of the things happen elsewhere across the world , but they tend to look like imports from Kenya.

When you are in a private car, you almost want to burst a nerve when you see a matatu overlapping, and then disappearing in seconds. When you are in a public service vehicle, you are usually praying for the matatu driver to overlap. When a matatu driver follows the rules, you usually look at him with the “you are useless and not worthy of the title ‘matatu driver’ look. You curse him especially if other matatus are not doing the same .You even wonder what kind of a driver he is that he does not know the shortcuts –Right?

When he appears to be about to break the rules, You jump in joy and , 10 minutes later when you reach your destination , you cannot help but smile , wondering how far back you would be if you were driving. But that is if you do not meet traffic policemen who – give matatus the same look men give to beautiful girls. They start drooling at the sight of them , and they cannot help out approach them from behind , wondering what to do once they get to them. Small talk ensues, which is, of course , the ice breaker .The cop then goes round, admiring the vehicle , has a tete- a- tete with the driver , and therefore long , he is waving the car good bye with a smile.

We love to hate this people, matatu drivers but for most of us, who have used or not used their services, how much you hate them depends on the situation you are in.

And no, This is not an ode to these drivers , it’s just one of those things that make Nairobi , well, Nairobi .They have the guts to do those things you would do if you had the power to freeze time and the all the activity apart from your own .And as more PSV users acquire their own private cars , you can see that they have learnt something from matatu drivers.

These are the drivers who cannot give way unless you force your way in, and even then, they will still try to see if they have enough room to go through .They wait for a car to overlap , then follow behind it ,even foreigners do this , perhaps from the experience with these guys , who literally own the roads in Nairobi and flout the rules whenever they can.

But this takes experience. If you are driving and no matatu is flouting the rules, then stay in your line. Matatus never follow the rules at will and you will shortly realize why they are being good; there is a policeman in the vicinity.

Even as “side eye” matatu drivers have you seem those who park in the middle - of a highway to go to the club ? Waiyaki way and Langata road during the weekend are a sight to behold as Kenyans do three - point turns in the middle of the highway just so that they can get into the popular club of the moment.

Watching drunkards weave their way to their cars in the Wee hours of the morning is proof that God loves his children .If you have watched the drunkards , mostly in pairs , stop in the middle of the road to look for their car keys or receive a call , then you know what I am talking about .

It is like watching the road .Runners or Tom and Jerry because it is fantasy staff; even people with death wish would not be bold .

(Adopted from Daily nation April 27, 2012).

a) What is the relationship between matatu drivers and the drivers of privatecars?
(2mks)

.....
.....
.....

b) What is your attitude towards police men as portrayed in this passage
(2mks)

.....
.....
.....

c) Make notes on the absurdity of the drunks as described in the story. (4 marks)

.....
.....
.....

d) Re-write the following statement in its inverted form .

“You are useless and not worthy of the title.” (1marks)

.....
.....
.....

e) Identify 2 instances of irony in this passage. (4 marks)

.....
.....
.....

.....
.....
.....

.....
.....
.....

f) Why were we called peculiar according to paragraph 1 of this passage (2marks)

.....
.....
.....
...
g) The writer seems to condemn some vices, in the passage .Identify any two. (2 marks)

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

i. Wee hour.

.....
.....
ii. Ice breaker

.....
...
iii. Tete – a - tete

.....
...
Marking scheme Example 1

1)

a) The owners of private cars flout (Break traffic rules just like matatu drivers).

b) Spiteful/ hateful/ satirical etc. because they take bribes and allow drivers to flout traffic rules.

c) - Parks in the middle of the road to go to a club.

- Make them -point turns in the middle of the highway.

- Stop at the middle of the road to look for their car keys.

- Receives calls from the middle of the road.

e) i) Passengers who blame matatu drivers for overlapping also do so when they drive private cars .

- ii) To the passengers, a driver who does not break traffic rules is a bad one.
- f) We were called peculiar because we do things in a unique way.
- g) Vices include:
 - i) Breaking of traffic rules e.g by psv drivers .
 - ii) Drunkenness e.g. by the drunks .
 - iii) Corruption e.g. the police takes bribes.
- h) i) Very early in the morning / dawn / very late in the night
 - ii) Solutions /relievers.
 - iii) Private / secret conversation.

Example 2

Read the passage below and answer the questions that follow.

Water remains a precious and indispensable commodity that controls all human activities and indeed, determines our destiny. There is no life without water. In fact, the old adage that equates water to life is unquestionable. But how will you use it if this priceless commodity is not well harvested and stored? How can it be that the same “life” commodity is contaminated due to poor storage solutions?

Poor water storage mechanisms have been identified as among the causes of sanitation problems and unhygienic practices, mostly witnessed in developing countries.

An-estimated 41 per cent of the Kenyan population lives without access to safe drinking water, and relies mainly on unprotected wells, springs or informal water providers like water kiosks and vendors. More worrying is the fact that the quality of this water-is questionable.

But thanks to Top Tank, a division of Tile & Carpet Centre, safe water storage and enhanced sanitation is in sight.

Established in 2007 due to the demand for reliable water storage solutions the country; Top Tank has been in the forefront in promoting safe and hygienic water storage solutions.

The company manufactures tanks in various shapes and sizes ranging from 100- litre capacity to 24,000-litre capacity using the rotational moulding process.

“Our tanks are of the highest quality and creative designs, durable and cost-effective. We use food-grade polyethylene in the manufacturing process as it ensures safety” says Kushal Sanghrajka from’ Top Tank Division.

They-are also made with double layers as standard, ensuring the tanks are strong yet flexible enough to maintain quality as well as withstand extreme weather conditions.

Our tanks are hard yet elastic to help prevent cracks either when it is too hot or too cold. This way, they can expand and contract without exerting pressure that causes cracks” he explains

In addition, the inside surface has white or light colour allowing for any dirt in the water to be easily spotted.

Top Tank is the first company in Africa to manufacture antimicrobial tanks, which contain a special orange coating that prevents growth of micro organisms so that stored water remains clean, “The ant-microbial compound- ensures that water is safe and can be stored for long without any risks” adds Kushal. Because of its reliability and durability, Top Tank storage products are now part of many households across the country. With the booming real estate sector in the country the tanks have also become a common sight at construction sites either for storage of construction water or being installed in new buildings.

However, Top tank’s products are not limited to the construction and real estate industries. Their products are also suitable for agricultural, commercial and industrial use. In fact, they have even included conical hoppers as part .of their product range to provide a storage solution for grains and powders.

Top tanks water tanks come in a variety of models and sizes, as well as- colours. You can find tanks suitable for both loft and underground installation, or even just a typical cylindrical tank. Chances are that you’ll be able to find just the tank you need through their multitude of configurations.

“We try and cater to all water storage needs” states Mr. Kushal, as he explains how they introduced a roller drum water tank, to make transportation of water easier for the people in rural areas.

“Some people travel several kilometres carrying water tanks on their backs. Why should such a necessity be so difficult to take from one place to another? Wouldn’t it be much easier if the’ could just drag the tank like a wheel?” asked Mr. Kushal. It must also be noted that they also produce a number of non-water related products such as traffic cones, flower buckets, garbage bins, cooler boxes etc.

The tanks are available countrywide through their strong distribution network or leading hardware Stores, supermarkets etc. They are also available for online purchase at www.atwiar.toptank.com.

“We have a major distribution point in every major town across the country including remote areas. Through these channels, we reach out to rural areas and save many from water shortages.”

Top Tank has also introduced a new website platform where customers can access information about their products via their computer or mobile phone, and purchase products online using M-Pesa, Airtel Money or credit card. With rain water harvesting becoming the common way of boosting the country’s water security, Top Tank is here to offer a convenient harvesting and storage solution that will in the long run contribute to the country’s water security;

“The raw materials we use in manufacturing enable the tanks to store water for long without any contaminations.”

Our products are approved by the Kenya Bureau of Standards and have the Diamond Mark of Quality that reflects excellent quality and performance, notes Mr. Kushal

1. Why is water vital for human existence?
(1mk)

.....

.....

2. Explain the significance of the rhetorical questions in paragraph one.
(2mks)

.....

.....
.....
3. How can a household acquire a Top tank?
(2mks)

.....
.....
4. Makes notes on why the Top tank is preferable for water storage.
(6mks)

.....
.....
.....
.....
.....
.....
5. Poor water storage mechanisms have been identified as among the causes of sanitation problems and unhygienic practises (rewrite this sentence in the active voice)
(1mk)

.....
.....
6. State the writers attitude towards top tank and support your answer.
(2mks)

.....
.....
.....
.....
7. With the booming real estate sector in the country, the tanks have also become a common sight at construction sites either for storage of construction water or being installed in new buildings. (Paraphrase this sentence)
(2mks)

8. Give the meaning of the following words and phrases as used in the passage.

(4mks)

a.)Indispensable.

.....
.....

b)Booming

.....
.....

c) A roller drum.

.....
.....

d) Common sight.

.....
.....

Marking Scheme example 2

1. Water is vital for human existence since it controls all human activities and determines our destiny. (1mk)

2. The rhetorical questions make the reader(s) critically see the significance of harvesting water, storing it well (2mks)

3. A household can acquire to tank through distributors✓ or leading hardware stores✓, supermarkets✓ (any 2)

4. -Their shapes and sizes range from 100-24000 litres capacity
- Are of the highest quality and creative designs
- Are durable
- Cost effective
- Make use of good- grade polyethylene in the manufacturing process and ensures safety.
- Are made with double layers as standard, ensuring the tanks are strong, yet flexible.
- Are hard yet elastic to help prevent cracks either when it is too hot or too cold.

- The inside surface bears white or light colour allowing for any dirt in the water to be easily spotted. (any 6)

5. People/ we/ many household have identified poor water storage mechanisms as among the causes of sanitation problems and unhygienic practices. (1mk)

6. Appreciate the talks positively about the top tanks and why households should have them. Thanks to top tank. Top tank has been in the forefront in promoting safe and hygienic water storage solutions.

7. With the flourishing real estate sector in the nation the tanks are frequent at building sites either for keeping of building water or being fixed in new structures. (2mks)

(Change at least 4 words and phrases)

8. - Vital/ important
- Growing/ flourishing
- A tank that can be rolled on the ground
- Frequent.

Example 3

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CIUGU MWAGIRU

From The Daily Nation, 22nd March, 1998

Questions

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

.....
.....
.....

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

.....

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

.....

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

.....
.....
.....
.....

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

.....
.....

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

.....
.....

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

.....
.....

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

- (i) Memoirs:.....
- (ii) Salient:.....
- (iii) Even doing time at Kamiti prison:.....
- (iv) Prime:.....

Marking Scheme example 3

2. (a) - Law Society of Kenya Honors Award. (1mk)
 - (b) Achroo Ram Kapila. (1mk)
 - (c) - Light hearted / humorous / jovial; the author comments that he (Kapila) speaks in a hilarious manner.
 - Hardworking; must have worked hard to deserve the greatest award a lawyer can expect.
 - Dedicated, he loves his work. He is not even willing to retire.
 - Loving; relates very warm with his sons, grandchildren and daughters-in-law.
 - (d) Though characterized by problems such as police harassment (1mk) and imprisonment, (1mk) it enabled him to meet and work with memorable (1mk) figures in the struggle to end oppression and also heroes of Kenya's freedom struggle. (Show the distribution of marks in that question)
 - (e) - He admires Kapila for having accomplished so much in his career.
 - He also praises him for his ability to blend all the qualities attributed to him.
 - (f) (i) I must seem like a fossil or dinosaur.
- Means that his achievements appear to be things of the past.
- (ii) I find it as bad as alcohol; compares praises to alcohol which is likely to give one the wrong impression/intoxicating. (Same distribution as above)
 - (g) Means that he has achieved what he would have liked to achieve in his career. (1mk)
 - (h) (i) Memoirs – The story of one's life.

- (ii) Salient – Clear / more noticeable / conspicuous
- (iii) Even doing time at Kamiti prison - Even being imprisoned at times
- (iv) Prime – Important

Example 4

Read the following passage and answer the questions that follow:

How to dress to impress, how to communicate to invoke trust, how to posture to exude confidence, how to stand out as the best above the rest are all challenges that we persistently face when we compete for jobs, positions and even social acceptance.

We live in a society that judges us primarily by our physical appearance and ability to advance our propositions. Those who have the gift of garbs, the skill in creating an impression and the art of swag tend to make it further in the path of life as compared to those who sit pretty waiting for manna to fall and for ability to be recognized.

Quite philosophically, we can postulate that every time we step out into the world, we face intense scrutiny and vetting from all those around us. Our neighbors scrutinize our behavior to determine whether the home front is pleasant or tumultuous, colleagues examine our demeanor to gauge our propensity to win or lose clients assess our conduct to deliver on promises and strangers create an impression of whether our persona is repulsive or attractive just from the first glance.

In fact, everywhere we turn, there's sure to be someone judging whether or not we are who they think we are. Due to this persistent societal inspection we learn that image is everything and invest heavily in our outward appearance. And for those who understand just how pivotal it all is, they invest even more heavily in the 'inward' appearance that provides the zest, zeal and gusto to face with enthusiasm no matter what. While image is everything, it's nothing void of intricate preparation. As we venture for job interviews, business pitches or even social engagements, we are tasked with anticipating all technical questions that could be posed, preempting all personal issues that could be raised and predicting any historical sensitive occurrences that could be revisited.

Even more critically we are expected to conduct background and emotional intelligence on those we shall come face to face with in the judging panel. Most panels tend to consist of three types of people; the neutral, the balanced and the biased. Those who are neutral are often fence-sitters keen on taking the safe middle ground. Where they could make a decisive choice, they make

generalized conclusions; they make more decisive ones often rationalizing why. Those who are biased unashamedly take a stance based on their predispositions and values. They are often inclined towards a candidate who is their tribe, gender, schoolmate or friend. They have no qualms going out of their way to defend their preference.

Without doubt we have all been victims of the three personalities, seldom to our pleasure and frequently to our dismay. The vetting you and I undergo in our daily endeavors is not at all easy. Yet in the success and failures we learn to improve for the next encounter.

As we face the realities of constant scrutiny and vetting, it must have been interesting to watch our Cabinet Secretaries during the recently concluded vetting exercise. The kid-glove approach that was applied with many of the candidates suggested that the exercise was more of a rubber stamp for the nominations made. The lukewarm manner in which technical competence was established, personal character was unearthed and historical scandals or grey areas were clarified made us realize that what the candidates had undergone was a field day in comparison to the grilling sessions we endure in our quests for jobs. Indeed, watching the events unfold made me wonder whether we currently have a constitution whose tenets are ahead of its time. Whatever the case, it's refreshing that we have embarked on the journey.

Moving forward, as our new executive starts its mission to help us all fulfill our dreams, let's hope they will work with honesty, dignity and utmost professionalism. Let's pray that they will endeavor to exceed our expectations, proving that despite neutrality and bias witnessed in select cases, they were worth every penny. Finally, start the week more balanced than neutral, won't you!

(Angela Ambitho, Standard on Sunday, May 19, 2013)

Questions.

1. Which challenges do people face when competing for jobs, positions and even social acceptance?
(2mks)

—

2. According to the writer, what should one do if one wants to succeed in our society? (3mks)

3. Identify the writer's attitude towards the neutral panelists.
(2mks)

4. In note form outline the various forms of societal inspection as outlined in the passage. (3mks)

5. In your opinion, what could be some of the historical sensitive occurrences that could be revisited in a job interview?
(2mks)

6. Citing examples from the passage explain what emotional intelligence is.
(2mks)

7. Without doubt we have all been victims of three personalities, seldom to our pleasure and frequently to our dismay. (Replace the underlined word with a synonym).
(2mks)

8. The kid-glove approach that was applied with many of the candidates suggested that the exercise was more of a rubber stamp for nominations made. (Explain the meaning of the underlined expression). (1mk)

9. Whatever the case, it's refreshing that we have embarked on the journey
(Put a question tag). (1mk)

10. Give the meaning of the following word and expression as used in the passage. (2mks)

(a) Lukewarm

(b) Grey areas.

Marking Scheme Example 4

1. - How to dress to impress.

- How to communicate to invoke confidence.
- How to posture to exude confidence.
- How to stand out as the best above the rest. (@ ½ mks = 2mks)

2. - One should have the gift of the grip.
 - The skill in creating an impression.
 - The art of swag.

3. - Scornful.
 - He refers to them as fence sitters keen on taking the middle ground.
 - Where they could make a decisive choice, they make generalized.

(1mk for identification, 1mk for illustration)

4. - Our neighbors scrutinize our behavior to determine whether the home front is pleasant or tumultuous.
 - Colleagues examine our demeanor to gauge our propensity to win or lose.
 - Clients assess our conduct to deliver on promises.
 - Strangers create an impression of whether our persona is repulsive or attractive just from the first glance.

(Should be in note form, deduct 50% of the total score if in continuous prose = 4mks)

5. Scandals like corruption, nepotism, high handedness etc.

(Accept any logical answer = 1mk)

6. This refers to temperaments / attitudes / biases / prejudices etc.

7. Rarely

8. Without proper consideration (1mk)

9. Haven't we? ('h' must be small) (Must put question mark if not award 0 = 1mk)
10. (a) Lukewarm – Lightly, lacking in seriousness.
- (b) Grey areas – 'dirty' areas
- Contentious.

Example 5

Read the passage below and answer the questions that follow:-

The history of alcohol in Kenya is not a sober one. It staggers back to the colonial days when anything stronger than peppered goat – head soup required an official letter from a chief. Today, Kenyans have taken their drinking to off-limits counters and require the return of the infamous Alcoblow to reduce the number of deaths occasioned by drunken driving.

Never mind the Alcoholic Drinks Control Act 2010, famously known as the “Mututho Law” which sought to control drinking hours. But Kenyans are special in many bottled ways. The World Health Global Status Report on alcohol reveals that they consume the highest amount of beer in East Africa. That thirsts a long throat, stretching back to the days when being spotted on a “White Only” establishment could lead to a stint in jail.

Consider the story of Hussein Warutere, as contained in Al Kag's Living memories. Warutere – who requested his real name not be used – spent 13 years in the slammer because of; you could never guess this one...diarrhoea! Warutere, 99 years old and going blind, when he was interviewed for Living memories, was a rickshaw runner at Nairobi Norfolk Hotel. He was transporting Frederick Marshall, a pitiless police reservist, when he experienced a minor, “State of emergency’ with his bowels. The meaning of life depended on locating a toilet. Warutere had no option but to rush to a “Whites Only” loo. As fate would have it, he was done, just as Marshall was getting in; he was accused of “trying to assist the Mau Mau by planting a bomb in the loo”. After a 15 minute trial, he was found guilty. Warutere spent six years in Manyani Prison and another six in Mwea. The same strictness was observed regarding consumption of bottled alcohol, though not of the “Manyani” proportions.

And while explorers, missionaries, Indian coolies, and colonialists brought with them foreign spirits, enactment of laws prohibiting ‘natives’ from quaffing bottled stuff saw them resort to the more familiar brews. These were taken on special occasions – strictly by men. Alcohol, before the killer illicit brands from greedy “brew – trepreneurs” had a respected place in African Societies irrespective of one's station in life, community, or geography. Indeed traditional brews were not the preserve of ne-er-do wells like today. They were drunk sparingly too, and thus few succumbed to thirst-induced poisoning as alcohol was not laced with chemicals that can interest the government Chemist and morticians.

Things changed with the lowering of the union Jack in 1963 – when East African Breweries turned 41 years since George and Charles Hurst founded it. Kenyans were free, and so

were their collective thirsty throats. They could drink bottled booze with brand names like the defunct City Lager. With one shilling at the time, one could stagger home after tipping a waiter, a packet of cigarettes in hand.

Many people wanted to come to Nairobi for its perceived economic and social opportunities. The ensuing rural-urban migration saw the proliferation of slums in the 1970s. Most ruralites alas were uneducated. But they needed to earn a living all the same.

A study carried out in Nairobi's Mathare slums revealed that four out of five women brought home the bacon, okay the boeflo, on the strength of selling *busaa*, a traditional brew popular in Western Kenya. Come the 1980s and chang'aa took over, becoming the major illicit liquor. To increase profit, brewers discovered the potency of methanol, an industrial alcohol used in antifreeze among other products. Methanol provided the direct injection preferred by those desiring to get to High Street fast, on the cheap. Despite methanol-laced chang'aa causing coma, blindness, and death, few Kenyans have let "kill-me-Quick" out of the grip.

The 2010 World Health Organization Global Status on Alcohol indicates that 70 percent of families in Kenya are affected by alcoholism despite the fact that the government has designated banned traditional liquor as "illicit" since independence. To rectify the situation, parliament in 2005 considered introducing the requirement that they be packaged after lifting the ban. But the government raised duty on alcohol, increasing beer prices forcing juicers to hunt illicit shebeens.

Kenya's escalating cost of living has not sobered matters, either; instead it has pushed more tipplers off the prohibitive, but safe-bottled drinks, to down market brews that have, and are still killing.

(Adapted from an article from the Daily Nation by Kamau Mutunga, Monday October 3rd 2011)

QUESTIONS.

- a. What does the writer mean by "The history of alcohol in Kenya is not a sober one?"
(2 marks)
- b. Why was drunkenness less rampant among Africans during the colonial period?
(3 marks)
- c. State how the laws governing the consumption of alcohol were discriminatory during the colonial period.
(2 marks)
- d. Give evidence to show that Kenyans are unique in their drinking habits in the region.
(2 marks)
- e. List the ways alcohol causes death according to the passage.
(2 marks)

- f) Explain how the position of traditional brews changed after independence. (2 marks)
- g) Why according to the writer do many Kenyans continue to drink illicit brews despite the danger they pose? (2 marks)
- h) To increase profit, brewers discovered the potency of methanol, an industrial alcohol used in antifreeze among other products. (Rewrite the sentence beginning: The discovery.....). (1 mark)
- i) Explain the meaning of the following words as used in the passage:- (4 marks)
- Bottled.
 - Morticians.
 - Proliferation.
 - Prohibitive.

Marking Scheme Example 5

Q.1.a) Drinking alcohol has been a common✓ practice for a long time✓/throughout the years/since the colonial days have had a drinking problem. (2 marks)

b) During the colonial period, the use of alcohol was restricted/regulated/controlled by the colonial government✓ Africans could not take bottled beer✓ only men were allowed to drink and on special occasions/sparingly. ✓

Expect all 3 points

1x3 = 3 marks

c. While explorers, missionaries, Indian coolies and colonialists brought with them foreign spirits, the law prohibited Africans from drinking bottled beer✓ African men were only allowed to take traditional brews on special occasion✓

Expect both points 1x2 = 2 marks

d. The 2011 World Health Organization Global status on Alcohol ✓ reveals Kenyans consume the highest amount of beer in East Africa. ✓ 2 marks

e. -Death through drunken driving.

-Chang'aa laced with methanol

-Death caused by chemicals

(Any two points. Answer should be in point form. If not award 50%. (1x2 = 2 marks)

f. In the colonial era traditional brews had a respectable place in African societies. ✓/ They were taken sparingly/they were not the preserve of the poor/they were not laced with chemicals but with independence traditional brews were designated banned✓/illicit. (2 marks)

g) Beer prices are high because of government taxes. ✓

The high cost of living ✓has pushed consumers to go for cheaper potent brands. (2 marks)

h) The discovery of the potency of methanol by brewers, an industrial alcohol used in anti-freeze among other products, increased profits. (1 mark)

No mark if comma(s) missing.

i.i) Bottled – things not talked about.

ii) Morticians – undertakers

iii) Proliferation – mushrooming/springing up/quick increase.

iv) Prohibitive – high cost/very expensive.

1 mark each 1x4 = 4 marks

End of topic

Did you understand everything?
If not ask a teacher, friends or anybody and make sure you understand before going to sleep!

Past KCSE Questions on the topic

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

WOMEN IN IRAN

So far, everything seems normal. But in the illustrations accompanying this description the ballerinas have been air-brushed out. Instead, an empty space, the floor and the blank wall meets the eye. Like so many other images of women in Iran the ballerinas have been censored

Dega's painting is emblematic of a basic paradox of life in Iran, 20 years after the Islamic revolution. On the one hand, the regime has succeeded in completely repressing Iranian women. At any Government Institutions, Universities and Airports there are separate entrances for women, where they are often checked for signs of violating the strict dress code. They are forbidden to go out unless they are covered by clothing that conceals everything except their hands and faces. At one of the universities where I used to teach, I'm told a female professor was expelled because her wrist had shown from under her sleeve while she was writing on the blackboard.

Yet these measures, meant to render women invincible and powerless, are paradoxically making women visible and powerful. By attempting to control every aspect of women's lives and by staking its legitimacy on the Iranian people's supposed desire for this control the regime has unwittingly handed women a powerful weapon; every private act or gesture in defiance of official rule is now a strong political statement.

Meanwhile, because its extreme regulation of women's lives unnecessarily intrudes on the private lives of men, the regime has also alienated many men who initially supported the revolution

Women on the eve of the Islamic revolution were active in all areas of life in Iran. They were encouraged to participate in areas normally closed to them. Women were police officer, judges and pilots-active in every field except the clergy. By 1978, 22 women were members of parliament and two sat in the senate.

The Ayatollah Khomeini accused them of betraying culture and tradition. Dr. Farrokhrou Parsa was one of these alleged traitors. She gave up her medical practice to become principal of the girls school I attended in Tehran. Then she became Iran's first female cabinet minister, in charge of education. When the Shah was ousted, Parsa was summarily tried and executed. She was charged with "corruption on earth, warring against God" and "Expansion of prostitution", allowed no defense anywhere and sentenced by hooded judges; she was put in a sack before being killed.

Ayatollah Khomeini tried to expel women from the public sphere was not surprising. What was surprising was the leftist members of the revolutionary coalition who went away. The leftist had traditionally appeared to support women's rights. However, their totalitarian mindset was ultimately more at ease with the rigid rule exposed by the reactionary derides with the pluralistic approach favored by the women's movement. Thus, when the Ayatollah began his crackdown, he had the full support of the leftists.

Many Iranian women, on the other hand were not so pliant. On a cold day in March 1979, thousands of shouting women massed Tuto one of the Tehran's wide avenues. They had gathered to express their resistance to the Ayatollah's attempt to make them invincible.

Some days earlier, the Ayatollah had annulled the family protection.

1. What reason did the Ayatollah give for wanting to make women invincible?
2. Do you think the writer of this passage is male or female? Support your answer
3. Give one of the repressive laws against women and state why the professor expelled?
4. List the three accusations leveled against Dr. Farrokhrou Parsa in the passage.
5. Describe the evident theme in this passage
6. Before the Islamic revolution in which areas were women encouraged to participate?
7. Explain the paradox the author refers in the third paragraph which begins, "Yet these measures"
8. Describe the writer's opinion on the treatment of women in the passage
9. Explain the meaning of the following words and phrases in the passage
 - i) Censored -
 - ii) Emblematic -
 - iii) Alleged -
 - iv) Leftist-
 - v) Espoused-
10. What title can be given to this passage?

2. Read the passage below and then answer the questions that follow:-

The research by the Maendeleo ya Wanaume Organization that reports a case of reversed roles where men are made to cook, wash clothes, clean the house, utensils and baby sit should reveal more and delve into the causalities rather than issue **inflammatory** findings with alarming statistics that will only serve to scare courtship.

It should be noted with clarity that societal transition are normally treated with a lot of caution, **sobriety** and reasonableness to avoid endangering the very fabrics that hold the society together. This is because it's a process that takes time to sink, be appreciated and acceptably embraced. Equally, the connotation reversed roles imply replacement of male domination by female domination instead of hybrid system where roles are shared equally and help handed out where necessary to supplement each other's effort.

Gender refers to women's and men's socially defined roles and characteristics that are shaped by historical, economic, religious, cultural and ethical factors.

Gender is learned through socialization, it is not fixed, it is changeable. Gender stereotypes therefore include comments like, women are weak and cowards, gentle, nurturing and caring while men are bread winners, decision makers and generally aggressive.

The African society and Kenya in particular is patriarchal. A social system based on male privilege and power in which women are regarded secondary and created for the service of men.

Patriarchy is mostly for men and that's why men feel threatened when patriarchy is challenged. However, research has shown that not all men are winners under patriarchy.

This is because patriarchy puts a lot of pressure on men to perform and become workaholic in a struggle to maintain the family, for example, research has shown most millionaires in the US are women, widows of men who died young from diseases related to over work.

Since gender is societal creation and not biology, it can be changed, albeit gradually.

The stubborn men who live in the past should be prepared for **feminism approach** that perceives and interprets social situation from a woman's point of view.

According to this approach, female oppression should be addressed adequately.

Here, the area of focus includes: Education and legal rights for women. Economic rights, that advocate's equal access to properties, jobs and career. The puzzle however, is where the approach leaves men, especially if the process is forceful.

Gender equity is an idea whose time has come as statistics indicate girls perform better than boys in schools and ladies are more preferable by employers than men due to hard work, honesty, loyalty and cost effectiveness.

Women must also rise to the occasion, take responsibility with caution and cease to be victims of inferiority complex.

Change must not translate to arrogance and revengeful attitudes that will paint women as heartless. Life is meaningless without effective family institution. Let's ensure our society does not fall apart.

(Adapted from Sunday, May 31, 2009)

(a) In what way is gender a socialization process?

(b) According to the passage, what is gender stereo typing?

(2mks)

(c) Explain the contrast between the hybrid system and the case of reversed roles (2mks)

(d) What evidence is given to show that not all men are winners under patriarchy?

(e) What is the writer's tone in the passage?

(f) *Re-write the following beginning; (Not fixed*

Gender is learned through socialization, it is not fixed, it is changeable.

(g) In a summary of about 60 words, describe the writer's attitude towards women

Rough copy

Fair copy

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

(i) Inflammatory.....

(ii) Sobriety.....

(iii) Feminism approach.....

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

The river, the forest and the sky all drew Densu to the top of the hill with a power he had no need to fight against. He asked Nyaneba if there was no more work he could do on the farm up there. But at that time there was nothing really, and Nyaneba almost scolded him when he asked once more what was there to do.

"Densu," she said at the end of her patience, "the animal that does not rest gets so angry and unhappy that it spreads destruction wherever it goes. A human being works fully when there is work to do. A human being rests fully when the season for rest comes."

Densu did not importune Nyaneba about work anymore. Almost everyday he climbed up the hill and sat on the warm rock looking at the river and the forest canopy. From where he sat, the river now looked thin and completely still. Seeing it at a distance, he had to think before it became in his mind a moving thing, not a dead, flat sheet shining passively in the sun.

So he knew the river's motion in his mind, though his eyes perceived stillness. Once the motion was clear in his mind, it did not stop. It flowed in a thought stream that could take him from the present all the way back to moments so far in the past his remembrance surprised him.

Some of the memories he would never understand. He had known a great happiness at a time about which he remembered nothing but the feeling itself. This remembrance took his feeling back to a time when he was helpless but feared nothing because there was a presence around him that made fear a stranger. He had told people about this feeling and always left them puzzled

They said he could have had such a time, because his father died before he was born, and his mother also died in child birth. Yet the feeling was part of his memory, and it was so strong he knew it was true, in spite of what others saw and said. And often as he grew up, he found himself searching, sometimes in anguish, sometimes with sheer desire for a return of that time and of the feeling.

Yet life at times became an argument saying that presence, that wholeness he remembered so mysteriously and sought so naturally, would never be possible in the world outside the wishing mind. He had known people at Esuano, and begun to see life clearly, but most of the people and most of the life he saw led his mind far astray from the peace he sought.

This too he remembered: in his twelfth year something strange had happened. A white man had arrived at Esuano. He was not an official from the castle at cape coast, so people were astonished to see him there at all. They were more astonished when he told them he was a trader on the coast, but had grown tired of trading. He said he wanted to rest.

People shunned him. They were afraid of him and they had reason enough. He lived as if he and water had quarreled bitterly. He did not like food. his sustenance was drink and when he was really hungry he would look for fruit, like a child at play, and that would be his meal.

Densu went to him and sat watching him. He still went to him long after the other children had fled in fear. One day the stranger white man stopped singing his drunken songs, pointed to his heart and shouted something.

“Collins!” He repeated the name, *stabbing his breast* repeatedly with an extended finger.

When he stopped, Densu pointed to himself and said “Densu.” The white man roared happily. He seemed immensely pleased with himself that Densu had understood him, as if he had actually taught him to speak. He began a game of names, teaching Densu English words and learning Akan words from him.

In less than a month the game of words changed. It became even. Densu went to Collins whenever he had time. The idea of learning the strange language of the white excited him, and he worked hard to make free time for his new passion. Collins taught him willingly. He seemed to live for the hours when the eager boy came to talk to him.

But Collins stopped asking Densu the Akan names of things. With an eagerness answering the boy, he taught him as fast as he could absorb new knowledge, and his yellow-red face exploded with joy when Densu began at last to speak to him in his own language. The solitary white man then gave up all pretence of wishing to learn Akan. He was happy enough to

have a person to talk to and teaching Densu to read and write gave him something to do when he was not drinking.

Densu asked him why he had left cape coast to come to Esuano. The white man's answer was quite incomprehensible to him. All he understood was that the mention of cape coast made the white man violently angry. Once, later, Densu asked him why he did not go home. The drunken man wept tears at the questions. From then on Densu did not ask him any such questions again.

In his first months at Esuano the white man Collins sold a few things to the few who had any money. But after his third month at Esuano he sold nothing. Knowing adults predicted he would die in a matter of weeks. They were disappointed and embarrassed when in spite of the way he drank and starved himself, he remained noisily alive.

- a) Why did Densu spend most of his time seated on the rock up the hill?
- b) What effect did the river have on Densu?
- c) Who was the stranger and how old was Densu when he arrived?
- d) What does "He lived as if he and water had quarreled bitterly," mean?
- e) People dislike the stranger (Rewrite beginning with, "The stranger....."
- f) From what tribe does Densu come from?
- g) Write notes on why Collins was eager to teach Densu his language and why he stopped learning Densu's language
- h) Identify and explain one character traits of Densu
- i) Give the meaning of the following words and phrases as used in the passage:-1)

Importune -

- 2) Canopy -
- 3) Stabbing his breast.....
- 4) Shunned.....
- 5) Incomprehensible.....

4. **Read the following passage then answer all the questions that follow:**

It is said that behind every successful man there's a woman, so how can we help our sons succeed? By bringing them up in such a way that they understand their role as leaders, providers and protectors.

And how can we do this successfully? By noting their masculine qualities and praising them for these. Take note when they excel in masculine roles and encourage them. Admiration is the food of a man's soul. Never belittle your son's masculinity; it hurts very deeply and might result in deep resentment.

Are you faced with a rebellious son? Mind your language when you talk to them; you might be scolding him for doing or not doing something while inadvertently belittling his masculinity. Try the opposite for change; praise him and see how this transforms him. The untidy room will be a thing of the past, as will many other pains you have been wishing away. Relate the duties you assign him to his masculine qualities and he will be very glad to help. When he is facing failure or a crisis, reassure him that you believe in him and his ability to pull through, no matter how difficult the situation might appear. Do not mock his ability to overcome a difficulty. Use statements such as "this might be the door to opportunity, a stepping stone to greater success." who wouldn't excel when someone who matters to them like a mum believes in them? A word of caution, though: we must be careful not to push our sons to become what they are not interested in being.

Allow them the freedom to make choices and let them learn from mistakes. There's a greater temptation to be bossy towards our sons, but we need to refrain from giving detailed instructions on the what, when, how and where every action they take. Let him know when you disagree with his decision, but tell him he can still count on you

For the women who have taken over leadership in the home, you need to let go and build your husband by encouraging him to take up that role. This will allow you time to be a mother you need to be, one who can nurture her sons and be a homemaker. Our sons need to learn from their fathers what it means to be a responsible man.

And to those women who are sacrificing their children's well-being for careers I suggest, learn from Miss Taylor Caldwell, an Anglo- American writer with several awards to her credit once remarked: "I'd rather cook a meal for a man and bring his slippers and feel myself in the protection of his arms than have all the citations and awards I have received worldwide"

(Adapted from Daily

Nation)

- a) What is the role of mothers in the success of their sons?
- b) i) How can parents help their sons overcome the challenges they meet while growing up?

ii) What precautions should sons take in to account so as to achieve their ambitions?

c) Give three disadvantages of women taking leadership at home.

d) Give a reason why Miss Taylor is mentioned in the last paragraph.

e) In not more than 65 words, summarize the ways parents can deal with rebellious sons:-

ROUGH COPY

FINAL COPY

f) *Explain the meaning of the following phrase and words as used in the passage*

i) "Admiration is the food of a man's soul".....

ii) Masculine.....

iii) Bossy.....

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

Soil erosion is a continual process in nature. Over the centuries weather and rocks interact to replace work out soil. Much as man renews his outer layer of skin. But the accelerated soil erosion created by man often destroys faster than nature can renew. It usually results from rapid and thoughtless exploitation, an attempt to obtain the maximum product as quickly as possible. This attitude has led to excessive cultivation, deforestation and overgrazing failure to consider the nature of the soil and its environment and reluctance to devote labor and finance to maintaining its qualities. The results are seen in the barren lands of North Africa, the Middle East, and South China. And soil erosion has been a factor in the downfall of past civilizations. Perhaps the most frequently quoted example of soil erosion is that of the American dust bowl. Its natural equilibrium was upset by over cultivation and the land was reduced to near desert conditions. Wind erosion accelerated the process assisted by a succession of the dry years. There are many areas of the USA which have felt the impact of wind erosion. Others have been subject to water erosion on land which, through misuse has lost its fertility.

A number of measures which help to conserve soil have been in use for centuries in many parts of the world. Their primary aim is to make the best use of rain. They include terracing, contour farming and strip ploughing which control the quantity and pace of water run-off. Over the years, many of the best soils have been developed under grass. The soil itself must have a good biological content of minute organisms to circulate the nutrients and to maintain a health structure. With some crops, soil conservation is facilitated by allowing weeds to grow or

by cultivating leguminous crops. These help to protect the soil from wind and water erosion and can be ploughed back as manure.

To restore vegetation cover to barren lands is a slow process, but the scientific and technical problems are far outweighed by those arising from man's use of domestic animals, notably goats and sheep. These animals have caused soil erosion in many areas and it is urgently necessary to have more control over them. Goats and sheep have grazed large areas of Mediterranean countries into subsistence farming or deserts; they prevent tree growth and have reduced the average tree line by 1000 feet in four centuries. Unfortunately they and cattle are still being introduced into areas being cleared of forests in Africa. For example, the cattle of Maasai in Tanzania give rise to much erosion in their now restricted territories. In many instances, a far greater yield of protein could be obtained by 'farming' the wild animals in these territories. These animals and plants on which their life is based have achieved a harmony or balance in their relationship which, history shows is rarely achieved between the goat, as farmed by humans, and its terrain.

Adapted from Man and Environment by Robert Arvil

1. Explain how soil erosion replaces work out soil
2. Soil erosion is said to be a naturally occurring process in nature. What role does man play in making soil erosion a harmful process?
3. Perhaps the most frequently quoted examples of soil erosion is that of the American dust bowl. *Begin: The American dust bowl.....)*
4. How does the writer show that soil erosion is a global problem?
5. Which is the greatest consequence of soil erosion recorded in history according to this passage?
6. "It usually results from rapid and thoughtless exploitation, an attempt to obtain the maximum product as quickly as possible. State the word class of the underlined words as used in the passage

Example: Exploitation: noun

Usually:.....

Thoughtless:.....

7. Why do you think the word: '*Farming*': in the last paragraph has been put in quotation marks?
8. What measures have been used in many parts of the world to conserve soil?

(Answer in note form)

9. Explain the meaning of the following words as used in the passage.

i) Renew.....

ii) Barren.....

iii) Pace.....

6. Read the passage below and then answer the questions that follow:-

A situation whereby a large number of mentally and physically capable people of working age are willing to work but cannot find work is usually known as unemployment. In Africa, the unemployment rate is estimated to be 27-29%. This way beyond the usual acceptable rate of 4%. This is a grievous situation which has contributed to the soaring levels of poverty witnessed all around us.

But what are the causes of unemployment? Can anything be done to ease the situation? First Political upheavals have played a key role in promoting the sky rocketing levels of unemployment. Civil wars and ethnic clashes have led to bloodshed and massive loss of life. As is expected, foreign investors have fled for their safety. They have shut down their companies and relocated their businesses to places that are more conducive to the thriving of their enterprises. The results are usually jobless and consequently poverty.

Ordinary citizens rarely ferment political trouble. Their “leaders” do it in an effort to upstage one another and make political and economic gains. Through their vote, citizens have the means of ensuring that such people do not accede to power.

Contrary to expectation, international trade has not helped the situation for a long time. The developed countries, instead, have taken advantage of this trade to exploit Africans making them even poorer. Liberation of trade has meant that goods from all manner of places are allowed into the country. Most of these are cheaper than locally produced ones because the costs of production are lowered by efficiency factors and government subsidies. As a result local infant industries are unable to compete and end up collapsing. Once again many are left unemployed.

In addressing this problem, the buck stops with African governments. It is upon them to create an enabling environment for local industries by way of improving infrastructure and security and also giving tax waivers. Sound policies that enhance efficiency in the sector should be instituted.

In addition, the unemployment problem is worsened by a shortage of entrepreneurs. Many people lack the necessary skills, spirit of boldness and risk taking attitudes required in starting business ventures. Though they have the capital, they do not invest it locally. Thus they deny many people a chance for employment. Some prefer to stash their money in foreign accounts.

A sense of **patriotism** is called for here. Nothing gives greater joy and satisfaction than knowing that one has contributed to the betterment of the lives of others, as they say east or west, home is the best, and so investing locally will have multiple benefits. African governments and NGO's must also do more in equipping those interested with entrepreneurial skills.

Moreover the African system of education has failed to change the white collar job mentality. Many are those who believe that these are more prestigious and better paying than blue collar jobs. This has meant that opportunities in the informal sectors go unexploited while there is excess unabsorbed labor in the white collar sector.

To solve this problem, People need to be socialized differently. The 8.4.4 system of education in Kenya is a step in this direction. One of its objectives is to equip its recipients with progressive attitude and skills necessary for self-reliance.

As we have seen, unemployment is a big problem in Africa; it is directly connected to the high poverty levels crippling many people. However, with concerted efforts, the situation can be alleviated.

- a) What is the subject matter of this passage?
- b) According to the first paragraph, who are the unemployed?
- c) How would citizens ensure their peace?
- d) *Rewrite the following sentences by putting the first three words in parenthesis:-.*

“Through their votes, citizens have the means of ensuring that such people do not accede to power”

- e) According to the passage, why is the expression “*their leaders*” enclosed in quotation marks?
- f) Explain what is meant by “*the buck stops with African government.*”
- g) Make notes on the effects of international trade.

h) Explain the meaning

- i) Ease.....
- ii) Accede.....
- iii) Patriotism.....

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

All the interested parties in the education sector are impressed by the Kenya National Examination Council's measures to ensure this year's national examinations are free of cheating.

It is for this reason that the 276,224 Kenya Certificate of Secondary Education Examination (K.C.S.E) candidates have 4,834 examination centres **manned** by 4,886 supervisors who are assisted by 13,796 invigilators. All these are qualified teachers who have been recruited mainly for their integrity.

The centres are manned by 4,886 armed police officers who are ready for action should there be trouble. And as if this is not enough, there are 686 senior officers manning areas at stations where examination papers are kept.

Before they get into the examination rooms, the candidates are thoroughly searched. Bags containing question papers are opened by the supervisor in the presence of all candidates and thoroughly searched.

Any remaining question papers are sealed and kept in full view of the candidates during the particular paper's entire duration.

At the time of sitting for the paper, candidates are under hawk-eyed invigilators. And at the end of the paper answer booklets are sealed as all candidates, invigilators and the head teacher witness. All these measures are commendable.

The KNEC deserves a pat on the back also due to the fast reaction Kenyans received from it whenever the media report leakages, which, in any case, turn out to be **hoaxes**. In fact, all doubting Thomases are beginning to have faith in the KNEC.

However, all these money-**guzzling** measures would be unnecessary if Kenyan students had been brought up in a morally upright environment.

Examination cheating shows how morally deprived our society has become. It is a sign that parents and teachers have failed in their duty of moulding the youngsters.

Kenyans must stop and think why the current generation believes in short cut to its desire and does not wish to sweat for it. As Kenyans, we should find out if our education system is catering for the students' moral and ethical needs. Whenever things go wrong in education, interested parties are quick to point accusing fingers.

Teachers blame parents and the society and parents blame teachers. This dangerous **buck-passing** game should be stopped to save the youth who are foundation of the country's future.

The responsibility of instilling moral and ethics rests squarely on education institutions. School play a crucial role as far as the transmission of value is concerned as once children start going to school; they spend more time with teachers than with any other person.

This is why what teachers say is gospel to them, and not even parents can make them think otherwise.

A teacher can make a great contribution to the fostering of sound and religious values in children by taking interest in their behavior.

(Adapted from the Saturday Nation,
November 3, 2007)

a) Make notes on the precautions put in place to ensure that the national examinations are free of cheating.

b) Give two reasons the writer attributes to the examination cheating.

c) Why does the writer think that instilling morals and ethics solely rests on education institutions?

d) The KNEC deserves a pat for taking (strong) measures to curb examination anomalies.

Use the word in brackets appropriately.

e) Explain the contextual meanings of the following words.

(i) Manned ...

(ii) Hoaxes

(iii) Guzzling ...

(iv) Buck-passing -

8. ***Read the passage below and then answer the questions that follow:-***

You could win a car, a motorcycle, or a generous cash reward. But you have to score an 'A' in the Kenya Certificate of Secondary Education first.

As the cut throat competition for the best performance among schools intensifies, ingenious school administrators are coming up with all kinds of rewards to motivate their students to turn into top performers in the national examinations.

The top reward, a car, was promised to the top student at Nairobi school, while Alliance and Mang'u high schools promised to reward each 'A' grade student with shs.10,000 but Kianjuri High school has a different reward altogether.

At the beginning of 2006, 14-year-old Francis Itote walked through the wrought iron gate of Kanjuri High school. Four years later, he rode out of the school on a brand new motorcycle.

Itote's new ride was a gift from the school's board of governors because he had given the school its first 'A' in the last five years.

The board had challenged last year's candidates with an enticing offer; anyone who got an 'A' in KCSE would receive a motorcycle, with a one year comprehensive insurance cover and shs.5, 000 cash prize. The motorcycle is valued at shs.70, 000.

In a region where motorcycle taxis are valued by enterprising youth, the prize elicited immediate and intense competition among students.

As the motorcycle was officially handed over to 19-year-old Itote at a colourful ceremony on the school's football field; students could not wait to dash back to class to study in a bid to claim the motorcycle next year.

"If I get one, I will go straight into the boda boda business," said Max Muturi, a form four student.

All over Kenya, school boards as well as old boys and girls associations are willing to spend millions on incentives for students.

But education officials, including school principals, warn that these material rewards may not be the best way to prepare top students to face the challenges of everyday life after school.

"Motivating students by giving them money may not be sustainable in the long run," says Patrick Nyagosia, a provincial director of education.

The official warns that once top students step into a world where money is scarce; their level of motivation might come crashing down.

Dr. Stephen Wahome, a clinical psychologist with psychological Health services, Nairobi, concurs. If not well handled, some of the incentives given by schools can easily end up doing more harm than good.

"Unless the reward had some relevance to the young learners' mental and emotional status, it can easily disorientate them," warns the psychologist.

(Adapted from 'Saturday Nation' March 27, 2010)

- (a) Why do school administrators come up with all kinds of rewards?
- (b) In note form, list the types of rewards offered by the various schools
- (c) What is the main requirement to deserve the above rewards?
- (d) According to the passage, what enabled Francis Itote to ride out of school on a brand new motorcycle?
- (e) If I get one, I will go straight into the boda boda business.

Rewrite using 'unless'

- (f) What is ironic about the mode of rewards given to top performers by school administrators?
- (g) School boards as well as old boys and girls associations are willing to spend millions on incentives for students. *Rewrite using ...not only....*
- (h) Briefly describe the author's attitude towards material rewards to students
- (i) Explain the meaning of the following expressions as used in the passage:
 - 1) enterprising youth..... Young, industrious people (1mk)
 - 2) challenges of everyday life..... ups and downs faced in life(1mk).
 - 3) Disorientate..... make unstable. (1mk)..

9. ***Read the passage below and then answer the questions that follow:-***

Unquestionably a literary life is for the most part an unhappy life; because if you have genius, you must suffer the penalty of genius; and, if you have only talent, there are so many cares and worries incidental to the circumstances of men of letters as to make life exceedingly miserable. Besides the pangs of composition, and the continuous disappointment which a true artist feels at his inability to reveal himself, there is the ever-recurring difficulty of gaining the public ear. Your writers are buoyed up by the hope and the belief that they have only to throw that poem at the world's feet to get back in return the laurel _crown: that they have only to push that novel into print to be acknowledged at once as a new light in literature. You can never convince a young author that the editors of magazines and the publishers of books are a practical body of men, who are by no means frantically anxious about placing the best

literature before the public. Nay, that for the most part they are mere brokers, who conduct their business on the hardest lines of a profit and loss account. But supposing your book fairly launches, its perils are only beginning. You have to run the gauntlet of the critics. To a young author, again, this seems to be as terrible an ordeal as passing down the files of Sioux or Comanche Indians each one of whom is thirsting for your scalp. When you are a little older, you will find that criticism is not much more serious than the bye-play of clowns in a circus. When they beat around the ring the victim with bladders slung at the end of long poles. A time comes in the life of every author when he regards critics as comical rather than formidable, and goes his way unheeding. But there are sensitive souls that yield under the chastisement and, perhaps, are the saddest example of a fine spirit hounded to death by savage criticism; because whatever his biographers may aver, that furious attack of Gifford and Terry undoubtedly expedited his death. But no doubt there are hundreds who suffer keenly hostile and unscrupulous criticism, and who have to bear that suffering in silence, because it is a cardinal principle in literature that the most unwise thing in the world for an author is to take public notice of criticism in the way of defending himself. Silence is the only safeguard, as it is the only dignified protest against insult and offence.

P.A. Sheehan

- (a) Why is the literary life mostly an unhappy one?
- (b) What are the ambitions of a young author?
- (c) Are editors and publishers sympathetic to young authors?
- (d) What is ironical about the way editors and publishers operate?
- (e) What are some of the ordeals awaiting the young authors from the critics?
- (f) Why is Keats mentioned?
- (g) How, according to the author, should a writer respond to criticism?
- (i) Explain the meaning of the following expressions as used in the passage
 - 1) men of letters -
 - 2) a new light in literature -
 - 3) chastisement.-
- (h) Why does the writer of this extract call editors and publishers “mere brokers”?

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

Ethnocentrism is a way of putting ourselves at the centre of everything and judging all others by our standards. It is a universal weakness and one that is at the **root** of most tribal and racial misunderstandings. While we consider ourselves superior and **exalt** our customs, we look down with scorn on those who behave differently from ourselves. They are lazy, unintelligent, immoral, un-enterprising, and materialistic. The more different these people are from us, the stronger our condemnation.

But this outlook raises a key question – what are the criteria for making these judgments? In each society, customs evolve to meet specific needs. It is when outsiders judge these customs against their own, particularly when they are very different, that they find them absurd, illogical or even downright savage.

Here in Kenya as many parts of Africa, old people are held in very high esteem. Custom demands respect for the old, and in some cases, superstition enforces it by threatening that if the old are treated badly, their ghosts will take revenge on those who were unkind to them. The old people therefore enjoy a great deal of respect; they are consulted in decision-making and they continue to head their households even when their sons are grown up. We find it **inconceivable** that the people could treat their old in any other way.

When we learn that some nomadic tribes in Australia and Brazil used to kill their old, we immediately label them as barbaric and uncivilized. And yet, for those people, it was a perfectly practical thing to do. They had to walk long distances in search of pasture, often with enemies in pursuit. The old were a burden and if captured would be tortured to death; it was kinder to kill them.

A further example of **apparently** strange behavior is the treatment of old people in some modern European families. They put their old in homes for the aged, a practice which we may find cruel and selfish. Within the framework of these societies, however, this is quite acceptable. Many European houses are small, and domestic help is not readily available to care for the old. In an old people's home, they will have more company and attention. None of those ways is superior to the others. They are all ways of coping with the problem of the old and as long as they do not create **discord** in the society, they are justifiable.

Variations abound in all forms of behavior. What, for example is the standard form of greeting? For some of us, the American nod of the head and 'Hi' may appear too casual and impersonal. To the Americans, our elaborate handshaking and exchange of courtesies may appear too ritualistic and a waste of precious time. The Baganda women kneel in greeting. Those sensitive about equality of the sexes may find this behavior objectionable. The French hug and kiss when they meet friends – some Africans may find this embarrassing.

The increased speed of travel has in a sense created a world community. There is even some validity in talking about the international man- one who can travel to any corner of the globe equipped with international language, dress and manners. But shall become sufficiently internationalized so that we are no longer ethnocentric or shall we always remain intolerant

Questions

- a) According to the author, what is at the root of tribal and racial misunderstanding?
- b) Why according to the passage, should we not condemn other people's customs?
- c) Explain the irony in the way some nomadic tribes in Australia and Brazil used to treat their old
- d) What does the writer achieve by contrasting the way Kenyans treat old people with the way the old were treated in Australia and Brazil?
- e) What is the writer's attitude towards the treatment of old people among the nomadic tribes of Australia and Brazil
- f) In not more than 40 words, summarize the argument in the passage
- i) Rough copy
- ii) Final copy
- g) Explain the meaning of the following words and phrases as used in the passage
 - i) Root -
 - ii) Exalt-
 - iv) Putting ourselves at the centre of everything
 - v) Look down with scorn on

11. *Read the following passage and answer the following that follow:*

CONSTITUTIONAL LAW

If you belong to a club, a college, a large company or some other institution, you will find that it has a set of rules. These govern the organizational structure of an institution, its composition, its powers and the rules which regulate its management. All persons who belong

to the institution will have to abide by its rules. It is the same with the nations of the worlds. Each of them is governed by a set of rules, which is described in law as a constitution.

A constitution has been defined as ‘a document having a special legal sanctity which sets out the frame and framework and the principal functions of the organs of government of a state and declares the principles governing the operation of these organs

Most modern constitutions are, in fact, contained in a formal document known as ‘the constitution.’ This constitution is described as a written constitution, because it is contained in a written law in the form of an Act of Parliament

A written constitution is generally contrasted with an unwritten constitution. An unwritten constitution is not found in any formal document as such, but is contained in a number of sources. One example of an unwritten constitution is the British constitution. Its sources are found in statute law, case law, conventions of the constitution and even in certain textbooks.

A further contrast between constitutions is that some are rigid while others are flexible. A rigid constitution is one which can only be changed as the result of a long and **cumbersome procedure**. Such constitutions can only be by definition, written constitutions. For example, an amendment to the American constitution can only be effected by the approval of the President, a two-thirds majority in the House of Representatives and the senate, and the approval of the three-quarters of the Legislature of the Federal States. It is possible to delay or **block** such amendments in either the House of the Representatives or the senate. It does not follow though, that all written constitutions are rigid. It depends on the manner in which an amendment can be made. A flexible constitution is a constitution which can be amended with ease. All unwritten constitutions will generally be flexible.

The Kenya constitution can be altered by a Bill supported on the second and third readings by votes of not less than sixty five percent of all the members of the National Assembly. Such a Bill also requires the assent of the President. There is no question of any **referendum** and the ease with which the Kenya constitution has been amended since the original independence constitution of 1963, suggests that although the constitution is written, it is nevertheless a flexible one.

Another distinction can be drawn between Unitary and Federal constitutions where ,under a unitary constitution, as is in Kenya, the Central Government retains the principal powers of state; there is no delegation of powers to the provinces. Under a federal constitution, the power of state are divided between the Central Government and the Federal States, as is the case in Nigeria.

The importance of the constitution in Kenya is made by the section 3 of the Act of Parliament. In here, the constitution is supported by the force of law throughout Kenya. If another law is inconsistent with this constitution, the constitution shall prevail and the other law shall be **void**. This gives the High Court of Kenya power to declare any Act of parliament which is inconsistent with any part of the constitution to be

unconstitutional and void. In addition, if the Executive (which includes both the administration and the members of the local and central government) acts in an unconstitutional manner, an aggrieved person can apply to the High Court for declaratory order. This order can claim the action in question is ultravires. In addition, he can apply for an order of injunction to restrain the Executive from acting in the manner it proposes.

From what has been said above, it is clear that there is a division of powers between the three organs. The powers of government are traditionally divided into three main organs; the executive, the judiciary and the legislative. This division, in a way, is necessary. If the same person or body exercised all the three functions, then there could be tyranny and arbitrary government. It is, therefore desirable that the power of government should be vested in different persons or bodies, but a strict separation is still not possible or desirable. In Kenya, we have separation of powers but only to a certain extent.

The legislature, which makes laws, includes certain members of the Executive Ministers who are responsible for carrying out the laws. This link here, between the executive and the

Legislature, is essential for the efficient administration of government services. For example, the rent tribunals exercise a quasi-judicial function by these tribunals is not usurpation of the powers of the Judiciary. It is only a recognition of the fact that there are certain functions which can be conveniently administered by other bodies.

Adapted from The Laws of Kenya: An Introduction

By Tudor Jackson, Kenya literature Bureau, Nairobi, 1970.

- a) What is the purpose of having rules in any organization according to the passage?
- b) According to the passage, differentiate between a 'unitary' and a 'federal' constitution.
- c) Describe the kind of constitution Kenya has in the passage.
- d) In note form, state which constitution you would prefer and why.
- e) A rigid constitution is one which can only be changed as a result of a long and cumbersome procedure' Begin: Only.....
- f) In Kenya, we have a separation of powers but only to a certain extent. (Add a question tag)
- g) *Explain the meaning of the following words and phrases:*
 - i) Void –
 - ii) Ultra vires –
 - iii) Block –

iv) Referendum

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

Most of the 10 million Kenyans threatened with starvation are not where you thought they would be. They are not in the drought-stricken rural areas. They are instead, in the country's urban centres, huddled in the informal settlements famously known as slums.

New official report lays bare the reasons for Kenyan's hunger – and they go beyond rain failure. Drought is only one of the growing number of causes of hunger threatening nearly 10 million people in the country.

The Kenya Food Security Update- released early this week- says that the highest number of people who are likely to starve are low-income earners who live in urban informal settlements. According to the February 2009 Survey, 4.1million people in Nairobi and Mombasa slums are threatened with starvation because of reduced earnings resulting from the loss of employment after the elections violence.

Matters have been made a lot worse by rising food prices. In the slums, 37percent – or nearly four in every 10- of the households reported having only one meal a day. And adults are required to be of good behavior by restricting the food portion they consume. People are running into debt, moving elsewhere or selling whatever belongings they have to survive according to the survey.

Ironically, this population is receiving the least help from the government, aid workers and good Samaritans who are lining up to give donations, everywhere. “The unfortunate reality is that intervening organizations tend to respond to emergencies fairly quickly and have less enthusiasm for funding and implementing non-food interventions that are, at the minimum, mitigative in nature,” says the report. It is jointly published by the government, the World Food Programme, the United States Agency for International Development and the Famine Early Warning Systems Network.

As the global economic crisis bites and its effect are felt at home, it is unlikely that the rains – in whatever quantity – will alleviate the suffering of the urban hungry. The army of the manual workers, domestic and office support staff, security guards and idlers is hungry.

If they are not fed – and urgently, too – Kenyan's urban middle class can expect a spike in **larceny** and other petty crimes, all to their detriment. Not to forget the public face of the famine, those affected by the extended drought season are only 2.5million – and they have among their number some 850,000 school-age children.

Another 1.9 million people are faced with starvation because they are affected by HIV and Aids – either directly or have lost a breadwinner to the condition. A shocking admission in the report is that there are 150,000 people displaced after the elections that are in transit camps close to their homes but cannot return or farm. This number receives food rations from the UN World Food Programme's Emergency Operation.

Officially, the government claims that it has moved 255,000 people out of camps for the displaced. With 150,000 people displaced after the election depending on donor dole, the resettlement effort has only benefited 105,000 people.

This number constitutes 16 percent of the revised total of 663,000 displaced people which is the official figure from the Ministry of Special Programmes.

Obviously, truth is something that makes the coalition Government extremely uncomfortable that it spends most of the time sugarcoating it.

- (a) Where is most starving Kenyan's assumed to be? (2mks)
- (b) What steps are victims of hunger taking for their survival? (3mks)
- (c) What are the likely consequences of hunger on Kenyan's urban middle class? (2mks)
- (d) Rewrite the following sentence beginning:

(Rising-----) "Matters have been made a lot worse by rising food prices

- (e) What according to the passage is wrong with the approach taken by the groups assisting the hungry? (2mks)
- (f) Make notes on the reasons for Kenyan's hunger (4mks)
- (g) Why is the rain unlikely to alleviate the suffering of the urban hungry? (2mks)
- (h) Explain the meaning of the following expressions as used in the passage (4mks)
 - (i) Alleviate.....
 - (ii) Larceny.....
 - (iii) Donor dole.....
 - (iv) Sugarcoating.....

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

MATURITY

One of the most tragic facts of human existence is that while, physical maturity for normal people develops naturally with the passage of time, mental maturity does not occur/come so easily. A large number of people who have the physique and age of adults, and

are thus in possession of adult status and privileges, are not mentally mature. This is rather unfortunate, for, as **Harry A. Overstreet in The Mature Mind** observes, ‘The most dangerous members of our society are those grown-ups whose powers of influence are adult but whose motives and responses are infantile.’ Adults who are incapable of carrying out their duties and obligations with a proper sense of responsibility cannot only give themselves unnecessary troubles, but also cause much harm to those over whom they have influence.

It is no doubt true that the mental growth of a person depends to some extent on the way his parents guided him when he was a child and on the environmental conditions he grew up in.

However, mental development, unlike physical growth, need not stop with the end of puberty. A man is what he makes himself. He can, at any stage of his life, always develop himself further if he consciously makes the effort to do so. As **Gautama Buddha** put it, “The mind is everything; what you think, you become”.

If a man wants to reach an unknown destination, it is always best for him to study any appropriate map of the region. Similarly, for a man to develop his mental and intellectual powers, he should at the outset find out as he can what real maturity consists of. As **Aristotle** put it: “Those who wish to succeed must ask the right preliminary questions.”

Careful thinking and observation will enable one to see that a mature man is one with a keen sense of responsibility and a conscious awareness of what is proper. Thus he manages his affairs in accordance with explicit and reasonable criteria, the foundation of which he has examined critically and analytically. He upholds his convictions firmly because he is clear about why he upholds them.

Yet he is conscious of the value of postponed judgment in certain weighty matters. Aware as he is of the complexity of certain affairs, he knows that the different ways of dealing with them entail different consequences which may be of varying degrees of acceptability. He is aware that in such matters, different reasonable men will inevitably come up with different opinions. So while he respects the judgments of other people, and is co-operative, he makes his own study of the problems in proper perspective by looking at them objectively from all angles.

However the way a person makes an assessment depends a great deal on one’s knowledge. Thus, the mature person will never develop the unhealthy conception that what he already knows is all that need be known. In dealing with any problem he first finds out all he can, so that he will be as fair and as correct as possible. He makes the maximum use of opportunities to achieve the best for himself and everyone else.

In this general attitude, a mature man is always sympathetic but never sentimental. Like a scientist in the conduct of his professional duties, he sees the difference between objectives reality and what he and others desire, or hope to be the case. He knows his weaknesses but he has a well – considered scales of values. Thus while he accepts himself as he is, and others as they are, he persistently tries to mould his character in the way he desires. He never tires of improving himself. It is this trait above all else which gains him the respect of other mature people, and what is more important, his own self-respect.

- a) From the information given in the first paragraph, what is the most tragic fact?
- b) In not less than 20 words, summarize the factors that determine mental growth.
- c) What is the author's definition of a mature man?
- d) Give the meaning of the following phrasal verbs as they are used in the passage;
 - 1) Carrying out
 - 2) Find out
- e) Add the appropriate tag to the following statement.

He never tires of improving himself.

- f) Replace the word **however** in paragraph 6 with another suitable word or phrase.
 "However, the way a person makes an assessment depends a great deal on one's knowledge".
- g) Identify and give illustrations of any **two** features of style used in the passage.
 (2mks)

15. Read the passage below and answer the questions that follow:-

HOW TO GROW OLD

In spite of the title, this article will really be on how not to grow old. My first advice would be to choose your ancestors carefully. Although both of my parents died young, I have done well in this respect as regards my other ancestors. My maternal grandfather, it is true, was cut off in the flower of his youth at the age of sixty-seven, but my other three grandparents all lived to be over eighty. Of *remoter ancestors* I can only discover one who did not live to a great age, and he died of a disease which is now rare, namely, having his head cut off. A great-grandmother of mine lived to the age of ninety-two and to her last days remained a terror to all her descendants. My maternal grandmother, who had ten children, one of whom died in infancy, and many miscarriages, devoted herself to ten women's, higher education as soon as she became a widow. She worked hard at opening the medical profession to women. She used to tell of how she met in Italy, an elderly gentleman who was looking very sad. She asked him why he was melancholy and he said that he had just parted from his two grandchildren. "Good gracious!" she exclaimed. I have seventy-two grandchildren and was sad each time I parted from one of them; I should have a miserable existence!' Speaking as one of the seventy-two, I prefer her recipe. After the age of eighty, she found she had some difficulty in getting to sleep, so

she habitually spent the hours from midnight to 5.a.m reading popular science. I do not believe that she ever had time to notice that she was growing old. This, I think, is the proper recipe of remaining young. If you have wide and keen interests and activities in which you can still be effective, you will have no reason to think about the merely statistical fact of the number of years you have already lived, still less of the probable shortness of your future.

Psychologically, there are two dangers to be guarded against in old age. One of these is too great an absorption in the past. One should not live in memories, in regrets for the good old days, or in sadness about friends who are dead. One's thoughts must be directed to the future and to the things about which there is something to be done. This is not always easy; one's own past is graduallyincreasing weight. It is easy to think to oneself that one's emotions used to be more vivid than they are and one's mind more keen. If this is true, it should be forgotten and if it is forgotten, it will probably not be true.

The other thing to be avoided is clinging to youth in the hope of finding strength in its vitality. When your children are grown up they want to live their own lives, and if you continue to be as interested in them, as you were when they were young, you are likely to become a burden to them, unless they are unusually insensible. I do not mean that one should be without interest in them, but one's interest should be contemplative and, if possible, philanthropic, but not too emotional. Animals become indifferent to their young as soon as they can look after themselves, but human beings, owing to the length of infancy, find this less easy.

I think that a successful old age is easiest for those who have strong impersonal interest leading to suitable activities. It is in this sphere that long experience is really fruitful, and that the wisdom born of experience can be used without becoming a burden. It is no use telling grown-up children not to make mistakes both because they will not believe you, and because mistakes are an essential part of education. But if you are one of those who are incapable of impersonal interest, you may find that your life will be empty unless you concern yourself with your children and grandchildren. In that case you must realize that while can still help them in material ways, such as by making them an allowance or knitting them jumpers, you must not expect that they will enjoy your company.

Some of the old people are troubled by the fear of death. In the young there is a justification for this feeling. Young men who have reason to fear that they will be killed in battle may justifiably feel bitter in the thought that they have been cheated of the best things that life has to offer. Nevertheless, in old man who has known human joys and sorrows, and has done whatever work he could do, the fear of death is somewhat ignorable. The best way to overcome it- so at least it seems to me-is to make your interests gradually wider and more impersonal, until bit by bit the walls of the ego recede, and your life becomes increasingly part of the universal life. An individual human existence should be like a river-small at first and narrowly contained within its banks, then rushing passionately past rocks and over waterfalls. Gradually the river grows wider, the banks recede, the waters flow more quietly, and in the end, without any visible break, they become part of the sea, and painlessly lose their individual being. The man, who, in old age, can see his life in this way, will not suffer from the fear of

death since the things he cares for will continue. Moreover, if, with the loss of vitality, weariness increases, the thought of rest will not be unwelcome. I should wish to die while still at work, knowing that others will carry on what I can no longer do, and content in the thought that what was possible has been done.

Adapted from How to Grow Old by Bertrand Russell T.V. Sachs: Now Read On, Longman, Green & Co. Ltd., 1969, 66-68

- (a) The writer prefers his grandmother's recipe. Explain the recipe
(2mks)
- (b) State in note form why there are conflicts in overcoming the psychological dangers to be guarded against in old age. (5mks)
- (c) What role does impersonal interest play in the life of an aging individual?
(2mks)
- (d) Comment on the simile used to describe an individual's life
(2mks)
- (e) **Rewrite the following sentence in your own words:**

"A great-grandmother of mine lived to the age of ninety-two and to her last days remained a terror to all her descendants." (2mks)
- (f) Why is the young person's fear of death justifiable?
(2mks)
- (g) **Change the following sentence into the past:**

"It is in this sphere that long experience is really fruitful, and that the wisdom born of experience can be used without becoming a burden." (1mk)
- (h) **Explain the meaning of the following expressions as used in the passage**
(4mks)
 - Vitality
 - Melancholy
 - Rushing passionately.....
 - Clinging to youth

16. Read the following passage and answer the questions that follow: (20marks)

Ferret is a small mammal belonging to the Weasei family. Ferrets have long, slim bodies and short legs. There are two types of ferrets, Mustelafaro, and the black-footed ferret, Mustela nigripes. Baby ferrets are called kits.

If frightened, these animals can discharge a strong smelling fluid from their scent glands under their tails.

The domestic ferret is often kept as a pet. It was originally bred in ancient times to hunt rats and rabbits, but today it is rarely used. It is a descendant of the European pole cat, which was once found throughout Europe. They vary in color from nearly white to nearly black. However, most of them have creamy-colored fur with dark hair tips, feet and tail and a ‘mask’ of dark fur around the eyes. Although many owners have the scent glands of their pet turrets removed, the animals still have a musky odor from other skin glands.

The black-footed ferret is native to Western North America. It resembles the domestic ferret, but is slightly darker. Their fur is dull yellow that is slightly darker on the backside. Their feet, tail tips are black, and have black fur around the eyes. The black – footed ferret is usually found on short grass in close association with prairie dogs, which constitute most of its diet. In addition to feeding on prairie dogs, the ferret spends most of its time underground in Prairie dog burrows, typically spending only a few minutes above the ground each day.

In burrows, it sleeps, catches its food, avoids predators and harsh weather, and gives birth to its young. It is secretive and primarily nocturnal. The ferret’s long slender body allows it to slip down burrows to find its prey while they sleep. This reduces the ferret’s risk of injury when attacking prey the same size as itself.

The black-footed ferret originally occurred in the Great plains from Alberta and Saskatchewan;’ Canada to Texas Arizona, U.S.A. Classified as endangered, scientists once thought black-footed ferrets were extinct, until 1981, when a population of more than 125 black-footed ferrets were discovered in Wyoming.

Sadly, over the next several years, many of them died of distemper and this prompted the scientists who were now getting concerned that the whole population would die from the disease, thus the remaining animals were captured. Since then, scientists have been breeding the ferrets in captivity.

Adapted from The Black-Footed Ferret by Mworio Muchina, Daily Nation, September, 13th, 2007)

(a) How does the ferret find its prey?
(2mks)

(b) Why does the ferret like burrows?
(4mks)

(c) In about 70 words, give the contrasting features of the domestic and the black-footed ferret?

(d) What was the cause of the black-footed ferrets almost becoming extinct?
(3mks)

(e) **Rewrite the following sentence in the passive voice:-**

(i) If frightened, these animals can discharge a strong smelling fluid from their scent glands under their tails. (2mks)

(f) Why do black-footed ferrets prefer staying in short grass and underground?
(2mks)

(g) Give the meaning of the following words as used in the passage:
(3mks)

(i) Discharge.....

(ii) Odor.....

(iii) Nocturnal.....

17. Read the passage below and answer the questions that follow:-

How far is personality determined, or at least modified, by physical attributes of a person? Does the body determine the personality or does the personality in any way determine the physical make-up of the person? We are all apt, for example, to excuse a number of unpleasant qualities in a person on the grounds that he is the unhappy possessor of a gastric ulcer. A weakness of the physique, with the discomfort and pain ensuring, may distort the personality is singularly prone to gastric ulcers. We can also note that the personality of a man **writes its signature on the lines of his face.**

Probably there is an influence in both directions though there are few who would deny that much of a man's personality depends on the makeup of the body he inherits. It is difficult, though not impossible, to have a dominating personality if one is a dwarf, and it is unlikely that a woman **masculinised** by some physical abnormality could achieve a maternal character.

In the poultry yard something markedly **akin** to personality is seen. A hen, in the absence of a cock, may take upon herself the dominance of the hen run, behaving in many ways with the arrogance and aggressiveness of a cock. These marked masculine attributes can be changed over to the meekest femininity on the reintroduction of the cock. A certain hen, after a

year of normal hinny characteristics, had become dominating and cocky in her relations with the rest of the hens, but in this instance, not only did the hen imitate the male in her protective care of the other hens but she grew cock feathers, comb and spurs. On investigation it was discovered that tuberculosis had destroyed her ovaries. Her psychology and her sex had changed as the result of a **clinical mishap**, a clear instance of personality being based upon physical make-up.

These instances of the influence of physical changes on the behavior pattern of animals are given because much of our knowledge of the influence of the endocrine glands (the so-called glands of personality) has been obtained by experiments upon animals and only later confirmed by observations upon man, and second, because most biologists believe, and increasingly are driven to believe, that the whole realm of living things shows a strange unity of plan. Life, almost, is one and indivisible. This is not to say that there are not striking differences between, for example, man and the fly which transmits infection to him. None the less the pattern of the chemistry and physics of the living cell is fundamentally similar. Therefore in animals it is as easy to see the effects of physical endowment on personality as it is in human beings.

No one can doubt that physical endowment influences, perhaps even determines, personality. It is difficult to have a dominating personality if one is intensely ugly or is a tiny individual (as mentioned before), though it must be admitted, there are exceptions to this generalization. The tall are often shy and **retiring**; the short **bumptious** and self assertive. The artist personality often goes with a particular shape of hand, and so does the practical with another.

But how is physical endowment inherited? We have all known families whose members were more unlike each other, both in temperament and physique, than are unrelated people. An extraordinary case is that of fraternal twins one of whom was tall, blue-eyed and red-headed and other short, black-haired and brown-eyed. At first, and quite superficially, it might appear that inheritance plays little part in producing physical endowment, and yet we know that it does. It is known that hair color, eye color, albinism and a certain number of abnormalities such as color-blindness, are inherited according to definite laws. As regards these inherited abnormalities we know that they must influence the personality. Imagine the effect of being color blind. The person so afflicted can see little in the spring or autumn landscape to stir him; perhaps he cannot understand many of the passions of the poet and painter. And when an artistic temperament is inherited along with color-blindness the effect on the personality must be almost tragic. Therefore if personality is grounded in physical make-up, physical endowment becomes of prime importance, and the more we learn of its inheritance the better.

- i) What effects may a gastric ulcer have on a person's personality?

ii) The body affects the personality. Justify this statement using four examples the writer gives in relation to human beings.

iii) Why does the writer quote instances of physical changes affecting the behavior pattern of animals?

v) Does inheritance play any role in endowment? Illustrate your answer.

vi) Why is it important to learn more about inheritance?

vi) Explain the meaning of the following words and phrases as they are used in the passage:-

1) Writes its signature on the lines of his face.....

2) Bumptious

3) Masculinised.....

4) Clinical mishap.....

5) akin.....

18. Read the passage below and then answer the questions that follow:-

DEMOCRACY

Broadly speaking, modern political democracy is a system of governance in which rulers are held accountable for their action **in the public realm** by citizens acting indirectly through the competition and co-operation of their elected representatives.

A **regime** is an ensemble of patterns that determines the methods of access of the principal public offices, the characteristics of the actors admitted to or excluded from such access, the strategies that the actors may use to gain access, and the rules that are followed in making publicly binding decisions.

Like all regimes, democracies depend on the presence of rulers, persons in authority roles who can give **legitimate commands** to others. What distinguishes democratic rulers from non-democratic ones are the ways in which the former come to power and the practices that hold them accountable for their actions.

Citizens are the most distinctive element in democracies. All regimes have rulers and a public realm, but only to the extent that they are democratic do they have citizens. Historically, severe restrictions on citizenship were imposed in most emerging or partial democracies based on age, gender, class, race, literacy, property ownership, tax-paying

status, and the like. Only a small part of the population was eligible to vote or run for office. Only certain social categories were allowed to form, join or support political associations.

Today, the criteria for inclusion are fairly standard. All native-born adults are eligible, although age limits may be imposed on candidates for certain offices. Unlike like American and European democracies of the 19th century, none of the recent democracies in Southern Europe, Latin America, Asia, or Eastern Europe has even attempted to impose formal restrictions on the franchise.

Competition has not always been considered an essential condition of democracy. *Classic* democracies presumed decision-making based on direct participation leading to consensus. The assembled citizenry was expected to agree on a common course of action after listening to the alternatives and weighing their merits and demerits. A tradition of hostility to factions and particular interests persists in democratic thought, but it has become widely accepted that competition among factions is a necessary evil in democracies that operate on a more-than-local scale.

Yet while democrats may agree on the inevitability of factions, they tend to disagree about the best forms and rules for governing factional competition. Indeed, differences over the preferred modes and boundaries of competition contribute most to distinguishing one subtype of democracy from another.

The most popular definition of democracy equates it with regular elections, fairly conducted and honestly counted. Some consider the mere fact of elections-even ones from which specific parties or candidates are excluded, or in which substantial portions of the population cannot freely participate- as a sufficient condition for democracy. This fallacy has been called *electoralism, or faith that merely holding elections will channel political action into peaceful contests among elites and accord public legitimacy to the winners*.

However, central to democracy, elections occur intermittently and allow citizens only to choose between the highly aggregated alternatives offered by political parties, which can, especially in the early stages of a democratic transition, proliferate in bewildering variety. Between elections, Citizens can seek to influence public policy through interest associations, clientelistic arrangements, social movements, locality grouping, and similar intermediaries. Modern democracy, in other words, offers a variety of competitive processes and channels for expressing interests and values.

Another commonly accepted image of democracy identifies it with majority rule. Any governing body that makes decision by combining the votes of more than half of those eligible and present is said to be democratic, whether that majority emerges within an electorate, a parliament, a committee, a city council, or party caucus. For exceptional purposes (for example, amending a constitution or expelling a member of the governing body). Qualified majorities of more than 50 percent may be required, but few would deny that democracy must involve some means of aggregating the equal preferences of individuals.

A problem arises, however, when numbers meet intensities. What happens when a properly assembled majority regularly makes decisions that harm some minority, especially a threatened cultural or ethnic group? In these circumstances, successful democracies tend to qualify the central principle of majority rule in order to protect minority rights. Such qualifications can take the form of constitutional provisions that place certain matters beyond the reach of majorities, requirements for concurrent majorities in several different constituencies, guarantees securing the autonomy of local or regional movements against the demands of the central authority, grand coalition governments that incorporate all parties, or the negotiation of social pacts between major social groups, such as business and labor. The most common way of protecting minority interests, however, lies in interest associations and social movements.

Another central feature of democracy is co-operation; Actors must voluntarily make collective decisions binding on the polity as a whole. They must cooperate in order to compete. They must be capable of acting collectively, through parties, associations, and movements, to select candidates, articulate preferences, petition authorities, and influence policies.

But the freedoms of democracy should also encourage citizens to deliberate among themselves, to discover their common needs, and to resolve their differences without relying on some supreme central authority.

Adapted from: Topic Issue 1999

- (a) What according to the passage is democracy?
- (b) How, according to the passage, does a democratic government ensure protection of the interests of minority groups ?
- (c) What does the author mean by saying “**Competition among factions in necessary evil ...?**”
- (d). In one sentence, say how one can tell the difference between two democratic rulers.
- (e). Describe **two** major weaknesses of some forms of democracies.
- (f). Democracy is usually identified with majority rule. When, according to the passage, this rule said to be valid and when is it said to be invalid?
- (g). Explain the meaning of the following expressions as they are used in the passage.
 - (i) In the public realm

(ii) Regime

(iii) Franchise

(iv) Polity

(v) Legitimate commands

Question Two

EXCERPTS

How to answer questions on Excerpts

Points to note

- i. ;
- ii. ;
- iii. ;
- iv. ;
- v. ;

Example 1

Read the following extract below and answer the questions that follow.

At first light, as was her wont-for she was an early riser, she woke the entire village with wails and screams. People rushed out of their houses to the chief's homestead thinking that it was the chief or his son who had died, for in either case it would have been Nyar Yimbo's duty to raise the alarm. When a good sized crowd had gathered, she stood just outside her house and spoke with a loud voice.

"I Akoko Obanda Nyar Yimbo (daughter of the people of Yimbo) came to the homestead of Owuor Kembo, chief, as a pure girl nineteen seasons old. In all that time I was taught nothing but the ways of *Chik* and how to conduct myself as a woman of impeccable birth. Never in all that time did my mother or my father take me out in the dark for the purposes of showing me how to cast spells or to brew love potions to snare the hearts of men. I was taught that the way to keep a man was by the work of my hands and the words of the mouth. Obanda my grand uncle was a great healer, after whom many children are named. He was known to harm no man and frequently sent off those who sought trouble for others with a flea in their ear.

Has anyone ever seen me gossiping with other women at the water hole? Do I always not rise early to till my lands? Have I ever begged for food from you my mother in-law as well as your daughters- in-law do? Do I not always have enough to eat and more left over to barter in exchange for cattle, goats and sheep? (Indeed the size of her herds had become quite impressive).

Children are a gift from *Were* both to the deserving and the undeserving. Do not even murderers, witches and sluggards who cannot even feed themselves have children? Should I spit in the eyes of *Were* like a snake and deny that he has given me children? *Were* creates a child in its mother's womb in secret, in his own time and at his own volition. I have not stood in the way of my husband and other women. He is the chief and I cannot order him either to marry or not marry.

Much has been said by the daughter of the people of Asembo (*nyar* Asemo) and her son Otieno about the thirty head of cattle that were paid to my father as a bride price. It causes them much bitterness that I have not borne thirty children in exchange for those cattle. Indeed my continued presence here is bitter aloes to them. Therefore I shall lift their gloom and suffering and depart from here to go back to my father's house. Be it known that my father was a wealthy man before receiving those cattle and would have remained wealthy without them, for none of my twenty-one brothers is wifeless. Be it noted also that the wealth I have created in this home is more than double the number paid for me. This everyone knows. Therefore when I reach home, I shall request the council of *Jodongo* to convene proceedings for a separation. My people will give back your cattle and will give me back mine."

Questions

(a) State briefly what happens immediately after this extract. (5mks)

- The crowd responds by hissing in surprise.
- They inquire where Owuor Kembo is / it is reported that he had gone to a friend's funeral.
- Otieno threatens to teach his sister-in-law a lesson / she dares him to try.
- Akoko leaves for her parent's home / orders her children to remain behind.
- Owuor Kembo returns to find an empty house

(b) What prompts Akoko's overreaction according to this extract? (3mks)

- His inability to regularly conceive.
- Her mother-in-law accuses her of being a witch.
- She is accused of wasting the dowry paid for her

(c) Identify three character traits of Akoko brought out in this extract. (6mks)

- Decisive – Immediately decides to go back to her people.
- Hardworking – she has made enough wealth.
- Impulsive / Irrational / rash – she does not wait for her husband to come back and resolve the conflict

(d) Comment on any two stylistic devices used in this extract. (6mks)

- Rhetorical questions: “Do not even murderers, witches and sluggards who cannot feed themselves have children?”
- Comment – To emphasize that it is God who has the prerogative of giving children to people regardless of status.
- Simile: “Do I spit in the eyes of Were like a snake.....”
- Comment – This emphasizes her gratitude for and contentment with what God has done for her.
- Metaphor – To emphasize she has been brought up well without any trace of witchery.

(e) In note-form, state Akoko’s comments about *Were*, God of the rising sun. (3mks)

- Children are gifts from God.
- They are given to anybody regardless of status.
- She cannot complain about the number that God has given her.
- God creates children secretly in the womb of the mother.

(f) Explain the meaning of the following expressions as used in the extract. (2mks)

Impeccable - faultless / perfect flawless

Spell – Charm / Magic potion.

Example 2

Reading the excerpt below and answer the questions that follow.

The day finally arrived and it was a day as full of beauty as the day in which Owour Kembo of Sakwa, in full battle regalia and the a leopard skin loin piece had come to pay suit to the great chief Odera Gogni of Yimbo for the hand of his daughter Akoko Obanda. Yet some things were different. A stone thrown away was the church with its tall steeple bearing a cross at the top. A symbol of the new and different way of life, yet in some ways reminiscent of the reverence once paid to Were – the god of the eyes of the rising sun who had guided the people. Further along was the school – the place of learning without which one was as blind in a strange house. All round was evidence of the rule of the white people who were good administrators but often unjust and unheeding to the pleas and aspirations of their black subjects. Indeed in the Central Province and in Nairobi especially among the kikuyu, there were rumors of mass uprising against the colonial powers.

Oloo the son of Sigu, otherwise known as Mark Anthony his uncle, at mid – morning. Aware of the importance and the impact of presence and carriage he arrived in his military fatigues a callous monkey head dress and a spear in his hand. He was after all a soldier, it was an intriguing combination of the old and the new. Anyone else might have looked odd but Oloo looked dashing. His complexion was deceptively light and it drew questioning glances from his hosts and the hostesses. Had their daughters decide to marry a ja-mwa- a foreigner? apart from Akoko who must have left her mother's womb with a broad outlook, all of them were strictly parochial and marriage to even a luhya from across the borders was considered a catastrophe. It was therefore a relief when the suitors broke into pure luo dialect of the middle region of Ramogi. Their daughter was a price, a beacon; source of pride for the entire clan. They simply could not bear giving her away to a stranger.

- a) Place this extract in its immediate context. (4 marks)

Just before the extract.

- Preparations are made to receive Oloo Sigu by brewing traditional beer (Kongo),
- Selection of the bull to be slaughtered, selection of cocks to slaughter

After this extract.

- Oloo Sigu's Entourage introduces itself at Akoko's house by Oloo's uncle who is sports man. That Oloo Sigu had informed them of having found Awiti and his intention to marry, hence then coming for marriage negotiations.

Note: Accept two points before and two points after.

b) Describe the mood of Akoko as portrayed in paragraph 1. (2 marks)

- Mood of excitement / happy / jovial e.g. the day finally arrived.....

c) Comment on the character of Mark Antony as seen in this excerpt. (4 marks)

Mark is portrayed as:

- i. Dignified / proud e.g. arrives in military fatigues.
- ii. Traditional e.g. had colorful monkey headdress etc.
- iii. Dynamic He has embraced modern culture e.g. He had combination of both the old and new ways of life. etc

Note: Accept any 2 correctly illustrated traits.

d) Discuss the effectiveness of any two stylistic devices used in this excerpt. (4 marks)

- i. Symbolism e.g. Cross on the church stands for a new and different way of life.
- ii. Simile e.g... as blind man in a strange house. Lack of education is compared to a blind man to emphasize the need for modern education.
- iii. Hyperbole e.g. "The daughter was a price, a beacon and a source of pride for the entire clan. It emphasizes Awiti's impatience to her people.

Any two well explained features = 4 marks.

e) Illustrate any two themes brought out in this extract. (4 marks)

- i. Traditions e.g. colorful monkey, headdress etc.
- ii. Traditions e.g. The church with a cross.
- iii. Education.
- iv. Change.
- v. Colonialism.
- vi. Marriage

f) "Anyone else might have looked add but Oloo looked dashing." (Rewrite adding a question tag). (1mark)

, didn't he?

N/B Do not award if comma and question mark is missing.

g) The narrator says "The day finally arrived." What day is she referring to? (2 marks)

The day when Oloo Sigu was coming to pay suit to Akoko and her people to ask for marriage to Awiti.

- g) Explain the meaning of the following underlined words and the phrases as used in this excerpt.
- i. Military fatigues - Uniform for the array.
 - ii. Parochial- Small/ unimportant/trivial.
 - iii. The hand of - Awiti's acceptance to marry (Oloo Sigu)
 - iv. Reminiscent - Memories.

Example 3

THE RIVER AND THE SOURCE by Margaret A Ogola

At first light, as was her wont-for she was an early riser, she woke the entire village with wails and screams. People rushed out of their houses to the chief's homestead thinking that it was the chief or his son who had died, for in either case it would have been Nyar Yimbo's duty to alarm.

When a good sized crowd had gathered, she stood just outside her house and spoke with a loud voice.

"I Akoko Odanda Nyar Yimbo (daughter of the people of Yimbo) came to the homestead of OwuorKembo, chief, as a pure girl nineteen seasons old. In all that time I was nothing but the ways of chik and how to conduct myself as a woman of impeccable birth. Never in all the time did my mother or my father take me out in the dark for the purpose of showing me how to cast spells or brew love potions to snare the hearts of men. I was taught that the way to keep a man was by the work of my hands and the words of my mouth. Obanda my granduncle was a great healer, after whom many children are named. He was known to harm no man and frequently sent off those who sought trouble for others with a flea in their ear. Has anyone ever seen me gossiping with other women at the water hole? Do I always not rise early to till my lands? Have I ever begged for food from you my mother-in-law as all your daughters-in-law do? Do I not always have enough to eat and more left over to barter in exchange for cattle, goats and sheep?(indeed the size of her herds had become quite impressive).

Children are a gift from Were both to the deserving and undeserving. Do not even murderers, wishes and sluggards who cannot even feed themselves have children? Should I spit in the eyes of Were like a snake and deny that he has given me children? Were creates a

child in its mother's womb in secret, in his own time and at his own volition. I have not stood in the way of my husband and other women. He is the chief and I cannot order him either to marry or not to marry.

Much has been said by the daughter of the people of Asembo (NyarAsembo) and her son Otieno about the thirty head of cattle that were paid to my father as bride price. It causes the much bitterness that I have not borne thirty children in exchange for those cattle. Indeed my continued presence here is bitter aloes to them. Therefore I shall lift to their gloom and suffering and depart from here to go back to my father's house. Be it known that my father was a wealthy man before receiving those cattle and would have remained wealthy without them, for none of my twenty-one brothers is wifeless. Be it noted also that the wealth I have created in this home is more than double the number paid for me. This everyone knows. Therefore when I reach home, I shall request the council of jodongo to convene proceedings for a separation. My people will give back your cattle and you will give me back mine."

Questions

a.) Explain briefly what happens immediately after this extract.

- ✓ The crowd responds by hissing in surprise
- ✓ They inquire where Owuor Kembo is /it is reported that he had gone to a friend's funeral
- ✓ Otieno threatens to teach his sister —in- law a lesson! she dears him to try
- ✓ Akoko leaves for her parent's home/orders her children to remain behind
- ✓ Owuor Kembo returns to find an empty house 1x5 mks

N/B (Should be in prose)

b.) What prompts Akoko's over reaction according to this extract.

- ✓ Her inability to regularly conceive
- ✓ Her mother-in-law accuses her of being a witch
- ✓ She is accused of wasting the dowry paid for her 1x3 mks

c.) Identify and explain three character traits of Akoko brought out in this extract.

- i. Decisive- immediately decides to go back to her people.
- ii. Hardworking- she has made enough wealth.
- iii. Impulsive/irrational/rash-she does not wait for her husband to come back. And resolve the conflict.

N/B (Identification 1 mark, illustration 1 mark)

- d.) Comment on any stylistic devices used in this extract.
- i. **Rhetorical questions-**"Do not even murderers, witches and sluggards who cannot feed themselves have children?"
Comment: to emphasize that it's God who has the prerogative of giving children to people regardless of status.
 - ii. **Simile:** "Do I spit in the eyes of Were like a snake"
Comment: this emphasizes her gratitude for and contentment with what God has done for her.
 - iii. **Metaphor to snare the hearts of men.**
Comment: to emphasize she has been brought up well without any traces of witchery.

N/B (Identification 1mk, illustration 1mk, correct comment 1mk)

- e.) In note-form, state Akoko's comments about Were, God of the rising son.
- **Children are gifts from God**
 - **They are given to anybody regardless of status**
 - **She cannot complain about the number that god has given her**
 - **God creates children secretly in the womb of the mother**
- f.) Explain the meaning of the following expression as used in the passage.
- i. **Impeccable-** faultless /perfect/flawless
 - ii. **Spell -**magic/potion/charm

Example 4

Read the excerpt below and answer the questions that follow:

Such an experience is, however, very hard to shake off and now they were consciously trying to get another baby and as sometimes happens in such cases nothing happened. She remained confounding slim for the remainder of the year; and the next. It was too much. She forgot her earlier good intentions and one day actually accused him of having deliberately given her chloroquin to make her sterile. He was so angry that he stood up and lifted his hand as if to strike. He was actually foaming at the mouth. Then he turned on his heels and left the house. She tried to keep up her anger. After all she had been the wronged one, but when he had not come by late that night and on the following day, her anger turned to alarm and raw fear. Where could he be? He had been in an accident? Had he committed suicide? Had he left her? If he had she had only herself to blame.

But that evening, he came home smelling like a brewery. He offered no explanation and she asked none; however family life continued somewhat uneasily for they were both still too young to give way to each other.

Questions:

1. Explain what happens before this extract. (2mks)

Mark gave Elizabeth some anti-malaria tablets ✓¹ when she was sick. She gets worse, taken to hospital with the help of neighbor, and lost the pregnancy. ✓¹

2. “Such an experience is, however, very hard to shake off” Explain in details which experience this is. (3mks)

- One morning, Elizabeth woke up with a bolt of nausea.
- Ignorantly Mark gave her chloroquin tablets not realizing she was pregnant.
- She was admitted to hospital suffering from severe bleeding which led to her miscarriage.

3. Explain the major theme in this extract. (2mks)

Family conflict – the tension between Mark and Elizabeth.

Hostility – she accused him of trying to poison her.

Concern – had he been in an accident?

4. Discuss two traits each of ‘she’ and ‘he’. (4mks)

She (Awiti)

Insensitive / Hot tempered – accused him of poisoning her.

Concerned – had he been in an accident?

Wise – she accused him of trying to poison her.

‘He’ - Mark

Defiant – stayed away and gave no explanation.

Self-controlled almost slapped her but he controlled himself.

5. Explain, from your knowledge of the novel, how the fortunes of the couple turned around. (2mks)

Before long Awiti became pregnant again and gave birth to twins – Veronica and Rebecca.

6. Explain **three** styles found in this extract. (4mks)

Authorial intrusion – such an experience ---

Rhetorical questions – “Had he committed suicide?” “Had he left her?” They portray Awiti’s anxiety due to Marks continued absence.

Simile – “he came home smelling like a brewery – It shows he was totally drunk.

7. (i) Then he turned on his heels and left the house. (Rewrite beginning: On his heels....) **On his heels he turned and left the house.**

- (ii) After all, she had been the wronged one. (Add a question tag).

Hadn’t she?

- (iii) Such an experience is, however, hard to shake off. (Rewrite using inversion)

Hard to shake off, however, is such an experience.

(Award 0 if no punctuation)

8. Explain the meaning of: (2mks)
f. Confoundingly.

Surprisingly/confusingly.

- b. Raw fear.

Strong worry.

8. Explain what happens after this extract. (3mks)

- After three years of marriage and no child, Mark’s mother arrived demanding to know what was happening.
- Mark told her off refusing to allow her not to interfere in their affairs.
- This incident help to mend the relationship between the two.

Example 5

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

“Yes dear. I’ve already spoken to the headmaster-so just get into the car and we’ll go right home”. Firm decisive Elizabeth was standing there looking confused and unsure of her next action. When they got home, she walked into the sitting room and again stood there. She had the most oppressive premonition of doom pressing in on her from all sides and she simply could not make any sensible move. So Mark took over, packed a few things for her, made arrangements with the neighbors to collect little Mary, put his wife in the car and drove off.

Most children have a father and a mother and Elizabeth had been no exception apart from the fact that her father had been a woman- her grandmother Akoko. Now her mother was ill, probably dying and she experienced completely different pain from the one she experienced at her grandmother's death. There is a bond that exist between mother and child that is completely primeval in nature and only comes to the surface of the conscious mind in all its primitive force when either mother or child is in some sort of peril-not surprising considering that as a child lies in its mother's womb, the first sound it hears is her heartbeat and the first human voice it recognizes is hers. For the next many months, the child's most satisfying experience will be to lie to her heart, nursing at the breast-so that the powerful connection is not severed with the cutting of the cord.

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

"I have failed her". These were the first words she had spoken since their departure from Nakuru and now they were approaching the outskirts of Kericho town. Mark cautioned himself to tread carefully for he remembered only too clearly how she had almost broken off their engagement at her grandmother's death, blaming him for God alone knew what.

"How have you failed, dear?" he asked cautiously."Don't keep on calling me dear! You know very well I should have visited her more frequently- instead of just staying with you, who are young and healthy and don't need me!"

Mark knew better than to point out that not more than two months had ever passed without Elizabeth dashing west to see her mother; or the great sacrifice they had both made in giving up two of their children to her. He knew her well enough to know that she would only bite off his head and he liked it well enough where it was-firmly attached to his body. He was lucky for he had many brothers staying at home with his own mother so he didn't have to constantly worry on that score. He really understood her predicament.

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

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

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

a). Place this excerpt in its immediate context. (4mks).

Before: A telegram arrives from Aluor stating that Elizabeth's mum (Maria) was very sick. Mark rushes out of his office to inform his wife at school. They decide to go at once.

After: They reach Aluor and find that Maria has been taken to a hospital at Maseno by father Thomas. They get back to the car and head straight to hospital. Mark and the twins follow Elizabeth out.

b). Comment on any one stylistic device used in the excerpt. (3mks).

Allusion; Kericho, Nakuru; Alluded to towns in the country which bring the reader closer to reality enhancing authenticity.

Dialogue: "...how have you failed, dear?", "don't keep calling me dear..."- breaks the monotony of narration, show the irrational feelings of Elizabeth (restlessness and feeling of guilt).

c). Who are 'the twins' and why are they in Aluor? (2mks).

Odongo and Opiyo (Mark's and Elizabeth's sons) were sent to study there and help their grandmother in household chores

d). What is the general mood prevailing in this excerpt? (2mks).

Anxious mood/mood full of anxiety- Mark and Elizabeth are worried about the state of Maria at Aluor. (Illustration:- Oh My God! We must go at once...)

The anxiety heightened by the silence as they travel to Aluor.

e). Briefly explain any two themes present in the excerpt. (4mks).

Family love: They both are restless about their sick grandmother 'Maria Nyabera had been a good mother...', 'I have failed her' she has been visiting her grandmother once every month.

Education- Elizabeth is in school when Mark delivers the sad news to her ...head...

Sickness- Elizabeth's mother is sick and everybody is worried.

f). What premonition of doom did Elizabeth have? (1mk).

Maria Nyabera was dead.

g) Identify one character trait of Mark as seen from the excerpt. (2mks).

Concerned/Caring:- he runs up and down when he receives the telegram, drives (with Elizabeth) all the way to Aluor to check on and help Maria.

Understanding- he understands Elizabeth distress and helps her with the packing. He also does not argue with her when she seems angered by the question '..how have you failed dear?'

Loving – '...yes dear..'

Any other well illustrated trait

h). Enumerate the things Mark did before they left for Aluor. (3mks).

Went to inform his wife of the news at school

Sought for permission on behalf of the wife

Packed a few things for her

Made arrangements with neighbors to collect Mary

Put his wife in the car and drove off.

Must be written in note form, 3points @ 1mk.

i). “How have you failed, dear?” he asked cautiously. (Rewrite into reported speech.) (1mk).

He cautiously asked her how she had failed/ Mark cautiously asked her how she had failed.

j). Give meanings of the following as used in the excerpt.(3mks).

- Primeval *Very strong and not based on reason.*
- Severed *broken off/separated /cut off.*
- Sick despairing dread *fear filled with hopelessness.*

Example 6

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

“Brothers, we greet you and bring you many greetings from the people of seme. My nephew, Oloo, son of my late brother Sigu, came to me and said: “Father, I have found a girl and I want to get married. Now I am a reasonable man and I know the ways of *chik*, so I asked him: ‘Son I asked him one does not just find a girl in the air. One sends *ajwanyo* to go and spy a girl and find out her antecedents and character. Is she a thief or a witch? Is she lazy or shiftless? Might there be consanguinity between you and her? Who is her mother and father? I tell you my brothers that I was flabbergasted to hear that none of these things had crossed his mind. He knew that her mother’s name was Maria and her grandmother’s name was Akoko and that was all. You will therefore forgive us because we do not know you and you do not know us. We only came because we have faith in our son who has always been a reasonable man. We therefore wish to introduce ourselves before we go on. I am SemoRakula of Seme, our village is near that strange rock- upon-a-rock, *Kit-Mikai*. We are the descendants of that wear warrior, Nyagudi Kogambi.

Oloo and these young men are my sons and nephew. Oloo is a man of learning and what is more a soldier who has fought for the white man in distant land. Now he is a clerk with a big *kambi* (company) in Nakuru, where he gets a good salary. So should this suit be acceptable to all you need have no fear that your daughter will starve. I tell you these things because there are things *jawang'yo* would have found out for you. Thank you brothers. A pot of *kong'o* was moved near him and he drew a long refreshing draught. Some things never change-a spokesman needs to irrigate his throat.

“Brothers, people of Seme. My name is Oyange Silwal The girl Awiti is the only child of my late brother Okumu. We are from Sakwa from the village of Gombe, The girl has grown up in Gem because her mother being a widow and having converted to Christianity decided to settle here which a good thing is because now she is like light for the rest of us. She is highly educated and a teacher of children.

Questions

a) Place this excerpt in its immediate context (4mks)

Awiti Elizabeth begins a relationship with Mark Sigu; she introduces the matter to Akoko and Nyabera; Akoko invites her relations and negotiation is fixed. Mark Sigu comes also with his relations. They meet, talk and are entertained. They agree on just a token as a bride price. The talks are concluded and Akoko calls Mark for a close talk, they joyously talk. Later on in the night Akoko dies.

b) Identify and illustrate any three thematic concerns evident in this excerpt (6mks)

Love and friendship: Awiti and Mark fall in love and marry; Family ties and relations: Akoko's close relatives must be invited for the negotiation so is the family of Mark Sigu. Changes; mark and Awiti want to marry yet they do not know one another's family background; religion: Awiti's mother is said to be converted to Christianity and went to live in the mission; Education: Awiti is said to be an educated girl and is a teacher.

c) Describe the character of Awiti as brought out in this excerpt (2mks)

Hardworking; she studies very hard and becomes a teacher

d) Apart from the case in this excerpt, explain where again there is compromise in the bride price later on in the novel (2mks)

Wandia's mother does not demand any bride price but only asks Aoro to stay in peace with her daughter.

e) In one sentence, paraphrase the statements below(3mks)

“Brothers, people of Seme. My name is Oyange Silwal. The girl Awiti is the only child of my late brother Okumu. We are from Sakwa from the village of Gombe.

Oyangesilwal tells the people of Seme that Awiti is the only child of his late brother Okumu and that they are from Sakwa from the clan of Gombe

f) We only came because we have faith in our son who has always been a reasonable man. provide a question tag for the above statement (2mks)

We only came because we have faith in our son who has always been a reasonable man, didn't we?

g) 'You will therefore forgive us brothers because we do not know you and you do not know us' In light of what happens in the novel, why is the speaker begging for forgiveness (2mks)

Because it is not customary to get into marriage negotiations without full knowledge of one another's background.

h) Identify any two stylistic devices evidently used in this excerpt (2mks)

Rhetoric questions: Is she a thief or a witch? Is she lazy or shiftless? Might there be consanguinity between you and her? Who is her mother and father?.....Direct address
“Brothers we greet you and bring you man greetings.

i) Give the meaning of the following words and phrases as used in the excerpt (2mks)

Consanguinity; -close relationship

To irrigate his throat –to take a drink to so as to talk with ease.

End of topic

Did you understand everything?
If not ask a teacher, friends or anybody and make sure you understand before going

to sleep!

Past KCSE Questions on the topic

1. Margaret A. Ogolla's: The River and the Source

Things went from bad to worse. It was clear that the boy had a problem with discipline. So he was suspended and ordered to come back with his father. When he walked into the house, his parents thought that it was half term. Tony was all over him and he tried to bluster his way through. "Is something wrong?" Was there anything that ever escaped that woman's scrutiny? Elizabeth's eyes were focused disconcertingly upon him.

"Er—no

"But that is the fourth time you have told us what a dirty sort the Head Boy is and the fifth time you've told us what a mean character the House Captain is. Are you having a problem at school?"

"Er—yes, but it is because those two are always picking on me and telling on me to

"May I see the letter?" asked the mother.

"What letter?" stammered the boy—wishing he were elsewhere.

"Please don't waste my time." He reluctantly produced the crumpled envelope from his back pocket. He had been greatly tempted to open it but he still had a strong desire to live and a crime like that would have worsened an already terrible situation.

When Mark got home that evening he met a grim Elizabeth and a trembling son.

"Your son needs to be taken to an approved school, look at this," she handed him the letter. He read it quietly; then read it again in case his eyes were playing tricks on him. He said nothing. After dinner, he called his family together.

a) Place this extract in its immediate context. (4marks)

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b) "It was clear that the boy had a problem with discipline." State the name of the boy being referred to in the above statement. (2marks)

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c) What is the special relationship between “the boy” and Tony? (2marks)

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d) Describe the character of Elizabeth and Mark as seen in this excerpt. (6marks)

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e) Comment on one aspect of style used in the excerpt and state its effectiveness. (3marks)

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f) She handed him the letter. (Write in the passive voice) (1mark)

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g) Basing your answer on events back in her Teachers Training College days, show how Elizabeth has always been a woman who carried herself with decorum (2marks)

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h) What is the “boy’s” attitude towards his parents? (2marks)

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i) Explain the meaning of the following expressions as used in the extract: (2mks)

(a) Picking on
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(b) Grim

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j) "Please don't waste my time." (Rewrite in the reported speech) (1mk)

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2. *Read the following extract and answer the questions that follow:*

“Mother, I have decided to seek the new religion which you have heard about. You know my life is a painful wound to me and much as I try my heart fills with bitterness- for me and for you”.

“My child, do not feel bitterness for me for I am an old woman who has lived her life. As for you it is better that you seek this new way. It might give you hope and rescue you from bitterness. Bitterness is poison to the spirit for it breeds nothing but vipers some of which might consume your very self. Pain and sorrow all human being feel; but bitterness drops on the spirit like aloes- causing it to wither. I give you my blessing my child. If you are walking along and you find your path leading nowhere, then it is only wise to try some other path.”

“Thank you mother. I will bring you news as soon as I can. May Were protect you.”

Questions.

- (i) Place the above extract to its immediate context.
(6mks)

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- (ii) “You know my life is painful wound.” What made Nyabera regard her life as a painful wound?
(4mks)

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(iii) In what way was Nyabera's life similar to that of Akoko according to the rest of the novel? (3mks)

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(iv) Identify and illustrate one characters trait of Akoko and Nyabera as brought out in this extract.

(i) Akoko
(2mks)

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(ii) Nyabera
(2mks)

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(v) Identify **two** features of style used in this extract (4mks)

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(vi) Pain and sorrow all human being feel. Rewrite this sentence making "human" the subject of the sentence.
(1mk)

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(vii) Briefly explain **one** theme that is brought out in this extract.
(2mks)

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3. *Read the excerpt below and then answer the questions that follow.*

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

“Brothers, people of Seme. My name is OyangeSilwal The girlAwiti is the only child of my late brother Okumu. We are from Sakwa from the village of Gombe, The girl has group in Gem because her mother being a widow and having converted to Christianity decided to settle here which a good thing is because now she is like light for the rest of us. She is highly educated and a teacher of children.

(a) Place this excerpt in its immediate context. (4marks)

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(b) Identify and illustrate any **three** thematic concerns evident in this excerpt. (6marks)

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(c) Describe the character of Awiti as brought out in this excerpt, (2marks)

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(d) Apart from the case in this excerpt, explain where again there is a compromise in the brideprice later on in the novel.

(2marks)

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(e) In one sentence,paraphrase the statements below (2marks)

“Brothers, people of Seme. My name is OyangeSilwal The girl Awiti is the only child of my late brother Okumu. We are from Sakwa from the village of Gombe.

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(f)We only came because we have faith in our son who has always been a reasonable man.

Provide a question tag for the above statement. (1 mark)

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(g) ‘You will therefore forgive us brothers because we do not know you and you do not know us.’ In light of what happens in the novel, why is the speaker begging for forgiveness.

(2marks)

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(h) Identify and illustrate any **two** stylistic devices evidently used in this excerpt. (4marks)

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

Consanguinity;

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Irrigate his throat;

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4. Read the excerpt below and answer the questions that follow

My fathers, “It is a shameful thing for my wife to leave her husband’s house and return to her father’s house. This outrageous thing had occurred only because I was not here to prevent it.”

“Our chief, we are saddened by this unfortunate state of affairs, but you must admit that your mother has a point or two. Long have we pleaded with you to take another wife for yourself and you have adamantly refused. Now she has left you, you are like a misumba, a bachelor which would not have been the case if you had another wife. We beg you take another wife for yourself.” This was from Oyier, a grizzled old man who had been his mother’s greatest champion in her quest for a wife for Owuor. He realized that the old geezers were going to give him a hard time of it, so he changed his tactics.

“Fathers, you are the wise men of this community. That is why you sit in the council. Is it that you have forgotten the ways of chik or that your determination to get me to marry other wives has clouded your judgment? Do you not know that a man’s mikai is the greatest jewel that adorns his compound? That her position is maintained and protected by taboos imposed by the ways of chik? That if I die, Were forbid, my body can only lie of her hut? And this would do so even if she herself were dead? To lose one’s mikai is to lose one’s right hand.”

The Jodongo nodded sagaciously at the wisdom uttered by the chief. It is true that the mikai is the centre post that holds up a man’s hut. Without her, or if she were stupid, only Were could rescue such a man from being blown away from among the people like so much chaff. She it is who saves a young man from the follies and stupidities of youth. Indeed the people of Ramogi has a saying which declared that ‘The medicine for stupidity in marriage’. Yes, the chief had spoken wisely. But Oyier would not give up so easily

Questions

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

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(b) What is the bone of contention between Akoko and her mother-in-law, Nyar Asembo (3mks)

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(c) “The girl child” briefly explain the relevance of this sub-heading to the whole novel
(2mks)

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(d) Oyier sounds sarcastic in his speech. Identify and explain the sarcasm
(2mks)

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(e) Basing your answer on what we see in the excerpt, contrast the character of Owuor with that
of his brother Otieno (4mks)

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(f) Explain the meaning of the following line as used in the extract

“It is true that “Mikai” is the centre post that hold up a man’s hut” (2mks)

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(g) Identify parenthesis in the last paragraph of this excerpt (1mk)

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(h) Explain the main theme that comes out in this excerpt (2mks)

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(i) From your knowledge of the novel, describe the role of 'Jodongo' in the community represented in this novel

Write your answer in note form (3mks)

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(i) Local language is used in this excerpt. Give two examples and explain its significances (2mks)

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(k) Discuss the mood that is prevalent in this extract (1mk)

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

“You hate me! You never liked me! You only came to my school to spy on me because you are jealous of me you ugly witch, you pretender!” This was too much for Vera.

“I sacrificed a golden chance to be with you stupid girl and you return it with nothing but insults!” Tears welled in her eyes and she dashed them away angrily with her fist; then she grabbed her sister just as their mother burst into the room. Elizabeth managed to cool down tempers somewhat and took Vera aside as the more reasonable one.

“Leave your sister alone! I expected better of you Vera, I really did.” Vera sniffed angrily, madder now at the uncontrollable dams that were in her eyes. When would she ever learn not to take everything so to heart?

A semblance of normality was restored, but the relationship between the twins had received a blow from which it would never fully recover.

Questions

(a) Briefly but clearly explain what brings about the quarrel in the excerpt? (2mks)

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(b) Compare the character of Becky with that of her sister Vera. Summarize in prose format. (4mks)

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(c) What are the thematic concerns that come out in this excerpt? (4mks)

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(d) “I sacrificed a golden chance to be with you...” From your knowledge of the novel, how did Vera sacrifice? (2mks)

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(e) Identify and illustrate **two** aspects of style used in this extract. (4mks)

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(f) (i) From elsewhere in the text, how is Vera the more reasonable one? (2mks)

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(ii) Why do you think she is mad at her own tears? (2mks)

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(g) A semblance of normality was restored. (Change into the active voice). (1mk)

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(h) What happens immediately after this extract? (2mks)

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(i) Describe the mood prevailing in the excerpt. (2mks)

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

Time heals all wounds. In time Maria saw that while she had been out looking for a son, she had one all along who loved her like a mother – the boy Owuor. For the first time she noticed his loving gaze, his helpful ways, his consistent attention to her. She had differed many times with

her own daughter, but never once had she ever had to exchange words with her nephew. Owuor, a sensitive boy, seeing the agony his aunt was in, went out of his way to comfort her. His reading was by now excellent and he read to her frequently especially from psalms.

Out of the depths I have cried
Unto thee O Lord
Lord hear my voice, be attentive
To my supplication
If thou, Lord, should mark iniquities
Who shall stand?

She liked that particular one so much that she asked him to read it again and again. Eventually she forgave herself – the last step in self acceptance.

One day when Maria and her nephew Owuor happened to be alone he broached the subject of his vocation.

“Maria, I think God is calling me to priesthood,” he said quietly. She was taken entirely by surprise.

“What?”

“I think God is calling me to priesthood.”

“Have you spoken to your grandmother?”

“No, I thought I’d speak to you first. Actually it was Awiti’s idea. Besides, I was afraid that I might cause her pain.”

“You are so young – maybe you should wait a little.” “Waiting will not make me change my mind. I know that I have no choice in the matter but I hate to do this to her.”

“Then I will speak to her about it; better still, you come with me and we will talk to her together.”

As usual they found Akoko busy weeding her sorghum patch. They simply brought down their hoes and joined in the work. Nothing was said for quite a spell then Akoko who well knew that at such an hour, her grandson was usually occupied elsewhere asked:

“What brings Owuor here at this hour – it can’t be for love of weeding. He has had something on his mind for a long **time and has been as jumpy as an ant with its tail in hot embers. Speak up young man.**

Owuor looked at his grandmother in confusion. Naturally he had thought that his secret was well kept. The confusion became respectful admiration. He should have known that nothing could escape this **astute** woman.

“Grandmother, you know that I have worked closely with the priest and I feel that I would like to enter the priesthood. I want to be a priest.” His grandmother was nothing if not surprising, so he should not have been **flabbergasted** by her reaction but he was.

“I wondered when you would get the courage to come out with it. You would not be my grandson if you were a coward.

Questions

(j) (i) Where is the farm that Akoko is weeding in this excerpt? (1mk)

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...

(ii) Why, according to the excerpt, was Owuor confused by his grandmother’s reaction? (2mks)

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(iii) What name does Akoko give Owuor after he informs her of his dream vocation? (1mk)

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(iv) What reason does she give for changing Owuor’s name? (1mk)

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(k) State and illustrate **three** character traits of Owuor evident in this excerpt. (6mks)

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(l) (i) Identify **one** simile used in the extract and explain its effectiveness. (2mks)

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(ii) Identify and illustrate any other aspect of style used in this excerpt. (4mks)

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(m) Identify **two** roles of Christianity evident in this excerpt. (2mks)

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(n) State **two** expectations Akoko had for her grandson before his calling to priesthood. (2mks)

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(o) (i) Rewrite the following in modern English. (1mk)

“I have cried unto thee O Lord.”

.....
(ii) “I think God is calling me to priesthood.” (Rewrite in reported speech). (1mk)

.....
(p) Explain the meaning of the following as used in the passage. (3mks)

(i)

Astute:

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.....
(ii)

Flabbergasted:

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....
(iii)

Consistent:.....

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.....

7. Read the following extract and answer the questions that follow.

There was a short silence as everyone had expected him to continue for much longer with many protestations of innocence. Then everyone started talking at once – one side less indignant and the other but side feeling that Owuor should have used stronger words. Aloo clapped his hands loudly twice for order.

“Brothers! Brothers! Let there be peace and understanding. We have not come here to throttle each other to listen to each other. Owuor has spoken words full of wisdom. That we must accept if we are to be fair. He has neither said too much nor too little – the sign of a truly wise man.

The insult to us and our sister was grievous but it is now clear that it was from people who do not matter to us directly. After all who knows the goodness of a tree but he who sits under its shade and eats its fruits? Besides Owuor assures us that he had dealt with the ones who brought this matter about. I hope he has found a way of preventing a similar episode occurring again.

As for Akoko, I have known you since childhood. I know all your virtues, but your weakest point is your temper and impatience. You must know that you are no longer a child to follow your temper wherever it leads you. Soon you will be a maro with a son or daughter-in-law of your own because children grow so fast. You must exercise self-control. The fair thing to have done here would have been to wait for your husband to see his stand before making a decision. In future please think before you act.

I, Oloo son of Olima, have listened to both sides of this matter and I have decided that the son-in-law shall bring a goat to appease the maro – Akoko’s mother, and that tomorrow morning Akoko shall go to Sakwa with her husband. May kong’o be brought so that libation might be poured to Were god of the eye of the rising sun.

They thereafter feasted and drank together and good spirits were restored to all. The following morning they started out at dawn for their matrimonial home.

Questions

- (a) Place this extract in its immediate context. (4mks)

(b) What has Owuor said that is full of wisdom? (2mks)

(c) Identify and illustrate any two character traits of Owuor evident in this extract. (4mks)

(d) Identify and illustrate any two themes evident in this extract. (4mks)

(e) Identify, illustrate and explain any two stylistic devices used in this extract. (6mks)

(f) “Awuor has spoken words of wisdom.”

(Rewrite using question tag). (1mk)

(g) "I know all your virtues, but your weakest point is your temper and impatience."

Give an incident elsewhere in the novel where Akoko demonstrates her impatience and anger.

(2mks)

(h) What does Oloo mean when he says, "The insult to us and our sister was grievous: but it is now clear that it was from people who do not matter to us directly." (2mks)

8. THE RIVER AND THE SOURCE .Margaret A Ogola

Read the excerpt below and answer the questions that follow.

“wolololoyaye

“Mama yoo!”

“Biuru une! Come and see!”

The strangers were taken to the chief’s house and the older people saw that their faces were solemn .they couldn’t be bearers of good news.

“We greet you, o chief Owour .We are people sent by sirikal, the government, with a message for you.” The white garbed one who was obviously the spokesman declared.

“And who, may I ask, is this sirikal? I’ve never heard of him.” Said the chief baffled.

“You may have heard that the country is being ruled by white people now .They, with the help of some black people, has formed something like the council of jodongo, only much bigger, to make sure that everyone lives in peace according to the new law.This is sirikal.”

“Is that so?”

- (a) Explain what had caused the outburst at the beginning of the extra?
(2marks)

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- (b) What is strange about the chief’s question?
(2marks)

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- (c) Comment on the use of local dialect in this excerpt. (4 marks)

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d) Describe the different moods depicted in the excerpt. (4 marks)

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e) Identify with illustrations one theme from the excerpt. (2 marks)

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(f) Illustrate a character trait of the strangers and of the older men. (4 marks)

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(g) In note form state what the messengers' had to say to the chief in this excerpt. (5 marks)

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(h) Explain the meaning of the following words as used in the excerpt: (2marks)

(i) solemn

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(ii) garbed
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She felt the weight of injustice that women have felt since time immemorial in her male dominated world. Even a half-wit like her brother-in-law could rob her of her hard earned wealth, and her grandson of his rightful position as the chief, for in all truth Otieno should have held the chief's stool only until the infant Owour came of age, but it was now clear he had no intention of ever giving up the chieftdom and after his death, his numerous sons would make sure that it stayed in the family. Owour would be outnumbered practically by infinity to one. As it was, his grandmother feared for his life and watched him like a hawk. It was disquieting to have all one's egg in this one tiny frail basket.

After pondering over her predicament at length Akoko decided to make contact with the sirikal and seek their intervention. The first thing she did was to remove her two year old grandson and take him back to her brother, Oloo in Yimbo. His mother had meanwhile married one of the numerous cousins. In any case she was not the sort of woman to fight for her rights, leave alone her son's. All she wanted was a husband and some security, and who could blame her? After all not everybody could be like Akoko.

Before she left she went to see her daughter Nyabera who was in mourning again having lost both her sons to a ferocious outbreak of measles which had raged through her village during the last harvest. She was pregnant again but so downcast and depressed that she stayed in her house, rarely going out and hardly eating. She needed help and her mother decided to spend some time with her before leaving.

She found her daughter thin to the point of emaciation with her belly sticking out before her like an appendage. When she saw her mother still unbent and uncowed by suffering, looking like a woman half her age, she just broke down and wept in her arms as if she was a little girl again.

"Cry my child, for one does not bury a child without burying a part of one's soul with it. It is good to cry for who can comprehend the ways of Were? It is for us men to wash away our painful confusion with tears and then to carry on, perhaps there might be some meaning in it all that only glimmers like firefly in a dark night. Who knows but that one day Were will give you a child that lives grows? Yesterday is not today and today is not tomorrow for each day rises fresh from the hands of Were god of the eye of the sun, bringing with it gladness and sorrow, sun and darkness, the two faces of Were; for how can we appreciate light unless we understand darkness? Weep my child and do not hold pain within yourself for it will turn into a snake that devours you from the inside."

i. What happens immediately before this excerpt?

3 marks

ii. Name two injustices Akoko suffer from her brother-in-law.

2 marks

iii. Akoko and her daughter can be said to be ill-fated. Give reasons using evidence from the extract and elsewhere in the novel.

4 marks

iv. "After all not everybody was like Akoko". How was Akoko different from her grandson's mother mentioned in the excerpt?

4 marks

v. (a) Akoko mentions of going to the sirikal for intervention. What did she want intervention? 2 marks

(b) Apart from the sirikal, name other changes that come with the white man.

3 marks

vi. Identify and illustrate two stylistic devices used in the excerpt.

2 marks

vii. (a) As Akoko comes to see her daughter Nyabera, she is very expectant. Whom does she give birth to?

1 mark

(b) Akoko comes out as the source of the river. How does this child contribute to the river?

4marks

10. Read the excerpt below and then answer the questions that follow:

The funeral mass was celebrated by two priests and six deacons one of whom was her grandson Peter Owuor Kembo. Her daughter Maria and her granddaughter sat in the front next to the simple coffin. Their eyes were red and swollen with weeping and still full of disbelief. She had looked so well, so chirpy, so like her old self; she had looked worse at other times but had not died – how could she die now when it had appeared as if she had rallied out of the worst? Like all who have heavily depended on a person, they were almost angry with her for leaving them. They still needed her so much. How could she just die like that and leave them? Maria who had nursed her mother throughout her last illness and had an inkling just how seriously ill she was and how much of her apparent improvement was due to strength of will not of body, found it a little easier than Elizabeth to accept Akoko's death. Besides she had buried so many others starting with her brother Obura, then her father Owuor Kembo, then her younger brother, then her husband and six children. She had in fact been surrounded by death in most of her adult life. It was there, just waiting, never satisfied, a true glutton. In this life there was one thing one could always count on and that was death. In a way, the only escape was to flow with the current of death as her mother had done and in that way to avoid a painful wrenching, but her mother had been no ordinary person at all. She Maria, had to step into her place somehow to the best of her ability.

Elizabeth was a different kettle of fish altogether. With the impunity of the young, she had no comprehension of the dying process whatsoever. How could she when her whole being tingled with vibrant life? She had loved her grandmother desperately and tried to identify herself with all her aspirations. She had admired her unreservedly. Her cup of joy had run over when she saw the evident approval with which the old lady had looked at the man of her choice; and grandmother had been a very good judge of character, so she was confident that she had chosen well; but how could she just die like that? There was the wedding to be arranged, great grandchildren to be enjoyed! How could she die? She wept in confusion, anger and grief. How could she enjoy life, marriage and children without her beloved grandmother? The joy she would have felt had first to be reflected in her grandmother's eyes before it congealed into a reality for her. She was devastated and in a dangerous mood.

"Eternal rests grant her O Lord," intoned Father Thomas. "And may perpetual light shine upon her."

"May our departed sister Veronica rest in peace of Christ."

"Amen," responded the gathered faithful.

They buried her in the ‘limbo’, the hallowed burial ground which the church had prepared. This was a break with the requirement of Chik, which had demanded that a married woman be buried in her husband’s ancestral home to the left of the entrance to her house; but the Akoko had left that home never to return, over fifteen years before. She had left with the body and the spirit and there was no reason to return that body.

- (a) Place the excerpt in its immediate context.
(4mks)

- (b) Illustrate any **two** themes evident in this excerpt. (4mks)

- (c) Highlight any **two** stylistic devices in the excerpt and show their effect. (4mks)

- (d) State and illustrate **two** character traits of Elizabeth as brought out in the excerpt. (4mks)

(e) Explain the meaning of the following words and phrases.

(4mks)

(i) Different kettle of fish.

(ii) Glutton.

(iii) Inkling.

(iv) Impunity

(f) 'She wept in confusion, anger and grief.' (Add a question tag).

(1mk)

(g) Using your knowledge of the whole novel, explain what the following statements reveal about Akoko: "... grandmother had been a very good judge of character ... The joy she would have felt had first to be reflected in her grandmother's eyes before it congealed into reality for her." (2mks)

- (h) 'She Maria, had to step into her place somehow to the best of her ability.'
- (i) Identify a phrasal verb in the sentence and explain its meaning.
(2mks)

Question Three

LITERARY APPRECIATION: POEMS AND ORAL NARRATIVE

Poems

Specific objectives

By the end of the topic the learner should be able to know:

How to Analyze Poem

To understand the multiple meanings of a poem, readers must examine its words and phrasing from the perspectives of rhythm, sound, images, obvious meaning, and implied meaning. Readers then need to organize responses to the verse into a logical, point-by-point explanation.

Context of the Poem

Clear answers to the following questions can help establish the context of a poem and form the foundation of understanding:

Who wrote the poem? Does the poet's life suggest any special point of view, such as a political affiliation, religious sect, career interest, musical talent, family or personal problems, travel, or handicap?

When was the poem written and in what country? Knowing something about the poet's life, times, and culture helps readers understand what's in a poem and why.

Does the poem appear in the original language? If not, readers should consider that translation can alter the language and meaning of a poem.

Style of the Poem

Into what category does the poem fit —Readers should apply definitions of the many categories to determine which describes the poem's length and style:

Is it an epic, a long poem about a great person or national hero?

Is it a lyric, a short, musical verse?

Is it a narrative, a poem that tells a story?

Is it a haiku, an intense, lyrical three-line verse of seventeen syllables?

Is it confessional? For example, does it examine personal memories and experiences?

Title of the Poem

Is the title's meaning obvious? For example, does it mention a single setting and action?

Does it imply multiple possibilities?

Does it strike a balance?

Is there an obvious antithesis?

Is there historical significance to the title?

Repetition in the Poem

Readers should read through a poem several times, at least once aloud. If it is a long poem, readers should concentrate on key passages and look for repetition of specific words, phrases, or verses in the poem.

If readers note repetition in the poem, they should decide why certain information seems to deserve the repetition.

Opening and Closing Lines of the Poem

Does the poet place significant information or emotion in these places? Readers may question the negative stance in the opening lines.

Does the poet intend to leave a lasting impression by closing with a particular thought?

Passage of Time in the Poem

Can readers pin down a time frame?

What details specify time?

Does the poet name a particular month or season?

How long is the period of time? Are there gaps?

Speaker of the Poem/persona

Who is the speaker? Is the person male or female?

Does the voice speak in first person (I, me, my, mine),

Does the speaker talk directly to a second person?

Is the voice meant to be universal — for example, applicable to either sex at any time or place?

Names of Characters

Does the name of a character suggest extra meaning?

Basic Details of the Poem

Is the poet deliberately concealing information from the readers?

Why does the poet leave out significant facts? Are readers supposed to fill in the blanks?

Culture

Does the poem stress cultural details, such as the behavior, dress, or speech habits of a particular group or a historical period or ?

Are any sections written in dialect, slang, or foreign words?

Fantasy versus Reality

Is the poem an obvious fantasy?

Mood the Poem

This refers to the general feeling of the speaker, the climate or the atmosphere surrounding a literary work. (Poetry or prose). Words such as 'good' or 'bad' are not specific hence not used here. Mood can be described by such adjectives like happy, quiet, desperate, tense, thankful, sad (melancholic) solemn, silent, violent, jubilant, assertive, ironic, comprehensive, lively, remorseful, optimistic, and pessimistic

What is the mood of the poem? Is it cheerful or jolly like limericks? Is it mysterious, provocative, zany, ominous, festive, fearful, or brooding? Does the mood change within the body of the work? Why does the mood shift? Where does the shift begin?

Tone

This is the quality of voice or the general character and attitude that expresses a particular emotion. This is the poet's outlook. It is the mirror in which the speaker talks, usually inferred from the choice of words. Tone may be expressed as: cold, eager, harsh, gleeful, proud, satirical, doubtful, hostile, surprised, assertive, ironical, grateful, commanding, pleading and reprimanding

In poetry, the persona's attitude towards the subject or characters can be revealed through the tone

What is the poet's tone? Is it satiric, serious, mock serious, playful, somber, brash, or teasingly humorous? Does the poet admire, agree with, ridicule, or condemn the speaker?

Attitude

This refers to the way the poet feels about a subject or the character in the poem. It may be described as amusing, patronizing, contemptuous, critical, hostile, sympathetic, disapproving, harsh, kind, serious, cruel or adoring

Is there an obvious reason for the poet's attitude? Does the poet withhold judgment?

Themes of the Poem

Locating and identifying theme is crucial to understanding dominant ideas; theme is the poem's essence.

Is the subject youth, loss, renewal, patriotism, nature, love? Are there several themes? How do these themes relate to each other?

Is the poet merely teasing or entertaining or trying to teach a lesson?

Does the poet emphasize the theme by means of onomatopoeia, personification, or controlling images?

Rhythm of the Poem

Is there a dominant rhythm? Does it dance, frolic, meander, slither, or march? Is it conversational? Is it a droning monologue?

Does the rhythm relate to the prevalent theme of the poem? Or does it seem at odds with the theme?

Does the rhythm increase or decrease in speed? Why?

Use of the Senses in the Poem

Does the poem stress sense impressions — for example, taste, touch, smell, sound, or sight? Are these impressions pleasant, unpleasant, or neutral?

Does the poet concentrate on a single sense or a burst of sensation, as in Wallace Stevens' "Peter Quince at the Clavier" or Elizabeth Bishop's "The Fish"?

Imagery in the Poem

Are there concrete images or pictures that the poet wants readers to see?

Are the pictures created by means of comparisons — for instance, metaphor or simile? Do inanimate objects take on human traits (personification)? Does the speaker talk to inanimate objects or to such abstract ideas as freedom?

Language of the Poem

Does the poet stress certain sounds, such as pleasant sounds (euphony) or harsh letter combinations (cacophony)?

Are certain sounds repeated (alliteration, sibilance)?

Are words linked by approximate rhyme, like "seem/freeze," or by real rhyme, such? Is there a rhyme scheme or sound pattern at the ends of lines? Does rhyming occur within a line (internal rhyme)?

Is there onomatopoeia, or words that make a sound that imitates their meaning, such as swoosh, ping pong, ricochet, clangor, splash, wheeze, clack, boom, tingle, slip, fumble, or clip-clop,?

Supplemental Materials

Has the editor included any preface, explanatory notes, or concluding comments and questions?

Are there notes and comments in a biography, poet's letters and essays, critical analyses, Web site, or anthology, such as biographical footnotes?

Drawing Conclusions

After answering the questions presented in this introduction, readers should paraphrase or restate the poem in everyday words, as though talking to someone on the telephone.

A summary of the poem should emphasize a pattern of details, sounds, or rhythm. For example, do various elements of the poem lead readers to believe that the poet is describing an intense experience? Is the poet defining something, such as parenthood, risking a life, curiosity, marriage, religious faith, or aging, as in Denise Levertov's "A Woman Alone"? Is the poet telling a story event by event? Does the poet want to sway the reader's opinion?

Before reaching a conclusion about the meaning of a poem, readers should summarize their personal responses. Are they emotionally moved or touched by the poem? Are they entertained or repulsed, terrified or stirred to agree? Do words and phrases stick in their memory? How has the poet made an impression? And most importantly, why?

Examples 1

Read the poem below and then answer the question that follow

LOVE

Love is madness

Hard brutal madness

Love is fire

Hat blazing

Love is a chameleon

A camouflaged dangerous Chameleon

Hot fiery love

I beg you

Put out your blazing flame

Because I desire to feel you

Please change your stance

Before the fire of my youth

Is quenched

From: The African Saga

Susan N. Kigali

(a) Explain in your own words what the poem says about love (4mks)

- Love is passion / tempest
- The poem is about fickleness/ paradoxes/ contradictions/ unpredictability of love

- There is the need for a more stable / tangible / durable love
- So that the persona can feel/ embrace love as an inescapable experience

(b) Identify and explain the images used to describe love (4mks)

- ☐ Fire / flame/ it is painful / burns / it is frustrating / intense likewise extreme feeling of love / passionate
- ☐ Chameleon, a chameleon is well known for changing literal colour in order to catch its prey/ it disguises itself to light its environment. In comparison, the danger of love is concealed in its sweetness/love hides its nature
- ☐ Madness – uncontrollable feeling makes one do literal strange things / love makes people do things they would not do

(c)What effect does the persona create by addressing (apostrophizing) Love directly? (3mks)

- ☐ The persona now realizes the experience of love / love is now seen as an experience of the persona not an abstract.
- ☐ The direct address tallies / agrees with personal pleas for change / something inescapable
- ☐ Involve the reader / make it more immediate

(d) Explain the Irony in the last stanza (3mks)

- It introduces a twist in the argument of the poem / it is the turning point of the poem
- This time it's the persona who is on fire / the fire has hitherto been presented as something external / the persona wants to feel love with its fire now put out / it's like she wants to have his cake and eat it at the same time.

(e) Comment on the tone of the poem (2mks)

- It introduces a twist in the argument of the poem / it is the turning point of the poem
- This time it's the person who is on fire / the fire has hitherto been presented as something external / the persona wants to feel love with its fire now put out / it's like she wants to have his cake and eat it at the same time

(f) Explain the meaning of the following words as used in the poem (4mks)

- i. **brutal** – harsh / savage / cruel / merciless
- ii. **remorseless** – unapologetic / having no compassion / having no feeling / callow
- iii. **desire** – wants / need

Example 2

POETRY (15MKS)

Read the poem below and answer the questions that follow

Ancestors

Why are our ancestors

Always kings or princes

And never the common people

Was the old country a democracy?

Where every man was a king

Or did the slave catchers

Take only the aristocracy

And leave the field hands

Labourers

Street cleaners

Garbage collectors

Dishwashers

Cooks

And maids

Behind?

My own ancestor

(Research reveals)

Was a swineherd
In the royal pigstye
And slept in the mud
Among the hogs

Yet I'm proud of him
As of any king or prince
Dreamed up in fantasies
Of bygone glory
(Dudley Randall)

Questions

- (i) Which syllables would you stress in the following words (3mks)
- (a) Democracy : De'mocracy
- (b) Dish washers : Dish' washer
- (c) Slavecatchers : Slave' catchers
- (ii) Who is the persona in this poem (2mks)
- A descendant of a former slave.did the slavecatcher take only the aristocracy
- (iii) What is the "old country" referred to in line 4? (2mks)
- The old country is Africa where people were caught to be sold into slavery
- (iv) What is the irony of first two lines in stanza two (4mks)
- It is ironical that a king can rule over a democratic state. Kings are monarchs who rule by decree. You can only have one King in a country
- (v) What does the last stanza reveal about the persona? (3mks)
- The persona is proud of his ancestors,.....Yet I'm proud of him as of any King or prince
- (vi) Identify and illustrate a figure of speech used in the last stanza (1mk)
- A simile- I'm as proud of him as any King

Example 3

Read the poem below and answer questions that follow.

(Wedding Eve by Evereit Standa)

Should i
Or should I not
Take the Oath to love
For ever
This person I know little about?.

Does she love me,
Or my car,
Or my future,
Which I know little about?,

Will she continue to love me,
When the future she saw in me,
Crumbles and fades into nothing,
Leaving the naked me,
To love without hope?,

Will the smile she wears,
Last through the hazards to come,
When fate strikes,
Across the dreams of tomorrow?

Or will she,

Like a clever passenger in a faulty plane,
Wear her life jacket,
And jump out to save her life,
Leaving me to crash into the unknown,

What magic can I use,
To see what lies beneath,
Her angle face and well knit hair,
To see her hopes and dreams,
Before I take the oath,
To love forever,

We are both wise chess players,
She make a move,
I make a move,
And we trap each other in our secret dreams,
Hoping to win against each other.

Questions

(a) (i) With a reason identify the persona in the poem?. (2 marks)

The bridegroom to be, He asks “Does she love me?”

(ii) In your own words explain what the poem is about. (4 marks)

-The poem is about a marriage that is about to take place✓

- “Wedding eve”

-The bride groom express doubts about the bride on whether she truly loves him or she is just after his wealth,” Does she love me or my car?”

-The persona seems to be pessimistic about the future of his marriage.-He talks about “ The future crumbling and fading into nothing”

(iii) Identify and illustrate three stylistic devices used in the poem. (6 marks)

-Rhetorical questions. “.....This person I know little nothing about?”

-Repetition.

“Should i?”

“.....to love”.

-Metaphors.

“Her angel face”-her beauty,

-Similes - “like the clever passenger in a faulty plane”

-Symbolism. “Faulty plane”-symbolizes a marriage that is in chaos.

(iv) Describe the persona’s attitude towards marriage. (3 marks)

Uncertain/Doubtful – He sees marriage as a big risk because one does not know the other person reasons for wanting to marry them. (3 mks)

“Does she love me or my car?”

(v) Explain the meaning of the following lines as used in the poem. (3 marks)

-“Her angel face”-The bride to-be looks beautiful and innocent.

-“We are both wise chess players”-Both the bridegroom and the bride to be are pretenders →None is revealing their motives and true feelings.

-“Like a clever passenger in a faulty plane”- This suggests that the bride to be is likely to disown the marriage incase challenges arise.

(v) What is the mood of the poem?

Pessimistic -The mood is one of pessimism about marriage in general because marriage partners seem not to trust each other. (2 mks)

Example 4

Read the following poem and answer the questions that follow: -

(20 marks)

The Crucified Thief

I am a crucified thief,
Dying for my unnumbered sins;
Beside me dies the 'sinful' God
Who takes away the sin of the world.

His fingers freeze from cold,
His eyes are dark with desert dust,
His throat is coarse from thirst
He suffers thus for me and you.

I am a crucified thief,
Stealing away the love of God,
I am crucified with Christ
To be with Him Paradise.

The sun above for fear hides,
The earth beneath in pain shakes,
And buried soul's awake to weep,
While angels bow and wink in tears.

Alone I stole, I stole
But here with Christ I die
He dies for crucified thieves,

And steals their sins away.

By John Mbiti.

QUESTIONS:

a) What is the poem about? (3 marks)

The poem is about a thief who was crucified ✓ 1

‘He was crucified beside Christ ✓ 1

He was crucified because he had sinned ✓ 1/while Christ was dying for the sins of the world.

b) Describe the attitude of the persona towards the ‘sinful’ God. (2 marks)

- **Sympathetic** ✓ 1 . His fingers freeze from cold ✓ 1
 - **Admiration/awe** ✓ 1 He suffers thus for me and you./He dies for crucified ✓ (1 mark)
- (Expect any one illustrated attitude)

c) Why does the poet write the word ‘sinful’ in quotation marks? (1 mark)

It is not true.

d) Identify and illustrate two stylistic devices evident in the poem. (4 marks)

- i) **Repetition** - ‘I am a crucified thief’.
- ii) **Alliteration** - His fingers freeze.
- iii) **Biblical allusion** - Who takes away the sin of the world.
- iv) **Personification** - The sun above for fear hides.

Must identify and illustrate any two = 4 marks

e) Give the contrast between the crucified thief and the ‘sinful’ God. (2 marks)

The crucified thief is guilty as he is dying for his unnumbered sins ✓ while the ‘sinful’ God is innocent as He dies for crucified thieves ✓. (2 marks)

(Must use a contrasting conjunction. Identification of contrast must be clear e.g. guilty vs innocent).

f) In note form, identify and illustrate the different reactions to the death of Christ. (4 marks)

They are fearful/afraid – The sun above for fear hides.

They are hurting /in pain – the earth beneath in pain shakes.

They are mourning / in grief – buried soul's awake to weep.

They are full of adoration – while angels bow.

They are sympathetic – angels wink in tears.

(Any four points – 1mk each = 4 marks deduct 50% if not in note form)

g) I am a crucified thief. (Add a question tag). (1 mark)

I am a crucified thief, aren't I? (1 mark)

(no mark if punctuations wrong/missing).

h) Give one word to explain the meaning of the following words and phrases as used in the poem. (3 marks)

i. **unnumbered** – many, numerous

ii. **paradise** – heaven.

iii. **buried souls awake** – resurrect.

Example 5

Read the **poem below** and then answer the questions that follow:

A SECOND OLYMPUS

From the rostrum they declaimed

On martyrs and men of high ideals

When they sent out
Benevolent despots to an unwilling race
Straining at the yoke.
Bull dozers trampling on virgin ground
In blatant violation.
They trampled down all that was strange,
And filled the void.
With half digested alien thoughts;
They left a trail of red.
Whenever their feet had passed
Oh, they did themselves fine.
And strutted about the place,
Self-proclaimed demi-gods
From counterfeit Olympus
One day they hurled down thunderbolts
On a toiling race of the earthworms.
They might have rained down pebbles.
To pelt the brats to death
But that was beneath them
They kept up the illusion
That they were fighting foes.
Killing in the name of high ideals.
At the inquest they told the world
The worms were becoming pests.

Moreover they said?
They did not like wriggling things
Strange prejudice for gods.

Questions

- (a) What is the poem about? (3mks)

The poem is about colonialism and the evils associated with it e.g. Oppression / racial prejudice etc. The poet ridicules colonialism and depicts it as an evil through which the colonized go through untold suffering.

- (b) Giving a relevant explanation, identify the persona in the poem (2mks)

The persona is an observer. ✓¹ Reports the happenings depicted in the poem. "...they declaimed ... they trampled down all that was strange..." ✓¹

- (c) Whom do you think the persona refers to as 'they'? Explain.(2mks)

"They" refers to the colonialists / oppressors.

'Benevolent despots ill on an unwilling race.'

'They trampled down all that was strange.'

'Self proclaimed demi-gods.'

- (d) What is the attitude of the poet towards 'they' in the poem? (2mks)

The poet is:

- contemptuous
- despising
- critical
- disapproving
- scornful towards 'they' – the colonialists. Uses expressions that show disapproval e.g.
 - o Self proclaimed demi-gods.
 - o From counterfeit Olympus...

Any other appropriate answer + correct illustration.

- (e) Identify and illustrate any two themes evident in the poem.(4mks)

Themes:

- **Colonialism** – Benevolent despots to an unwilling race.'
- **Oppression** – trampled, enslaved, yoke, bulldozed.
- **Prejudice** – trampled down all that was strange.

Any two appropriate themes – identification (1mk) – Illustration (1mk)

(f) What is the dominant style that the poet has used to deliver the message in the poem? Cite one illustration and explain its effectiveness. (3mks)

Metaphor (1mk)

- The rostrum – high moral ground assumed by the colonizers from which they look down upon the victims of their oppression.
- Straining the yoke – suffering of the victims of colonialism as a result of hard labour / economic exploitation etc.
- Half digested alien thoughts – foreign cultural values little understood by the locals.
- A trail of red – heavy full on human life suffered by victims of oppression.
- Self proclaimed demi-gods – colonizers who regards themselves superior to those they colonize.
- Toiling race of earthworms – the hapless victims of colonization.

Any one correct illustration + appropriate explanation. (3mks)

(g) Describe the character trait displayed by ‘they’ in the poem. (2mks)

- Cruel / unfeeling / brutal
 - i. ‘They left a trail of red’
 - ii. ‘They might have rained down pebbles.
 - iii. ‘To pelt the brats to death.’
 - iv. Killing in the name of high ideals.
- Despising / contemptuous / prejudiced.
 - i. From the rostrum they declaimed’
 - ii. They trampled down all that was strange’
 - iii. They did not like wriggling things.

Any one correct trait + appropriate illustration.

Oral narratives

Example 1

3. Question 3: Oral Narrative

(20mks)

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

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

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

The man was very happy and forgot his old business. This continued for months. Then one day the pot did not cook the food. He carefully checked the pot for cracks but he found none. After a thorough check he saw a tiny hole at the bottom of the pot. He decided to take it to a potter for repair. When he reached the potter’s place, he showed him where the hole was and explained to him that he should be very careful with it. He also warned him from saying the words “Pot cook food.” After the potter had repaired the pot, curiosity took the better part of him. “Pot cook food” he uttered and to his amazement, food appeared. He ate until he could eat no more. I will not return this wonderful pot. He thought to himself. The potter made a new pot which looked like the magic one and gave it to the old man.

When the old man got to his house the pot did not cook food. He repeated, “Pot cook food.” It was all in vain. He returned it to the potter who refused and insisted that it was the original pot. The old man went back home broken hearted and very sad. The following day, things became worse. The potter as usual went to his house and asked the pot to cook food but to his surprise, a very big snake appeared and chased him. He ran as fast as his legs could carry him, never to return.

Questions

- (a) From the story, explain why the old man would go hungry (2mks)

Because business was very low, the villagers were very few and poor

- (b) Give evidence from the narrative that the story above is an oral narrative (3mks)

-Timelessness - Once upon a time

-Fantasy - magic pot cooking food

- (c) Why do you think the old man replied to the voice in a shaky manner? (1mk)

He was scared - he didn't expect to hear the voice/he was extremely hungry

- (d) Identify an element of fantasy from the narrative (2mks)

- Magic pot cooking food after uttering the words "Pot cook food".

- Magic pot turning into a snake

- (e) According to the narrative, why did the pot stop cooking food? (2mks)

It wasn't the original pot. The potter had made a new one (replica) of the magic pot and lied to the old man that it was the original pot

- (f) Comment on the character of the potter (4mks)

-**Mean/unkind/liar** - lied to the old man about his magic pot and exchanged his pot for another

-**Curious** - out of curiosity, he utters the words: "Pot cook food." The pot cooks food but later turns into a snake threatening the potter's life

- (g) What moral lesson do we learn from this narrative? (1mk)

He ate until he could eat no more

- (i) Explain the meaning of the following words/expressions as used in the narrative (4mks)

(i) As poor as a church mouse

Very poor

(ii) Uttered

Said

(iii) Broken-hearted

Disappointed

(iv) Curiosity took the better part of him

Decided to utter the words

Example 2

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

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

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

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

Slowly, he followed the smell, sniffing hard, stopping now and again, over grinning wider as the smell became stronger. "Here at last", He said as he came in sight of a calf that seemed dead, flies buzzing over its excrement. "Good, no time to waste. Who knows the owner may be around. Oh, no, see it is secured to a tree with a "Mukwa" I'll take my time. Ha, I am tired too, come to think of it. God gave us pretty strong senses of smell, generous old..... man.

Still I do think some people tend to exaggerate, now who was it saying the other day 'ati' God is the giver of everything and that we should be grateful. O.K. Tell me, did God give this calf? Did you God? I found it myself, smelled my way there, all the way. Nice calf too, rather thin but it will do. I'll take the head home and make soup with herbs. I especially like 'muthathii', and I see one over there.

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

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

The hyena rubbed his eyes, ambled after the disappearing calf and soon fell down in exhaustion. He looked up again to the heaven, tried to speak but no words came. Hyenas have never been able to speak ever since.....

Questions

- (a) Categorise this narrative and give a reason for your classification. (2 marks)

This is an aetiological / explanatory narrative because it explains why hyena has never been able to speak.

- (b) Identify and explain two characteristics of oral narratives evident in this story

Opening formula – Long, long time ago

Closing formula / Hyenas have never been able to speak ever since.

Elements of fantasy – Personification of hyena.

Use of animal characters.

Moral lesson

- (c) Describe **two** character traits of the hyena as depicted in the narrative. (4 marks)

- i. Foolish – Hyena started eating the rope that had secured the calf.
- ii. Greedy / Gluttonous – The hyena thought of how to eat the whole calf alone.

- (d) Identify **one** economic aspect of the community described in this narrative and give a reason for your answer. (2 marks)

Cattle rearing – The calf secured to a tree with a “Mukwa” – rope indicates rearing of animals.

- (e) What moral lesson do we learn from this narrative? (2 marks)

We should be contented with what we get. The hyena was not contented with what he got and therefore he suffered.

- (f) Give a proverb with the same moral lesson as this narrative. (1 mark)

Hurry, hurry has no blessing.

(Any other relevant proverb, use your discretion)’

- (g) If you are asked to go and collect this story in the field, state:

- (i) Three things you would do before the actual field trip. (3 marks)
- a. Decide on the mode of the interview and assemble the equipment that you will use.
 - b. Test the equipment to ensure they are in working order.
 - c. Get a research assistant where necessary.
 - d. Formulate a questionnaire.
 - e. Seek permission from the local administration. (any 3x1 = 3mks)

(ii) Two problems you are likely to encounter

- Hostile communities
- Uncooperative respondents
- Inaccessibility to the place because of Bad weather
- Language barrier

Example 3

Read the story below and the answers the questions that follow.

One day Elephant came across Squirrel on the path to the river. The proud and lordly Elephant swept Squirrel off the path with his trunk, rumbling, “Out of my way, you of no importance and tiny size.”

Squirrel was most offended, as he had every right to be. Stamping his little feet in a rage, he decided that he was going to try and teach Elephant some manners.

“Ho!” shouted Squirrel indignantly, “you may be very tall, and you may be very proud, and I bet you think you’re the greatest animal on earth, but you’re much mistaken!”

“Let me tell you something, Elephant,” said Squirrel, chattering angrily and flickering his tail, “I may be small, but I can eat ten times as much as you! I challenge you to an eating contest- and I bet you that I, squirrel, can eat more palm nuts, and for a longer time than you, high and mighty Elephant!”

Elephant roared with laughter. He was so amused, in fact, that he accepted the tiny creature’s challenge. Besides, he was rather fond of palm nuts.

So both animals collected a huge pile of palm nuts and agreed to start the contest the very next morning at first light. Elephant could hardly wait. He even skipped his evening meal of acacia pods so as to be truly empty for the morning. He intended to put squirrel firmly in his place, once and for all.

The next day dawned fine and sunny, as it often does in Africa, and the contestants started to eat.

Elephant munched steadily through his pile, with a fine appetite. Squirrel, nibbling away furiously, was soon full to bursting. Quietly, he slipped away, sending a cousin who was hiding nearby to take his place. Elephant was so absorbed in his greedy task that he didn't even notice. Brothers, sisters, cousins, uncles, aunts- one hungry squirrel after another took a turn at the pile of palm nuts.

Eventually, at midday, Elephant looked up. "Well, Squirrel, have you had enough yet?" he asked, surprised to see his small adversary still busily eating. Not only was he still eating, but his pile of palm nuts was disappearing almost as fast as Elephant's own.

"Not yet!" mumbled Squirrel, his mouth full, "and you?" "Never!" replied Elephant scornfully. And he started to eat a little faster. By the time the sun was setting, Elephant was so full he could hardly stand. He looked over to where Squirrel (the original squirrel, who had come back after a day of sleeping in a nearby tree), was still eating more palm nuts. Elephant groaned.

"Truly you are amazing, Squirrel," he said. "I cannot go on, and I'm forced to admit that you have won the contest." And he lifted his trunk in salute. Squirrel, hopping with delight, thanked Elephant and told him not to be so proud in future. And from that day to this, Elephant has always shown great respect for Squirrel.

(When Hippo was Hairy and Other Tales from Africa, Lutterworth Press, 1990)

- a) How would you classify the above narrative and why?
(2mks)

Fable-----it is an animal story with a moral lesson. Squirrel and elephant are the main characters.

Trickster story-----the squirrel tricks the elephant to a contest and uses tricks to win it.

- b) Give **three** features that show that this is an oral narrative.
(6mks)

Use of narration -Use of direct speech-brings out clearly what the characters in the story think and say.

-opening formula....."one day....."

-closing formula....."And from that day to this....."

(Any three features well illustrated= 6mks)

- c) Identify and illustrate character traits of:

(i) Elephant.
(2mks)

- Gluttonous/ greedy.....ate without control until he could not stand.
- Unwise.....was not keen to ensure that squirrel played according to the rules of the contest.
- Proud and arrogant.....” I am the greatest and everyone knows it.” (2mks)

(ii) Squirrel
(2mks)

- Daring/brave.....confronted elephant in spite of his huge size.
- Cunning and witty.....involved her relatives in the contest to win over elephant.
(2mks)

(Any 1 identification of trait well illustrated)

d) State **two** moral lessons one can learn from this story.
(4mks)

- Pride comes before a fall -Elephant was defeated in the contest by the tiny squirrel
- Knowledge is power -squirrel used knowledge not power to win the contest.

(And any other 2 points well illustrated = 4mks)

(e) Describe **one** economic activity of the community from which this story is taken.
(2mks)

One economic activity is farming; they grew palm nuts, acacia and other plants. (2mks)

(f) Why are animals used in this narrative?
(2mk)

Animals are used in this narrative to depict the cunning nature of the squirrel who is small against the folly of the huge Elephant who is defeated in a contest despite his size. They are used to represent social virtues or vices in a story.

Example 5

Read the passage below and answer the questions that follow.

Once upon a time the Hare and Hyena were good friends. They visited each other every day and herded their cows together. There came a time that the cows started to die one after the other. The two friends wanted to find out why the cows were dying. The hare said: 'Let us go and kill our mothers and take out their livers. We shall cook and taste these livers. The bitter liver will show whose mother was making the cows to die.

At once the hyena went and killed his mother. He took out the liver and cooked it. The hare went and hid his mother in the garden in the bushy banana trees. He then went and killed an antelope, took out its liver and cooked it.

The two friends met to eat their livers. "My liver is very bitter," said the hyena

"Mine is very sweet,' The Hare said. "So it was your mother who was making our cows die". The hyena kept quiet and went home feeling sad. He moved from the old house to a smaller one because now he had no mother. The Hare did the same.

After a short time there was great famine in the land. The two friends decided that each of them was to look for food on alternate days sharing on an equal basis what was available. When it was Hyena's turn, he went and found only honey combs without any honey. When the Hyena brought these, the Hare refused to eat because he had secretly gone to his mother who had given him some bananas. This went on for many days and the Hyena grew thinner and thinner. Then he started wondering: 'How does my friend remain fat and he doesn't eat anything, I will find out.'

One day he followed the Hare. The Hare went to his mother as usual. 'Mother, mother, I have come', and the mother dropped some bananas which the hare ate quickly. He then looked for some honeycombs and took them to his friends, 'This is all I could find, my friend'. The hyena kept quiet. The next day he went to the banana tree and called. His voice however was so deep and no bananas were dropped for him.

There was an old Hyena who was staying at the end of the forest and used to give advice to people. So hare's 'friend' went to her and told her his problems. "Go and put your tongue on the path of black ants," he was told, "Let them bite your tongue until it hurts. That's how your voice will be soft".

The hyena went and did as he was told. When he went to the Hare's mother, his voice was as soft as the Hare's. 'Mother, Mother, I have come'. And the Hare's mother dropped bananas for him. The he told her to come and greet him. When she came down and saw it was the Hyena, she screamed but there was nobody near to help. The hyena killed her immediately.

The Hyena went and met the Hare as usual saying nothing about the Hare's mother. The following day it was Hare's turn. He went to his usual place. 'Mother, Mother, I have come,' but this time no banana came. 'Mother, he called again. He climbed up. There was nobody, having seen some blood on the ground, the hare knew what had happened to his mother. When the Hare got back to thehyena's house, he said nothing. At night the Hare took all the cows including the Hyena's and went a way to live in another part of the country. That was the end of the friendship between the Hare and the Hyena

Questions

1.

a. Classify the above genre (2mks)

This is a trickster narrative: the Hare played trick on the Hyena who killed his mother thinking that Hare also killed his mother.

b. With illustrations from the story, give any three economic activities of the community from which this story is taken (6mks)

Cattle rearing: the cows are dying, crop growing: there are bananas which mother Hare gave him, hunting and gathering: we are told of honey combs and antelopes.

c. The word ‘friend’ is quoted. Basing your reasoning from the passage, explain why it is quoted (2mks)

The hyena is not truly a friend for he tricked him and left him to go hungry for many days.

d. Explain one moral lesson we can get from the above genre (3mks)

If you commit evil against another person, you will also suffer loss at a later time: the hyena also took and killed Hare’s mother; we should not be ever trusting for we might be exploited: the hyena’s total trust of the Hare cost him hunger for so many days.

e. With illustrations from the fifth paragraph, describe the character traits of both the hyena and the Hare (4mks)

Hare is secretive: he secretly ate while his friend starved; Hyena is observant/keen: he observed that Hare was remaining fat yet he ate nothing.

f. Identify any one feature in this story that are characteristic of the above genre. Give its effectiveness (3mks)

The stock phrase ‘once upon a time’ gives the audience direction to look into the past and world of fantasy.

End of topic

Did you understand everything?
If not ask a teacher, friends or anybody and make sure you understand before going to sleep!

Past KCSE Questions on the topic

Read the story given below and answer the questions that follow:-

THE HARE AND THE TORTOISE

The hare was always laughing at the tortoise because he walked so slowly. “Really I don’t know why you bother to go at all,” she sneered. ‘By the time you get there it will all be over-whatever it is.’

The tortoise laughed. “I may be slow.’ He said, ‘but I bet I can get to the end of the field before you can. If you want to race, ill prove it to you.’

Expecting an easy victory the hare agreed and she bounced off as fast as she could go. The tortoise plodded steadily after her.

Now it was in the middle of a very hot sunny day and before long, the hare started to feel a little drowsy. I think I’ll just take a short nap under this hedge. ‘She said to herself.’ Even if the tortoise passed by ill catch him up in a flash. The hare lay down in the shade and was soon fast asleep. The tortoise plodded on under the midday sun. Much later, the hare awoke. It was later than she had intended but she looked round confidently ‘No sign of old tortoise, I see, even if I did have rather more than forty winks.’

Away she went, running through the short grass and the growing corn, leaping ditches and brambles with ease. In a very short time she turned the last corner and paused for a moment to look at the place where the rope was to end. There, not a yard from the finishing line was the tortoise, plodding steadily on. One foot after another, nearer and nearer to the end of the race.

With a great bounce the hare streaked forward. It was too late. Though she threw herself panting over the line, the tortoise was there before her.

‘Now do you believe me?’ Asked the tortoise. But the hare was too out of breath to reply.

- i. Classify the above narrative
- ii. Why did the hare always laugh at tortoise?
- iii. Why did the hare feel drowsy?
- iv. What made it possible for hare to lose the race?
- v. Try to picture yourself as the story teller charged with the responsibility of narrating this particular story. What story telling devices would you employ?
- vi. Why did the tortoise laugh at Hare's comment?
- vii. Describe how tortoise's own words ".... I may be slow but I bet I can get to the end of the fields before you can....."eventually proved to be true.
- viii. Mention any two moral lessons you can learn from this story

2.

POETRY

Read the poem below and answer the questions that follow:-

CRAZY PETER PRATTLES

So what is the mountain deal
about the minister's ailing son
that he makes boiling news?

How come it was not whispered
when Tina's hospital bed crawled with maggots
and her eyes **oozed** pus
because the doctors lacked gloves?

What about Kasajja's only child
who died because the man with the key
to the oxygen room was on leave?

I have seen queues
of **emaciated** mothers clinging to
babies with **translucent** skins
faint in line

and the lioness of a nurse
commanding tersely
“Get up or leave the line”

Didn't I hear it rumored that
the man with the white mane
and black robes
whose mouth stores the justice of the land
ushered a rape case out of court
because the seven-year-old
failed to testify?

Anyway, I only remember these things
when I drink,
they are indeed tipsy explosion

(*Crazy Peter Prattles*’ by Susan Nalugwa Kiguli in *Echoes Across the Valley*: Ed.
Arthur I. Luvai and Kwamchetsi Makokha)

- (a) What problems are highlighted in the poem about the state of health care?
- (b) What is the significance of the rhetorical question in the first stanza?
- (c) Pick out any two images in this poem and explain their significance
- (d) (i) Identify the problem that the fifth stanza deals with
(ii) How does this connect with the problems in the previous stanzas?
- (e) Explain the meaning of the following words as they are used in the poem
 - (i) Oozed
 - (ii) Emaciated.....
 - (iii) Translucent ..

(f) What is the significance of the last stanza?

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

I MET A THIEF

On the beach, on the coast,
Under the idle, whispers coconut towers,
Before the growling, foaming, waves,
I met a thief, who guessed I had
An innocent heart for her to steal.

She took my hand and led me under,
The intimate cashew boughs which shaded
The downy grass and peeping weeds
She jumped and plucked the nuts for me to suck:
She sang and laughed and pressed close

I gazed; her hair was like the wool of a mountain sheep,
Her eyes, a pair of brown –black beans floating in milk.
Juicy and round as plantain shoots
Her legs, arms and neck:
And like wine-gourds her pillow breasts:
Her throat uttered fresh banana juice:
Matching her face-smooth and banana-ripe.

I touched-but long I even tasted,
My heart had flowed from me into her breast:
And then she went-high and south-
And left my carcass roasting in thee

- a) Who is the persona?
- b) What is the relevance of the title?
- c) Paraphrase the last stanza
- d) Identify and explain the significance of the three stylist devices employed in the poem
- e) Of what race is the 'thief' in the poem?
- f) Explain the meaning of the line 'an innocent heart for her to steal'
- g) Identify one economic activity portrayed in the poem

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

THE PROSTITUTE

There I see her coming
With borrowed steps
Like a coward ghost
Out of grass covered graveyard

She comes
Bearing no more
That attractive dames
Cover like soft babes

These
She has exposed
to bitter weather
and lusty eyes.

There I see her coming
like a nestles bird

that enters any nest
for a transient stay
at times
finding snakes
or hostile hawks
There I see her coming
like a black jack
a poisonous pest
that infects the city's plantation
diseasing the young
and old plant

There I see her
coiling herself around
tourists and bosses
like a parasitic
climbing plant

There I see her coming
from the back door
like a forged coin
that assumes the high value
yet always hounded by spies

I stand to see her
when the forged coin is found
when the immigration birds
are back in their nests

or when the dog
that it constantly feeds on
is washed with DDT
or when the dog is dead
on a tarmac road
and when the stems are cut
in the dry windy season

- a) Name FOUR things the person referred to as 'her' has been likened to.
- b) What is the main theme of the poem? Explain with suitable examples
- c) What is the attitude of the poet towards the subject of the poem? Illustrate using words or phrase from the poem?
- d) Identify three stylistic devices used in the poem and show their effectiveness in bringing out the poet's message.
- e) Explain the meaning of the last stanza – what mood does it express?

5.

ORAL LITERATURE

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

THE WICKED CHIEF

There lived once a wicked chief. Nobody liked him, because of his wickedness. He was wicked to old men and women. By pretending to be kind he tried to be popular to young men who lived in that country. When the chief won over young men, they all liked him.

One day, the chief called all the young men and told them, "My friends, don't you see?" They asked, "What?" you should kill all of them. Everybody should kill his father."

Ah: (that they should kill their fathers). As a result, everybody whose father was old brought him to be killed. So they went and brought their father to be killed. They killed all the old men, leaving one only.

He was a father of a man who said no. "Why should the chief kill all old men and why would I send my father to be killed?" He got down and went to dig a large hole and concealed it nicely. He sent his father there, where he had dug. He fetched wood and put it across and coved it with soil, making a small hole for air to pass through. At that time, they had finished to kill all the old men.

When the chief finished executing them, he then called all the young men. “My friends we have now finished killing all our old men. This is a cow I am giving to you. I am so happy we have got rid of these old men, so go and kill the cow. When you have killed the cow, cut the best part of its meat and bring it to me. If you don’t bring it, you yourself are not safe.”(That is all right) eh;

The young men rushed out and slaughtered the cow, which is the best part of the meat of a cow? They were worried

They went and cut the liver and sent it to him. He asked whether or not that was the best part of the meat. They answered yes. They added part of the bile. He said that wasn’t the best part of the meat and they should go and find it quickly. The people became more worried.

Every night the young man secretly took food to his father. One day he took food to his father, who asked about the news of the town. He said, “My father, now we are suffering. When we killed all the old men, the chief gave us a cow to go and kill. When we killed the cow, he said we must both find the sweetest and the best part of the meat and bring to him, that if we do not bring them, we are not safe ourselves. This is what is worrying us.” The old man laughed, but asked him if he knew the sweetest part of the meat. He said no. He again asked if he did not know the bitterest part. He said no. “Then the sweetest and the bitterest is the tongue. When you go, cut the tongue and send it to him and say that is the sweetest part of the meat and the bitterest.”

The man rushed home while all the people sat down, undecided about what to do. If something had not happened they might have thrown the whole meat away and run away. When the boy arrived he said, “My friends take the tongue of the cow in.” they cut the tongue for him, and he took it to the chief’s palace.

He went and threw it down and said, “Chief, see the sweetest part of the meat and the bitterest part also.”

The chief sat down quietly and finally said, “You did not kill your father. Speak the truth. You have not killed your father.”

He said, “It is the truth, I didn’t kill him. When all the other men were killing their own fathers I went and hid mine.”

He said, “You are the son of a wise old man. The sweetest and the bitterest part of a meat is the tongue. As for that all these young men are fools. Why should somebody send his father to be killed? But if you want the sweetest part of the meat, find the tongue; were it not for your tongue, you would not have an enemy: it is also because of your tongue that you will not have a friend.”

- i. Classify the above narrative
- ii. State any two characteristics of oral narratives present in the narrative above.
- iii. Identify and discuss any two characteristics traits of the chief and any one character of the young man (who didn’t kill the father)
- iv. Explain any moral lesson that can be learned from this narrative

- v. Give one economic activity practices by the community from which this narrative was taken
- vi. Identify any two styles in the oral narrative
- vii. Why do you think the chief wanted all the old men to be killed?

6. Read The Poem below and answer the questions below:

Would you know my name if I saw you in heaven?

Would it be the same if I saw you in heaven?

I must be strong and carry on, cause I know I don't belong here in heaven.

Would you hold my hand if I saw you in heaven?

Would you help me stand if I saw you in heaven?

I'll find my way through night and day, cause I know I can't just stay here in heaven

Time can bring you down, time can bend your knees

Time can break the heart; have you 'begging' 'please' 'begging' 'please'

Beyond the door there's peace, I'm sure

And I know there will be no more tears in heaven.

Would you know my name if I saw you in heaven?

Would you be the same if I saw you in heaven?

I must be strong and carry on, cause I know I don't belong here in heaven.

'Cause I know I don't belong here in heaven.

- a) What is the subject matter of this poem? Illustrate your answer
- b) Identify and illustrate the feature of style evident in stanza three
- c) Give and illustrate two examples of the persona's statements to illustrate his attitude of admiration
- d) What is the implication of rhetorical questions beings set in conditional tenses?
- e) What is the personas imagination of life in heaven?
- f) In note form, give the main item of the last stanza

g) *Explain the meaning of the following phrases as used in the poem*

i) Hold my hand..... -

ii) Break the heart.....

iii) No more tears.....

7. *Read the poem below and answer the questions that follow:-*

You see that

Benz sitting at the rich's end?

Ha! That Motoka is Motoka.

It belongs to the minister for fairness

Who yesterday was loaded with doctorate

At Makerere with whisky and I don't know what

Plus I hear the literate thighs of an undergraduate.

You see those market women gaping their mouths?

The glory of its inside has robbed them of words

I tell you the feathery seats the gold steering

The TV the radio station the gear!

He can converse with all the world presidents

While driving in the back seat with his darly

Between his legs without the driver seeing a thing!

Ha! Ha! Ha!

Look at the driver chasing the children away

They want to see the pistol in the door pocket

Or the button that lets out bullets from the machine

Through the eyes of the car – Sshhhhhhhhhh

Lets not talk about it.

But I tell you that Motoka can run

It sails like a lijato, speeds like a swallow

And doesn't know anyone stupid on its way

The other day I heard

But look at its behind, that mother of twins!

A-ah That Motoka is Motoka.

You just wait, I'll tell you more
But let me first sell my tomatoes
(By *THEOLUZUKA*)

- (a) Who is the persona?
- b) Briefly explain what the poem is all about.
- c) Identify any two stylistic devices used in the poem.
- d) Explain the character of the market women as portrayed in the poem.
- e) Explain the meaning of the following lines as used in the poem.
 - i) Ha! That Motoka is Motoka.
 - ii) The glory of its inside has robbed them of the words.
 - iii) But look at its behind, that mother of twins. **UGU**
- f) *Describe the tone of the poem and comment on the persona's attitude towards to minister for fairness.*
- g) Identify the economic activity of the people portrayed in this poem.

8. ***Read the poem below and then answer the questions that follow:-***

AFTER A WAR

The outcome? Conflicting rumors
As to what faction murdered
The one man who, had he survived
Might have ruled us without corruption
Not that it matters now:
We're busy collecting the dead
Counting them, hard though it is
To be sure what side they were on

What's left of their bodies and faces
 Tells of no need but for burial
 And mutilations was practiced
 By right, left and centre alike
 As for the children and women
 Who knows what they wanted
 Apart from the usual things?
 Food is scarce now, and men are scarce
 Whole villages burnt to the ground
 New cities in disrepair
 The war is over, somebody must have won
 Somebody will have won. When peace is declared

- (a) According to the poem, what are the consequences of war?
- (b) What techniques has the poet employed and what are their effects?
- (c) What is the poet's attitude towards war?
- (d) *Explain the meaning of the following lines:-*
 - (i) Food is scarce now, men are scarce *KSW*
 - (ii) Whole villages burnt to the ground
- (e) From the poem, why would you say that war is a no win situation?
- (f) What's the mood of the poem?

9. ***Read the oral narrative below and answer the questions that follow:***

Why Zebra has stripped skin

Long ago, man tamed only the dog. Before he started taming any other animal, it was said that the donkey could also be tamed. This story came from one hunter.

One day while hunting, this hunter killed a large animal, which was too heavy for him to carry along. So, as he wondered how to carry his kill he saw a donkey pass nearby and an idea came to his mind. "Why not place this carcass on the donkey so that it can help me?" he wondered. He

did not know what would happen if he tried this because the donkey was also a wild animal. Nevertheless he decided to try.

So he followed the donkey and luring it with sweet words and grass, the donkey allowed him to place his load on its back without resistance. He then led the way until they arrived home. After unloading the donkey, he gave it more grass and some water. It ate and drank and appeared happy. From that day, the donkey never left the hunter's homestead; and he gave the donkey food and drink daily. The donkeys multiplied and there were many donkeys in this homestead, all helping the hunter to carry his loads. Soon, the story went round that somebody had tamed a donkey, which he was using as a beast of burden. Villagers came to see for themselves and they were impressed with the way the hunter's donkeys were working. Having satisfied their curiosity, they also went out into the wild to look for donkeys to tame. The donkey became a famous beast of burden in the whole village and beyond, carrying all the heavy loads that men and women could not even lift with assistance.

As all this was happening, the donkeys which were left in the wild did not know what was going on. They would only see their friends go away with men and women never to return. They came to understand that they had been deserted only after most of their friends had been taken away. The few who were left started to hide deep in the woods to avoid any contact with human beings. But their efforts to hide were all in vain! Human beings had realized that donkeys were very useful animals. So they made every possible effort to catch them even from deep in the forest.

This problem disturbed the wild donkeys. Many of their kind had been captured by human beings. The rumors spreading around were that the captured ones were made to work very hard with only little food, since there was no time to graze, while those left in the wild grazed the whole day and even during the night.

Indeed, this was frightening. The rest of the donkeys decided to act quickly, lest they too be captured. They called a meeting at which they discussed what should be done to stop the movement of donkeys into people's homes. When the meeting came to a stalemate, one donkey suggested that they should seek help from Hare since he was known to be cunning and clever. All agreed to seek advice from Hare.

The next morning, the donkey representative went to Hare. Hare was only too willing to help. Therefore Hare asked him to tell all his friends to come to his compound early the next morning. They agreed. When they arrived, they found Hare with whitewash in a large bucket and a brush in his hand. They were all at a loss as to know how this whitewash was going to help them. When they enquired, Hare attempted to explain but they could not understand.

So Hare asked one of them to volunteer for a demonstration but none wanted to. Then Hare approached one old donkey and whispered in its ear saying, "Once you have been painted, you will not be a donkey anymore and human beings will not take you away." The old donkey said, "I will volunteer because if the human beings take me and put loads on my back, I will die." So the Hare quickly started painting stripes of whitewash on this donkey. Soon, the entire body of the donkey was filled with white and grey stripes. When the other donkeys looked at the painted donkey, they admired it and some wanted to be painted. But others came to the painted donkey

and it whispered something in their ears. So they rushed and crowded around Hare and although he warned them that they had to be careful with the whitewash, they did not heed his warning. They jostled, pushed, fought and even bit each other in the struggle to be the next one to be painted. It was during this struggle to be painted that one donkey toppled the bucket containing the whitewash, pouring the entire contents on the grass from where it could not be recovered. The donkeys that had been painted remained in the forest because human beings did not capture them for they looked different from the domesticated ones. The striped donkeys changed their name from donkey to Zebra. All the ones that remained unpainted after the whitewash were captured by the human beings and taken to their homes to labor for them up to this day. And there ends my story.

*(Adapted from **Kenya Oral Literature Narratives**, A selection edited by Kavetsa Adagala and Wanjiku .M. Kabira. East African Educational Publishers.)*

- . (a) Classify, with reasons, this story
- (b) Identify and illustrate the following:-
 - (i) One economic activity
 - (ii) One social activity.
- (c) Explain the use of personification in this narrative
- (d) What was the agenda of the meeting held by the donkeys?
- (e) What is the attitude of the donkeys towards the Hare?
- (f) What were the consequences of the donkey's struggle to be painted?
- (g) Apart from personification, what other features of oral narratives have been used in this story
- (h) Explain the character of the donkeys in the 2nd last paragraph
- (i) *Explain the meaning of the following words and expressions as used in the story*
 - (i) Beast of burden.....
 - (ii) Demonstration.....
 - (iii) Toppled.....

10. ***Read the following poem and answer the questions that follow***

SYMPTOMS OF LOVE

Love is a universal migraine,

A bright stain on the vision
Blotting out reason.
Symptoms of true love
Are leanness, jealousy,
Laggard dawns;

Are omens and nightmares-
Listening for a knock.
Waiting for a sign:

For a touch of her fingers
In a darkened room,
For a searching look

Take courage, lover!
Could you endure such pain
At any hand but hers?

(Literature: Reading Fiction, Poetry and Drama, McGraw-Hill, 2000)

Questions

- a) Identify the persona in the poem (2 marks)
- b) What is the persona's attitude towards love? (Explain) (3 marks)
- c) Describe the tone of the poem with evidence from it (3 marks)
- d) Identify and explain any **three** figures of speech used in the poem (6 marks)
- e) Describe the mood of the poem citing evidence to support your answer (3 marks)

f) Explain the rhetorical question at the end of the poem
marks)

(2

g) Explain the meaning of each of the following expressions as used in the poem

- i. **Migraine**
- ii. **Laggard dawn's**
- iii. **Searching look**

11. *Read the following oral poem and answer the questions that follow:-*

Don't cry baby

Sleep little baby

Father will nurse you

Sleep baby sleep

Little bird flitting away to the forest so fast

Tell me, little bird, have you seen her

Have you seen my crying baby's mother?

She went to the river at early dew

A pot upon her head

But down the water floats her pot

And the path from the river is empty

Shall I take him under the palm?

Where the green shade rests at noon?

Oh no, no

For the thorns will prick my baby

Shall I take him under the giant baobab

Where the silk cotton plays with the wing?

Oh no, no
For the termite- eaten bough will break
And crush my little baby
My little sleeping baby
The day is long and the sun grows hot
So, sleep, my little baby, sleep
For mother is gone to a far, far land- Alas!
She is gone beyond the river.

- a) Give four features which prove that the above oral poem is a lullaby
- b) Identify and illustrate the two speakers in the poem
- c) Why is the singer hesitant to take the baby under the shade?
- e) Identify and illustrate any two characteristics of oral poems evident in the above poem
- f) What is the singer's attitude towards the baby?
- g) Comment on social organization of the people in the community where this song was collected

14. Read the following oral poem and answer the questions that come after it:

The earth does not get fat,
It makes an end of those who wear the head plumes,
We shall die on the earth
The earth does not get fat. It makes an
end of those who act swiftly as heroes
Shall we die on the earth?

Listen O earth. We shall mourn because of you,
Listen O earth. We shall die on the earth?

The earth does not get fat. It makes an end of chiefs

Shall we all die on the earth?

The earth does not get fat.

It makes an end of the women chiefs

Shall we die on earth?

The earth does not get fat. It makes an end of the royal women

Shall we die on earth?

Listen O earth. We shall mourn because of you.

Listen O earth. We shall die on the earth?

The earth does not get fat. It makes

an end of the beasts.

Shall we die on the earth?

Listen you who are asleep, who are

left tightly closed in the land.

Listen you who are asleep, who are left tightly closed in the land.

Shall we all sink into the earth?

Listen O earth, the sun is setting tightly.

We shall all enter into the earth

(Source: Akivaga.K and Odaga A.B, Oral Literature: A school certificate course)

a) Classify this song and give reasons for your classification

b) What is the subject matter in this song?

- c) Identify and comment on two features of style that are characteristic of songs
- d) Describe the attitude of the singer to the subject he/she is singing about
- e) What social belief is brought out in this song?
- f) Explain the meaning of the following lines:-

- i. The earth does not get fat
- ii. We shall all enter into the earth
- iii. Who are tightly closed in the land?

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

I SHALL RETURN

I shall return, I shall return again
To laugh and love and watch with wonder eyes
At garden noon the forest fires burn,
Wafting their blue black smoke to sapphire skies
I shall return to loiter by the streams
That bathe the brown blades of bending grasses,
And realize once more my thousand dreams
Of waters rushing down the mountain passes
I shall return to hear the fiddle and fife
Of village dances, dear delicious tunes
That stir the hidden depths of native life
Stray melodies of the dim-remembered tunes
I shall return, I shall return again
To ease my mind of long, long years of pain
(*Claude McKay*)

- (a) Explain briefly what the poem is about

(3mks)

- (b) In **NOTE** form, identify **four** things which the persona is longing to return to (4mks)
- (c) With illustration from the poem, identify and illustrate any **three** stylistic devices used in the poem (6mks)
- (d) What is the tone of the poem? Illustrate your answer (2mks)
- (e) In what kind of environment is the persona living? Explain your answer (2mks)
- (f) What specific name is given to the poems with one stanza and fourteen lines as?
one above?
- (g) What is the name given to the last two lines ending in similar sound? (1mk)

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

POETRY:- OUT CAST

They met by accident	So they had to separate
He proposed the idea	The boy remains illegitimate.
She gave her consent	
All the way to the alter.	Last month not long ago
	They both took their go
The casualty was male	Coincidentally by accident
And his pigment was pale	Nothing to inherit.
Unlike his alleged sire	
Who was black with Ire	The poor boy is hardly ten
	And knows no next of kin
The recourse was legitimate	He roams the street of town.
He declaimed responsibility	Like a wind sown outcast.
So they had to separate	
The boy remains illegitimate.	

- a) Who is the persona in this poem? (2 marks)

- b) What is the message in the poem? (4 marks)
- c) Comment on any **three** stylistic device used in the poem. (6 marks)
- d) What is the persona's attitude towards the "they?" (2 marks)
- e) Comment on the last stanza. (3 marks)

15. **Read the poem below and then answer the questions that follow:**

The inmates
 Huddled together,
 Cold biting their bones,
 Teeth chattering from the chill,
 The air oppressive,
 The smell offensive
 They sit and they reflect.

The room self-contained,
 At the corner the gents' invites
 With the nice fragrance of ammonia,
 And fresh human dung,
 The fresh inmates sit thoughtfully.

Vermin perform a guard of honor,
 Saluting him with a bite here,
 And a bite there,
 Welcome to the world' they seem to say.

The steel lock of the door,

The walls insurmountable
And the one torching torturous bulb
Stare vacantly at him.
Slowly he reflects about the consignment
That gave birth to his confinement
Locked in for conduct refinement
The reason they put him in the prison.

The clock ticks
But too slowly
Five years will be a long time
Doomed in the dungeon
In this hell of a cell.

- (a) What is the attitude of the speaker towards the fresh inmate? (4mks)
- (b) Explain the atmosphere created through description in the poem (4mks)
- (c) Why is the fresh 'inmate in prison? (2mks)
- (d) Identify and explain any three stylistic devices in the poem (6mks)
- (e) Explain the mood of the new convict (2mks)
- (f) **Explain the meaning of the following line:**
 'Locked in for conduct refinement (2mks)

16. ***Read the following poem and answer the questions that follow:***
(20mks)

THE FOOLISH OLD MAN

My father began as a god
Full of heroic tales
Of days when he was young
His laws were as immutable

As if brought down from Sinai
which indeed he thought they were.
He fearlessly lifted me to heaven
By a mere swing to his shoulder
And made me a godling
By seating me astride
Our milk cow's back and too,
Upon the great white gobbler.
of which others went in constant fear.

Strange then how he shrank and shrank
Until by my time of adolescence
He had become a foolish small old man
with silly and outmoded views
of life and morality.

Stranger still
that as I became older
his faults and his intolerances
scattered away into the past
revealing virtues
such as honesty, generosity, integrity.

Strangest of all
how the deeper he recedes into the grave
the more I see myself
as just one more of the little men
who creep through life

no knee – high to this long-dead god.

(Ian Mudie)

- (a) Briefly comment on the theme of the poem (4mks)
- (b) Comment on the suitability of the title of the poem (3mks)
- (c) What is the attitude of the persona towards his father? (3mks)
- (d) Identify and explain any **three** stylistic devices used in the poem (6mks)
- (e) What do the following groups of people learn from the poem?
 - (i) Parents.
 - (ii) Children.....
- (f) **Explain the meaning of the following words as used in the poem.**(2mks)
 - Immutable.....
 - Outmoded.....

17 . ORAL LITERATURE

Read the story below and then answer the questions which follow:-

When she was the only one at the foot of the mortar-stones the hen only scratches with one paw for she has, so she thinks, plenty of time to choose her grains for corn.

Ponda certainly was not the only girl in M'badane, but she had only to appear for the most beautiful, and far from being fastidious and difficult to please as might have been expected, she was only too anxious to find a husband, as she was afraid of growing into an old maid, for she had already turned sixteen. On their side suitors were not lacking: every single day her girl-friends' brothers and fathers, young men and old men from other villages, sent griots and dialis bearing gifts and fine words to ask her hand in marriage.

If it had only depended on herself Ponda would certainly by now have a baby tied on her back, either good, or bad-tempered and crying. But in the matter of marriage, as in all things a girl must submit to her father's will. It is her father who must decide whom she is to belong to: a Prince, a rich doula or a common Barolo who sweats in the field in the sun; it is for her father to say if he wishes to bestow her on a powerful marabou or an insignificant talibe. Now Mor, the father of Ponda had demanded neither the immense bride-price of a rich man, nor the meager possession of a Barolo; still less had he thought of offering his daughter to a marabou or to a marabou's disciple in order to enlarge his place in paradise. Mor simply told all those who come to ask for his daughter, whether for themselves, for their masters, for their sons or for their brothers:

“I will give Ponda without demanding bride-price or gifts, to the man who will kill an ox and send me the meat by the agency of a hyena; but when it arrives not a single morsel of the animal must be missing.”

That was more difficult than making the round-cared Narr-the-Moor keep a secret. It was more difficult than entrusting a calabash full of honey to a child and expect him not to even dip his little finger in. You might as well try prevent the sun from leaving his home in the morning or retiring to bed to the end of the day. You might as well forbid the thirsty sand to drink the first drop s of the first rains. Entrust meat to Bouki-the-Hyena? You might as well entrust a pot of butter to a burning fire. Entrust meat to Bouk and prevent her from touching it.

But how can you entrust meat; even dried meat to a hyena, and prevent her to touch it? It was an impossible task, so said the griots as they ended their way home to their masters: so said the mothers who had come on their sons' behalf, so said the old men who had come to ask for the beautiful Ponda for themselves.

A day's walk from M'Badane lay the village of N'diour. The inhabitants of N'Diou were by no means ordinary folk' they were, or so they believed, the only men and the only women since earliest times to have tamed the double hyenas, with whom in fact they lived in perfect peace and good understanding. It is true that the people of N'Diour did their share to maintain these good relations.

Every Friday they killed a bull which they offered to Bouki-the-Hyena and her tribe. Of all the young men of N'Diour, Birane was the best at wrestling as well as working in the fields, he was also the most handsome. When his griot brought back presents that Mor had refused, and told him the conditions which Ponda's father had laid down, Birane said to himself:

“I shall be the one to win Ponda for my bed,” He killed an ox, dried the meat, and put it in a goatskin; the skin was enclosed in a coarse cotton bag and the whole thing placed in the middle of ‘a truss straw.

On Friday, when Boruki came with her family to partake of the offering given by the people of N'Diou Birane went to her and said, ‘My griot, who has no more sense than a babe at the breast and who is as stupid as an ox has brought the fine gifts that I sent to Ponda, the daughter of Mor of N'Badane. I am certain that if you, whose wisdom is great and whose tongue is as honey, took this simple truss of straw to N'Badane to the house of Mor you would only need to say, “Birane asks for your daughter, “for him to grant her to you”.

“I have grown old, Birane, and my back is no longer very strong, but N'Bar, the oldest of my children, is full of vigour and he has inherited a little of my wisdom. He will go to N'Badane for you, and I am sure that he will acquaint himself well of your mission.”

M'Bar set off very early in the morning, the truss of straw on his back. When the dew moistened the truss of straw the pleasant Odor of the meat began to float in the air. M'bar-thehyena stopped, lifted his nose sniffed to the right, sniffed to the left, then resumed his way, a little less hurriedly it seemed. The smell grew stronger, the Hyena stopped again, bared his teeth, thrust his nose to the right, to the left, into the air, then turned round and sniffed to the four winds. He

resumed his journey, but now hesitating all the time, as if held back by this penetrating, insistent smell which seemed to come from all directions.

Not being able to resist it any longer, M'Bar left the track that led from N'Diour to N'Badane, made huge circling detours in the veldt, ferreting to the right, ferreting to the left continually retracing his steps, and took three whole days instead of one to reach N'Badane.

N'Bar was certainly not in the best of tempers when he entered Mor's home. He did not wear the pleasant expressions of a messenger who comes to ask a great favor. This smell of meat that impregnated all the grass and all the bushes of the veldt and still impregnated the huts of N'Badane and the courtyard of Mor's home, had made him forget on the 'way from N'Diour all the wisdom that Biouki had instilled into him, and stilled the gracious words that one always expects from a petitioner. M'Bar scarcely even unclenched his teeth to say: Assalamou aleyokoum!" and nobody could even hear his greeting; but as he threw down the truss of straw from his back had bent under its weight, he muttered in a voice that was more than disagreeable, 'Bitane of N'Diour sends you this truss of staw and asks for your daughter. Under the very eyes of M'Bar the Hyena, first astonished, then indignant, then covetous Mor cut the liana ropes that bound the truss of a straw, opened it up and took out the bag of coarse cotton; from the coarse cotton bag of he took out the goat-skin and from the goatskin the pieces of dried meat.

'Go', 'Mor, said to M'Bar-the-hyena, who nearly burst with rage at the sight of all that meat he had unsuspectingly earned for three days, and which was spread out, there without his being able to touch a single bit. (for the folk of N'Badane were not like the inhabitants of N'Diour, and in M'Badane hunting spears were lying all round). 'Go,' said Mor, 'go and tell Birane that I give him my daughter. Tell him that he is not only the most spirited and the strongest of all the young men of N'Diour, but he is also the shrewdest.

He managed to entrust meat to you, hyena, he will be able to keep a sharp watch on his wife and outwit all tricks.'

- a) What type of oral narrative is this?
- b) State one economic activity of the community from which the story is taken.
 - c) What two aspects of Birane's character come out in this story?
 - d) What moral lesson do we learn from this narrative?
- e) Identify two significant devices used in this narrative and comment on their effectiveness
- f) Identify three aspects of social life in the community from which the oral narrative is set

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

"SYMPATHY"

I know what the caged bird feels, alas!

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

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

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

(Adapted from the poem by Paul Lawrence Dunbar. In American Negro poetry, edited by Arna Bontemps.

New York: Hill and Wang, 1974)

- (a) Explain briefly what the poem is about.
- (b) What does the poet focus on in each of the three stanzas? Give your answer in note form.
- (c) How would you describe the persona's feelings towards the caged bird?

- (d) What can we infer about the persona's own experiences?
- (e). Identify a simile in the first stanza and explain why it is used.
- (f). Explain *the meaning of the following lines*:
 - (i) "And the faint perfume from its petals steals".
 - (ii) "And they pulse again with a keener sting "

Question Four

GRAMMAR

Specific Objectives

By the end of the topic the learner should be able to:

- a) Use parts of speech correctly and appropriately;
- b) Identify the constituents and the functions of the noun phrase,
- c) Identify the constituents and the functions of the verb phrase;
- d) Construct different types of simple sentences;
- e) Identify the constituents and functions of the adverb phrase;
- f) Construct correct compound and complex sentences;
- g) Use correct sentence structures creatively;
- h) Appreciate the necessity and use of gender sensitive language;
- i) Use knowledge of grammar to interpret information from various sources;
- j) Demonstrate linguistic competence by writing sentences in a variety of ways;

k) Use language structures creatively and competently.

Content

a) Parts of speech

Nouns

- i. Common nouns
- ii. Proper nouns
- iii. Concrete nouns - (a) count and (b) non-count
- iv. Abstract nouns
- v. Number - regular and irregular nouns
- vi. Articles - (a) definite and indefinite articles (b) functions of articles
- vii. Use of phrasal quantifiers e.g. a piece of advice
- viii. Possessives
- ix. Collective nouns
- x. Compound nouns
- xi. Functions of nouns in sentences e.g. subject, object, complement
- xii. Typical noun derivations - er - e.g. teach-teacher

- ee

- ness

- ship

- ism

xiii. gender-sensitive language

Pronouns- Personal pronouns, Possessive pronouns, Reflexive pronouns, Functions of pronouns, Number and person in pronouns, Indefinite pronouns, Pronoun case -subjective and objective, Demonstrative pronouns, Interrogative and Relative pronouns.

Verbs

- i. Lexical - regular and irregular verbs
- ii. Tenses - simple present tense and simple past tense
- iii. Auxiliary verbs - primary and modal
- iv. Aspect - perfect and progressive
- v. Future time
- vi. Transitive and intransitive verbs
- vii. Infinitives
- viii. Phrasal verbs and idiomatic expressions
- ix. Participles: Participle phrases and Gerunds

Adjectives

- i. Comparative and superlative forms
- ii. Regular and irregular adjectives
- iii. Gradable and non-gradable adjectives
- iv. Order of adjectives
- v. Quantifiers - few, a few, little, a little
- vi. Predicative and attributive adjectives i.e. position of adjectives.
- vii. Typical endings of adjectives (e.g. - ful, - less, - ous)
- viii. Functions of adjectives

Adverbs

- i. Adverbs of manner, time, frequency, place and degree
- ii. Comparative and superlative forms of adverbs
- iii. Formation of adverbs
- iv. Functions of adverbs (modifiers)
- v. Position of adverbs in sentences
- vi. Typical endings of adverbs (e.g. - ly, - wards, - wise).

Prepositions

- i. Simple prepositions e.g. in, of, at
- ii. Complex prepositions e.g. in spite of
- iii. Distinguishing prepositions from connectors and adverb particles
- iv. Functions of prepositions in sentences

Conjunctions

- i. Co-ordinating conjunctions (and, but, or)
 - ii. Subordinating conjunctions e.g. because, when, that, which.
 - iii. Correlative conjunctions, e.g.
- both ... and
 - not only ... but also
 - neither ... nor
 - either ... or

iv) Functions of conjunctions in sentences

Phrases

- i. Constituents and examples of the noun phrase
- ii. Prepositional and adjectival phrases
- iii. Constituents of verb and adverb phrases and examples

Simple sentences

- i. Sentence structure (subject, predicate)
- ii. Types of sentences - interrogative, imperative, exclamatory, declarative, affirmative, and negative.
- iii. Interjections - Identification and usage in sentences

Clauses

- i. Noun clauses
- ii. Compound sentences
- iii. Complex sentences
- iv. Independent and subordinate clauses (relative and adverbial clauses)
- v. Conditional and adjectival clauses
- vi. Active and passive voice
- vii. Inversions
- viii. Sentence connectors.
- ix. Substitution and ellipsis

Direct and Indirect Speech

- Form and usage of direct and indirect speech

Examples

- i. Explain the difference in meaning of each of the following sentences (2mks)
 - a.) These are girl's dresses
 - b.) These are girls' dresses

a.) The dresses belong to one girlb.) The dresses belong to many girls

c.) The book which got lost is mine

d.) The book, which got lost, is mine.

c.) There are so many books but the one which is mine got lost. d.) There is only one book which is mine and it got lost.

ii. Rewrite the following sentences using the correct form of the word in bracket(3mks)

a.) (Ordinary), the cows are milked at 4.p.m every day

Ordinary, the cows are milked at 4 p.m every day.

b.) Your (hostile) will take you nowhere

Your hostility will take you nowhere.

c.) The (behave) of the lioness is quite distinct from that of a lion

The behavior of a lioness is quite distinct from that of a lion.

iii. Rewrite the following sentences putting the adjectives in brackets in their correct order (3mks)

a.) The old woman keeps a (black, big, fat) cat

The old woman keeps a big, fat, black cat

b.) Mr .Musumba likes wearing a (n) (white, old ,cotton) shirt

Mr.Musumba likes wearing Old, white, cotton shirt.

c.) She gave me a (metal ,small, square)

She gave me a Small, square, metal box

iv. Rewrite each of the following sentences correctly (3mks)

a.) Our school has bought many equipment recently

Our school has bought much equipment recently

b.) The novel a grain of wheat was written by Ngugi wa Thiongo'

The novel, A Grain of Wheat written by Ngugiwa Thiong'o

c.) Our teachers give us useful advises

Our teachers give us useful pieces of advice

v. Rewrite the following sentences according to the instructions. Do not change the meaning unless instructed

a.) Oloo sensed that he was cornered and retreated. (Begin: Sensing.....) (5mks)

Sensing that he was cornered, Oloo retreated

- b.) The mall came crashing after the bomb last (..... end in crashing)

After the bomb blast, the mall came crashing

- c.) Apart from those two rascals, everyone else is disciplined. (Rewrite beginning; Save.....)

Save for those two rascals, everyone else is disciplined

- d.) Mr Amwoga is teaching Kiswahili (End in..... Mr Amwoga)

Kiswahili is being taught by Mr. Amwoga

- e.) “These mangoes must be very juicy” ,Kip said (Rewrite in reported speech)

Kip said that those mangoes must be very juicy

- vi. Use the words in brackets in their correct form to complete the sentences below. (3mks)

- a.) There is growing **military** (military) of residents in their demand for services
b.) One person was **allegedly**(allege) shot in Kakamega
c.) The right to hold demonstrations is **enshrined** (shrine) in the constitution of Kenya

- vii. The following sentences have errors. Rewrite them correctly (3mks)

- a.) I cannot be able to attend the bash at such a short notice

I cannot attend the bash at such a short notice

- b.) When is the bus expected to reach its destination?

When is the bus expected to arrive at its destination?

- c.) Pardon, repeat again

Pardon

- viii. Combine the following sentences into one using an adverbial clause (3mks)

- a.) They reached the town. This is where the great magician lived

They reached the town where the great magician lived

- b.) He lost three hundred shillings. He still had plenty to spend

Although he lost three hundred shillings, he still had plenty to spend

- c.) I saw him. He was running after a dog carrying a bone

I saw him when he was running after a dog carrying a bone

End of topic

Did you understand everything?
If not ask a teacher, friends or anybody and make sure you understand before going to sleep!

Past KCSE Questions on the topic

1.

a) *Fill in the blanks with the correct word from the brackets*

- i. He..... (flung/flip) the mud onto the wall.
- ii. The murderer was..... (hung/hanged) for his crime.
- iii. The leader..... (dealt/dealed) the cards out to the players briskly.
- iv. The boy.....(leaped/leapt) across the ditch
- v. She.....(bore/borne) the burden patiently

b) *Complete the passage below with the most appropriate word from the list given:
(breath, breathe, cloth, clothe, bathe, bath)*

Namboka felt dizzy and she took a walk so as to..... fresh air. It was while walking that she noticed that heras smelling badly. She went to her room, brushed her teeth and decided to..... her sweaty body. She put..... water in a basin, undressed and then wrapped herself with a clean.....before going to clean her body. After five minutes, she emerged clean and put on her best.....

c) *Supply the missing prepositions in the following sentences:-*

- i. Opemi has a great passion..... debtors
- ii. My mother prohibited me..... talking to strangers
- iii. Walukanga was born..... humble and God fearing parents
- iv. The head dress of Acoli is similar..... that of the Luo.

2.

(a)

- i. Am sure it was an exciting experience for her (*Rewrite the sentence using 'must'*)
- ii. People always want more; it doesn't matter how rich they are
(*Rewrite the sentence using 'however'*)
- iii. The boy jumped from school to school every year. (*Rewrite to end with school*)

(b) Give the meaning of the underlined idiomatic expressions in the sentence

- i. There was no love lost between the two friends
- ii. The President and Prime Minister resolved to bury the hatchet.

(c) *Change the following to direct speech*

- i. Jumping and clapping, the Pastor remarked that Jesus was on his way
- ii. The Prefect said that the student was absent the previous day.

(d) *Using the verb in brackets, form a phrasal verb to replace the underlined word*

- (i) The workers felt that the management despised them (look)
- (ii) It takes a lot of challenge to nurture a child into an adult (bring)
- (iii) The politician's dirty tricks did not succeed (come)

(e) *Fill in the blank spaces with the appropriate form of the word in brackets*

- (i) The boy said that he was (true) _____ in love.
- (ii) The _____ (maintain) of the vehicle is quite expensive.
- (iii) She was quite _____ (gratitude) for the honour bestowed on her.

(f) *Fill in the blank spaces with the appropriate preposition*

- (i) Tom agreed _____ Lona's idea of punishing the culprit
- (ii) The performers feel indebted _____ the school for the use of the hall

3

a) *Identify, underline and correct the four words that have been mis-spelt in the paragraph below:-*

b) *Rewrite the following sentences as instructed*

- i) The UN security council has declared Sudan a failed state (*begin Sudan.....*)
- ii) Please sit down (*add a question tag*)
- iii) The boy is very foolish. He believes everything I tell him. (*Rewrite as sentence using enough to*)

c.) *Replace the underlined words with a suitable phrasal verb*

- i) I was completely deceived by the confident trickster
- ii) The first thing my uncle did on leaving prison was to visit us
- iii) He tried to disguise himself as a beggar but his soft, clean hands betrayed him
- iv) Please submit your scripts at the end of the exam

d) *Use the correct form of the words given in brackets*

- i) The husband tried to restrain his.....wife (aggression)
- ii) Such a policy can..... (Danger) the poor
- iii) The guest of honor was given a..... (Tumult) welcome by the waiting crowd
- iv) (Literate)..... means the state of being unable to read and write.

4.

4.

a) *Fill in the blanks with the correct form of the word in brackets*

- i) Has the motor boat.....in the lake. (sink)
- ii) The company has employed a specialist for the.....of its machine. (maintain)
- iii) Uganda is contending against the.....of Kenyan goods in the markets. (dominate)
- iv) In Kenya.....elections are usually hotly contested. (mayor)

b) *Rewrite the following sentences by replacing the underlined verbs with appropriate phrasal verb*

- i) You need to reduce the expenses. - Cut down
- ii) He asked Alice to marry him but she rejected him. -Turned him down
- iii) It is not good to desert one's family. - Walk out on

c) *Rewrite the following sentences according to the instruction given after each*

- i) If he is not ill, he will come (rewrite using 'provided')

ii) *Joan has several friends. All of them are ballet dancers. Her mother is the president of our judo club.*

(Combine into one sentence using relative pronouns)

iii) The principal asked me to see him the following day. (*Change into direct speech*)

iv) The visitor treads on the carpet with his muddy shoes. (*Write in the past tense*)

d) *Explain the difference in meaning in these pairs of sentences :*

a) Harry, our elder brother, has arrived.

Harry, our elder brother has arrived.

b) My uncle stopped to drink.

My uncle stopped drinking.

5.

a. *Rewrite the following sentences according to the instruction given*

i) Omondi is a weak student. He can hardly write meaningfully. (*Rewrite as one sentence using, "such....."*)

ii) One of my cousins has gone to the USA. (Begin, A cousin.....)

iii) Jane has been writing a composition. (Change in to a passive voice)

b. *Replace the underlined word with phrasal verb formed from the verbs given in brackets*

i) I have left the relationship because my boyfriend is unfaithful. (Walk)

ii) My father scolded me because I had not done the assignment (tell)

c. *Supply the correct question tag*

i) Let us go to school.....

ii) Stand up.....

d. *Use the correct form of the word given in brackets*

i) The maid..... (*hang*) the blouse on the cloths line yesterday.

ii) It..... (*cost*)our school a lot of money to sponsor drama up to the nationals level last year.

iii) We could not..... (*large*) the portrait any further.

iv) You can't..... (*Prison*) a child below fifteen years of age for truancy.

f. *Change the following to direct speech or indirect speech accordingly*

(i) The stranger asked my mother where my father had gone (direct speech)

ii) "We shall meet again next week," said the chairperson(indirect speech)

g. i) *The following idiom is wrongly stated, rewrite it correctly*

Ibrahim doesn't struggle at all. He expects to get everything on a silver plate

ii) *Explain the meaning of the idiom underlined in the sentence below*

Why are you quick to fly off the handle at me? said Dr Stockmann,

6.

a) *Fill in the spaces with the correct form of the word in brackets*

i) All..... (*pay*) are supposed to count their money before they leave the bank

ii) His..... (*pronounce*) did not make sense to the audience.

iii) Jane has a (*wool*) jacket

b) *Rewrite the following sentences according to the instructions after each. Do not change the meaning of the original sentence*

i) He managed to persuade her to go (*Begin: He succeeded.....*)

ii) Silence is necessary in the library (*Begin: You must.....*)

iii) Rimau has always strongly supported the college football team (*use: staunch*)

c) *Replace the underlined word in each of the following sentences with an appropriate phrasal verb*

i) The presidential jet will land at 7.30am.

ii) The young man fabricated the story just to save himself from the angry crowd.

iii) After a heated argument, the students decided to check the meaning of the word from the oxford dictionary.

d) *Use one word to replace the underlined ones without changing the meaning*

- i) The magistrate found him guilty of failure to fulfill his part of the contract.....
 - ii) The doctor concluded that the boy died when he was deprived of air
 - iii) My brother was among the group of actors performing, “an enemy of the people”
- e) *Rewrite the following sentences correcting all the errors*
- i) He is looking for an employment in Nairobi
 - ii) This exercise comprises of rigorous training in the morning
 - iii) Sometimes last year, we agreed to improve our relationship with our neighbors

7.

- a) *Rewrite the following as instructed.*
- i) The mother cannot take credit for it and neither can the daughter.
(Rewrite beginning: Neither.....)
 - ii) Karendi is the of the twins. (Use *pretty* in its correct form)
 - iii) The warrior was mutilated by the lion.....(*He is recuperating from the attack*)
- b) *Use the correct form of the words in brackets to complete the following sentences.*
- i) Due to lack of proper diet, Atieno’s child is (*nourish*).
 - ii) Tuju is one man whose(*pronounce*) is superb.
 - iii) Wanja is a very..... (*discipline*) student, no wonder she is always punished.
- c) *Replace the underlined words with the most appropriate phrasal verbs formed from the words in brackets.*
- i) The brothers do not agree in principles. (Get)
 - ii) He refused to withdraw the injurious words on his opponent. (Take)
 - iii) Mariondespises her step sister because she is illiterate from the (look).
- d) *Arrange the adjectives in brackets to fill in the gap in each sentence.*
- i) He bought dress as a Christmas gift for his mother. (large, cotton, blue, pretty.)
 - ii) The man is the king’s only heir. (light skinned, handsome, young, short)
 - iii) Let us take a seat at the.....(oval beautiful, mahogany) table

e) Use the verbs in brackets to form correct idiomatic expressions to complete each of the sentences below:

- i) Although Peter and John are brothers, they never quite (see).
- ii) The maize scandal case is certainly a.....(crack) because there seems no headway.
- iii) When someone habitually steals he will one day(face).

8.

(a) Re-write the following sentences according to instructions. Do not change the meaning

(i) Even if the board does not meet, I will present my complaint.

Begin; Whether.....

(ii) She opened the gate. Darkness fell. Join into one beginning; Barely

(iii) Either Mary or John have the keys. Correct the sentence

(b) The following sentences are in the active voice. Change them into the passive

(i) Nobody did the work

(ii) The police arrested the thief

(iii) They collect rubbish every Thursday

(c) Punctuate the following sentences correctly:-

(i) alonje said i will return next month

(ii) let us listen to him ivan argued he sounds reasonable”

(d) Use the correct form of the word given in brackets to fill in the gap in each sentence

(i) The dog barked(menace)

(ii) Most of the students we come across(be) lazy.

(iii) God’ power is(compare)

(e) Re-write the following sentences replacing the bold words with gender sensitive words

(i) She sneaked because the watchman was a sleep.

(ii) The master on duty made me kneel the whole day for making noise in class.

(f) Use appropriate phrasal verbs to replace the underlined words in the sentences below

- (i) This child resembles the father.
- (ii) The teachers can no longer tolerate John's behaviour.
- (iii) What a relief that Joan passed all her exams.

9.

Re-write the following sentences according to the instructions given after each

(i) Hassan did not complain. He did not report to the police. *(Re-write as one sentence using a conjunction)*

(ii) It was my sister who made it possible for my schooling. *(Use 'but for')*

(iii) Ibadan is a very large town in Africa. *(Use the superlative degree)*

(b) *Explain the meaning of the underlined idiomatic expressions:-*

(i) Many people in this country live from hand to mouth.

(ii) The manager realized that Mbuthia was a hard nut to crack.

(c) *Fill in the blank spaces with the appropriate form of the word in the bracket*

(i) We should give _____ to our academic work
(PREFER)

(ii) His _____ surprised His Excellency (ELOQUENT)

(iii) People rushed to the street when they heard the _____ of the two lorries. (COLLIDE)

(d) *Replace the underline word in each of the following sentences with a phrasal verb:-*

(i) The old man died quietly last night.

(ii) We felt completely disappointed by John's performance.

(iii) Juma always visits during meals.

(e) *Re-write the following sentences correctly:-*

(i) The student knocked on the door continuously as the others watched

(ii) The child inflated the balloon too much that it burst

(f) *Fill in the blanks with the most appropriate preposition :-*

(i) She has lived in Samburu _____ ten years.

(ii) It is improper to hurl abuses _____ people.

a) Fill in each of the blank spaces with a phrasal verb which means the same as the word given*

- i) The driver (started) the lights and saw the carjackers
- ii) Many girls (leave) school before completing their secondary education
- iii) We study till late in the night to (compensate) the lost time

b) Rewrite the following sentences following instructions given in brackets

- i) Agnes accepted to marry Abdalla. She did not know he had two other wives already.

(Rewrite as one sentence beginning: Oblivious of)

- ii) "Akinyi why do you always quarrel Edwin?" he asked
- iii) He is quite handsome **(Begin: How-----)**

c) Fill in the following sentences with appropriate linking words

- i) She could have improved she had listened to her teachers
- ii) Weche is rude to his instructor;, he is a loving husband and father back home
- iii) Students are prone to break rules;, they should be under strict surveillance and encouraged to do right

d) Rewrite the following sentences correctly

- i) If today was Sunday, I would have gone to church
- ii) We returned back to school before 7.00 P.M
- iii) I wish I was as well prepared for K.C.S.E as you

e) Fill in the blanks with the most appropriate personal pronoun

- i) Between you and (me/ I) who is taller?
- ii) Rose and (she/ her) left for Nairobi.
- iii) The winners are Arendi and (her/ she)

11.

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

- i) "I don't know why she came," Okoth replied. (Rewrite in reported speech)
- ii) Nevele sang this song. (Change into passive)
- iii) Peter does not have any money. (Change into affirmative form)
- iv) I was not surprised that Nanjendo trekked that far. (Rewrite beginning: That....)

b) *Complete the following sentences using the appropriate form of the words in brackets*

- i) Swiss watches are famous for their _____ (precise).
- ii) Such _____ (repeat) serves no purpose.
- iii) The _____ (clear) of the speech impressed us.
- iv) The police said it was a strange _____ (occur)

c) *Use an appropriate word to complete each of the following sentences*

- i) She was in great pain _____ did not complain.
- ii) Matumbayi earns his living _____ selling second hand clothes.
- iii) The preacher spoke for hours; _____ I did not get what he was saying
- iv) "For _____ have you brought this food?" Tortoise asked the servers

d) *Rewrite the following sentences, inserting all punctuation marks in the correct places*

- i) the river between the teacher said was Ngugi wa thiongo's first novel
- ii) tom had one great desire to become a doctor
- iii) its pity we have to live on charity he lamented

12.

a) *Rewrite the following according to the given instructions without changing the meaning*

- i) It was the first time the school performed well (Begin: Never before.....)
- ii) It is better to spend a holiday at the coast than to go overseas,
(Begin: Spending Use 'preferable' in place of better)

iii) Mulwa's leg is still in a cast after last month's match. He will have to watch the match from the grandstand (combine into one sentence, using a relative pronoun)

iv) 'There's a little food left for you in the kitchen.' William's mother told him.
(Rewrite in indirect speech)

b) Rewrite the following sentences correctly:

i) Jairo is more better educated than Saisi.

ii) He has the tendency of visiting people late hours.

iii) When she came in, it was all calm but all over a sudden the house became noisy.

c) *Replace the underlined words with suitable phrasal verbs formed from the words in brackets*

i) The latest achievement deserves a celebration (call).

ii) The patient regained consciousness at 2pm (come).

iii) I will work hard to compensate the wasted time (make).

d) *Explain the difference in meaning of the following pair of sentences*

i) I only heard the news briefly

ii) I only heard the news in brief

e) *Fill in the blank spaces with the correct preposition*

i) The teacher congratulated him..... his graduation.

ii) No other being can be compared God.

iii) They disagreed..... who should be chosen the prefect.

13.

(a) Complete each of the following sentences by selecting the correct alternative from the words in the brackets (5mks)

- (i) Our school will move to a new _____ next year. (cite, site)
- (ii) Have you _____ permission from the teacher? (sought, sort)
- (iii) The _____ store in the city is well-stocked. (stationary, stationery)
- (iv) Mary is the _____ of the two sisters. (tallest, taller)
- (v) Neither the teacher nor the cook _____ arrived. (have, has)

(b) Rewrite each of the following sentences as instructed. Do not change the meaning (5mks)

- (i) The residents saw the burglar enter the house (Rewrite in the passive voice)
- (ii) He drank the water yesterday. (Rewrite beginning: The water was.....)
- (iii) As soon as the teams arrived, the competition began. (Rewrite beginning: No sooner.....)
- (iv) Boys are playful and quick on their feet. They are also curious and like to explore.
(Combine using ”not only”)
- (v) The tourist knows some Kiswahili. He understands what I say. (Rewrite as one sentence using.....”enough”.....)

(c) Fill in the blank spaces with an appropriate prepositional phrase made with the word in brackets (3mks)

- (i) They crossed the river _____ a boat. (means)
- (ii) _____ the school rules and regulations every student should be in full school uniform. (Accordance)
- (iii) _____ the prefect’s negligence, he was demoted. (account)

(d) Explain the difference in meaning between these sentences (2mks)

- (i) The hawker was selling ten day-old chicks.
- (ii) The hawker was selling ten-day old chicks.

14.

A) Identify, underline and correct the four words that have been mis-pelt in the in the paragraph below. (4 mks)

We didn't give him the privilege of representing us on the District Environmental Committee because he has a tendency of disagreeing either everyone. He embarrasses himself by pretending to be so knowledgeable.

B. Rewrite the following sentences as instructed. (3 mks)

- i) She realized that she had made such a serious blunder. **(Rewrite using "what")**
- ii) Just in case you change your mind, call this number. **(Begin: should)**
- iii) I don't know either of them, **(End to me)**

C. Fill in the blank spaces with the correct preposition. (4mks)

- i) Nyawira, get The wet wall immediately!
- ii) My sisters and I will share this piece of land..... ourselves.
- iii) We wondered if there was need such equipment.
- iv) Mwela dipped the bucket the well.

D. Use the correct form of nouns given in brackets. (4mks)

- i) These (student) phones were confiscated.
- ii) There are many (hero) who fought for our independence.
- iii) How many (editor-in-chief) were invited?.
- iv) This must be your (father – in-law) car.

15.

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

(i) The teacher found out how intelligent Omollo was when he started the discussion

(Begin: It was not.....)

(ii) The prefect forgave Achimo, but only because she apologized

(Begin: If.....)

(iii) "Congratulations! All the best in all you do!" the principal told the graduands.

(Rewrite in reported speech)

(b) Use the correct form of the verb given in brackets to fill in the blanks in the following sentences (4mks)

(i) The drama club patron wanted a written _____ from the students following their misconduct during the festivals. (apologize)

(ii) Your explanation is based on too many _____. (presume)

(iii) The government has lost all _____ following the increasing cases of corruption in high places. (credible)

(iv) Expectant mothers should not do _____ work. (strain)

(c) Rewrite each of the following sentences, replacing the underlined word with a suitable phrasal verb (3mks)

(i) The suspect confessed after a long interrogation.

(ii) Nyambura rejected Waiyaki's proposal for marriage

(iii) Our principal does not tolerate indiscipline

(d) Put the adjectives given in brackets in the correct order to fill in the blank space in each sentence (2mks)

(i) He bought a _____ dress for his mother (large, cotton, blue, party)

(ii) The _____ man is the King's heir (Light-skinned, handsome, young, short)

(e) Fill in the blank spaces with the correct preposition (3mks)

- (i) Every member is entitled _____ one acre of land.
- (ii) John is very excited _____ going to India.
- (iii) He has been down _____ malaria for the last three days.

16.

(a) **Rewrite the following sentences according to the instructions given after each:-** (4mks)

(i) The main is not to blame. The boys are also not to blame. (**combine into one sentence using neither....nor.....**)

(ii) He paid the bill and this surprised me. (**Re-write the sentence starting with: His....**)

(iii) He comes to school late. This has been a concern for many people.

(**Join the two using a gerund**)

(iv) He won the race. I am not surprised (**Begin: That.....**)

(b) **Replace the underlined words with a suitable phrasal verb**
(3mks)

(i) I was completely **deceived** by the thief.

(ii) The teacher ordered the students to **submit** their scripts at the end of the exam.

(iii) I will **visit** you if I got time.

(c) **Change the following sentences into the passive**
(3mks)

(i) The organization bore the burden

(ii) The trainee pilot flew the plane.

(iii) Tom is riding the bicycle.

(d) **Indicate whether the verb in the following sentences has been used transitively or transitively.** (3mks)

(i) Tomas **drives** his car every
day.....

(ii) The girl **wept**
bitterly.....

(iii) We have to **grow** maize every
year.....

(e) **Underline the adjectival phrases on the following sentences**

(2mks)

(i) Thank you for being so kind.

(ii) My mechanic is quite skillful.

17.

a) Complete each of the following sentences by selecting the correct alternative from the words in the brackets (5mks)

(i) Our school will move to a new _____ next year. (cite, site)

(ii) Have you _____ permission from the teacher? (sought, sort)

(iii) The _____ store in the city is well-stocked. (stationary, stationery)

(iv) Mary is the _____ of the two sisters. (Tallest, taller)

(v) Neither the teacher nor the cook _____ arrived. (Have, has)

(b) Rewrite each of the following sentences as instructed. Do not change the meaning (5mks)

(i) The residents saw the burglar enter the house (Rewrite in the passive voice)

(ii) He drank the water yesterday. (Rewrite beginning: The water was.....)

(iii) As soon as the teams arrived, the competition began. (Rewrite beginning: No sooner.....)

(iv) Boys are playful and quick on their feet. They are also curious and like to explore. (Combine using "not only")

(v) The tourist knows some Kiswahili. He understands what I say. (Rewrite as one sentence using..... "enough")

(c) Fill in the blank spaces with an appropriate prepositional phrase made with the word in brackets (3mks)

(i) They crossed the river _____ a boat. (means)

(ii) _____ the school rules and regulations every student should be in full school uniform. (Accordance)

(iii) _____ the prefect's negligence, he was demoted. (account)

(d) Explain the difference in meaning between these sentences

(2mks)

- (i) The hawker was selling ten day-old chicks.
- (ii) The hawker was selling ten-day old chicks.

18.

(a). Use the correct form of the word given in brackets to fill in the gap in each sentence.

- (i) The _____ of the right of expression is a violation of human rights (den)
- (ii) Saving the child from the burning house was a _____ act. (hero)
- (iii) They were asked to _____ the alarm (active)
- (i). We can control the spread of HIV/AIDS by educating the public

(Begin: The spread of)

- (ii). The man was arrested. His cattle destroyed the maize in the school farm.

(Rewrite as one sentence)

- (iii). Mount Kilimanjaro is the highest Mountain in Africa.

(Rewrite using “higher “instead of “highest”)

(b). Fill in the blanks with the correct alternative from the choices given.

- (i) Who _____ a fire outside my house? (Light/lighted/lit).
- (ii) Since the introduction of community policing in our estates _____ of theft has been reduced. (Incidence/incident/incidents)
- (iii) An elephant looks after _____ calf. (it's / its)

(c). Rewrite the following sentences to remove gender bias

- (i) A professor should give his students opportunities to develop their skills.
 - (ii) My sister was appointed Chairman of the water project committee,
 - (iii) The fireman took a long time to arrive at the scene of the accident.
- (d). (i) Jomo Kenyatta the first president of Kenya was a great orator. (Punctuate the sentence)**

(ii) The teacher of English taught about The Town in Half a Day and Other short stories
(punctuate the title(s) in the sentence)

(iii) Chinua Achebe, wole Soyinka, Babadejo Babafenyi these are some of the renowned Nigerian writers.
(Punctuate using the dash)

PAPER THREE

IMAGINATIVE COMPOSITION AND EASYS

Paper 3: 2 ½ hours. - 60 marks

The paper will consist of three compulsory questions as follows:

- Imaginative composition
- Essay based on a compulsory set text
- Essay based on optional text.

Each question will *carry 20 marks*.

TEST ONE QUESTIONS

1. Imaginative composition (compulsory)

either

- a) Write a composition beginning: “As I walked towards our gate holding the brown envelope the principal had given me, I wondered how I would face my father”

or

- b) Write a composition to illustrate the saying: if you want to eat a toad, choose a fat and a juicy one.

2. THE COMPULSORY SET TEXT [20 mks]

BERTOLT BRECHT, “THE CAUCASIAN CHALK CIRCLE”

“War is a vice, yet people result in to war in spite of its negative impact.”

Write an essay in support of this statement drawing illustrations from the play “**The Caucasian Chalk Circle**” by **Bertolt Brecht**.

3. (Optional text) - (20Mks)

either

The short story

“When the Sun Goes Down and Other Stories”

- a) When one is having a deep sense of guilt, he or she becomes vulnerable to abuse by others. Referring to **Rayda Jacob’s** story “**The Guilt**”, discuss how relevant this statement is.

Or

Betrayal In The City by Francis Imbuga

- b) Discuss the use of play within a play in the book **Betrayal in the City** by Francis Imbuga.

TEST ONE MARKING SCHEME

1. a) Points of interpretation

- Must be a story
- Must begin with the sentence given
- Must present a credible scenario emanating from the sentence given.

The narrator can either present a scenario depicting a pleasant surprise that brings about disbelief concerning the good fortune before him or one showing a negative surprise that leaves him in immense pain.

b) Points of interpretation

- Must be a story
- Must illustrate the fact that if one chooses to be wayward or go against

Society's expectations, then he better do it fully.

The moral behind the saying must be demonstrated fully. That evil can

never triumph over good and that one must avoid at all costs situations

where one's morals may be compromised. Compulsory set text –Bertolt Brecht –The Caucasian chalk circle”

QUE 2

Introduction [2mks]

Areas to consider

- ✓ War leads to disruption of people's normal lifestyles as farms and homes are abandoned as we find in the prologue. Resettlement is being negotiated afresh after the war.
- ✓ War creates internal refugees. Farmers and goat herds have been displaced from their homes. Grusha and other workers flee into the North Mountains as a result of war
- ✓ The innocent and the vulnerable suffer the most from the effects of war. Michael the Governor's son is being hunted down to be killed yet he is not aware of war, being only a baby.
- ✓ War and fighting leads to coups. The grand Duke is overthrown by the Princes who murder his governor but they are in turn rounded up and killed when the Grand Duke takes back power.
- ✓ War and fighting leads to landlessness. This is seen in the cases presented before Azdak.

- ✓ War leads to poverty and maiming. Among the petitioners in the Governor's courtyard is a soldier who lost his leg in the Persian war and a parent pleading for discharge of her only surviving son from the army.
- ✓ War results in exploitation and oppression. In "the song of injustice in Persia" it is stated that kings are driven by greed to acquire new territories by impoverishing peasants.
- ✓ War breeds fear and apprehension. Jussup feigns illness and lies in bed for a long time for fear of being drafted into war. He only "recovers" when he hears that the war has ended

Conclusion [2mks]

Any four well developed points =12 mks.

Grammar -4 mks.

QUE 3A

Introduction (2 Mks) do not accept definitions

Body

A woman with a child turns up at Lillian's gate at nine in the night and asked her for garbage bags. Out of guilt, Lillian opens the gate for her despite the danger it posed to her.

Another woman knocks at the gate seeking to sell Lillian some flowers. Although Lillian agrees grudgingly to pay for eight plants, the woman ends up planting thirty and because for guilt, Lillian pays for all the thirty.

A man turns up at Lillian's gate asking for money and eventually asks for food and specifically tinned fish. Out of guilt, Lillian lets him in.

William Sidlay (The man from Transkei) cheats his way into Lillian's compound and makes unusual demands such as payment for work that Lillian had not given him in the first place.

Out of guilt, Lillian gives in to his demand and allows him take more money than she had initially offered

Conclusion(2Mks)

QUE 3 B

PLAY WITHIN A PLAY

This is a dramatic device where the play wright introduces another play during the action of the main one. The aim is chiefly to achieve economy of characters. In the Betrayal in the City there is a Play within a play towards the end of the main play. The play is interestingly known as Betrayal in the City just as the main play. The gist of the play is the army cadet who is in the army and is promoted to the rank of captain within six months of his enrolment. Since he does not know how to handle a gun he accidentally shoots his colleague during a pass out parade. The climax is reached when it is discovered that he is not a relative of the army commander as had been thought.

This plays is effective in that it seems Boss participate as an actor which gives room for Jusper's strategy to work out. Through it, the bloodless cup is staged and Boss is over thrown.

It helps in the plot development in the sense that it helps at the resolution of the conflict while bringing out the thematic idea that evil does not go unpunished as Mulili is eliminated.

There is another small incidence of the play within a play when Mulili mimes how Boss telephoned the man in charge of the University tenders. “(Act out Boss.) Hallo, that is catering University manager?...”

TEST TWO QUESTIONS

1. *IMAGINATIVE COMPOSITION (COMPULSORY)*

Either

(a) Write a composition to illustrate the saying; one good turn deserves another.:

Or

(b) Write a composition explaining why students cheat in National Exams.
(20mks)

2. **The play**

Bertolt Brecht; The Caucasian Chalk Circle

“ Human weaknesses affect characters negatively”. Write a composition in support of the above statement drawing your illustrations from The Caucasian Chalk Circle,

3. **Optional set texts** (20mks)

Answer any one of the following three questions

Either

(a) The short story

Iliya, E and Olembo: When The Sun Goes Down and other stories from Africa and Beyond

With illustrations from “ Two stories of a House” by Leila Abouzeid (morocco) Justify the statement

Ingratitude breeds conflicts in a society.

(b) The novel,

Witi Ihimaera, The Whale Rider,

Basing your illustrations on the text, ‘The whale rider’ by Witi Ihimaera, show how gender discrimination has been brought out in the novel.

(c) The Drama

Francis Imbuga, Betrayal in the City.

“ The government of Kafira is founded on corruption’. Using illustrations from Francis Imbuga’s **Betrayal in the city**, write an essay in support of this statement.

TEST TWO MARKING SCHEMES

Points of interpretation

a)

- Must be a story, if not deduct 4mks(AD)
- In the story, one will easily tell that the candidate knows the proverb and can appropriately apply it to a situation.
- The story should revolve around a character (the writer or not) who appreciates the good done to him or her.

b)

- Must be an expository essay. If not deduct 4mks (AD)
- The essay should explain why students cheat in exams
- Mark the linguistic ability not points.
- Expect a persuasive discursive backed up with statistics, quotations and explanations that are convincing enough but not necessarily accurate.
- Must be a discursive, if not deduct 4mks
- Should show the havoc caused by floods in various parts of the country
- Measures put in place by the government to address these problems
- Expect a persuasive backed up with statistics/quotations/explanations that are convincing enough.

Points of interpretation

- Must be a story if not deduct 4mks.
- In the story, one will easily tell that the candidate knows the proverb and can appropriately apply it to a situation
- The story should revolve around somebody (the writer or not) whose negative behavior spoils for others; maybe a family, school, society e.t.c
- The bad behavior spoiling the good group or society should come out clearly.

2. The compulsory set text

Drama: **Brecht's Caucasian chalk circle**

Human weakness affects characters negatively

Points of interpretation

The following must come out clearly;

- Weakness of a character
- Details of that weakness
- How it affects that character negatively

Introduction

Human beings have various types of weaknesses which have had negative effects on their living in society as shown in the play.

Any other relevant introduction.

W1. Natela Abashwili's weakness on adoring things.

- She forgets her child at the time of war and takes clothes and boots instead, (pg 25)
- The maid escapes with the child to save his life but Natela later goes for the child because she wants to inherit the governor's estate.
- She loses both the child and the estate.

WII – The fat prince greed and hunger for power

- Eliminates his brother to get his power,

WIII – The governor's lack for concern for his subjects.

- He oppresses his subjects forcing people to go to war, charging high taxation.
- He loses his life and power.

WIV- Laurenti and his wife undermines family values.

- Fails to give Grusha a warm welcome though she comes from town where war has broken out tired and sick

WV The self righteous nature of Aniko shown through her hypocritical actions

WVI. Natela's hatred for the poor. She undermines Grusha during the court case feeling that Grusha is too poor to keep the child.

- She finally loses the child to the poor Grusha due to her arrogance.

Conclusion

In conclusion, people should learn to appreciate others and avoid putting their interests first.

Introduction (2mks)

Body for well developed point

3:3:3:3 Total 12mks

Grammar 4mks

Conclusion 2mks

TOTAL 20mks

3) (a) When The Sun Goes Down.

Two stories of a house.

Introduction

When one fails to appreciate the good done to him or her, it is likely to create bitterness leading to conflict as illustrated in the story.

Any relevant introduction

Points of interpretation

- Details about that gratitude
- How it breeds conflict
- The actual feeling of the person affected must come out.

(c) (i) Meluda evicts Khadija under pretext of repairing a house.

- Melunda feels bitter and takes her to court.
- The judge orders that Meluda goes back to her house.

(c) (ii) Khadija's neighbourliness and commitment to Meluda is dismissed

- Khadija reminds her having cleaned her blood from childbirth with her own hands.
- Reminds her of the meals she cooked during her feasts and mourning ceremony.
- She doesn't expect Meluda to render her homeless/houseless. Pg 175

(c) (iii) The country girl betrays the trust of the old woman.

- The old woman gives her refuge when she is pregnant and rejected by the brothers.
- She then sends the woman out of her house as she shows her marriage certificate with the old man
- The woman feels bitter and decides to snatch the children of the country girl.

(c) (iv) The old woman has been betrayed by the husband.

- After thirty years of staying together, the husband sends her out of their house which has taken all her investments.
- She is bitter with the old woman and the lady.

(c) (v) The judge does not consider the interest of both Khadija and Meluda.

Conclusion

In summary, failure to appreciate a positive gesture leads to conflicts as it creates a lot of bitterness.

Any other relevant conclusion

Mark

Introduction 2marks

Body 4 well developed points (3:3:3:3=12marks)

Grammar 4marks

Conclusion 2mks

3. THE WHALE RIDER.

Introduction 2mks

- Gender discrimination is the act of treating either sex less fairly than the other in the society. This can be in form of one's race, age or sex.
- In the Whale Rider women are discriminated because of male chauvinism including use of verbal attacks.

* Accept general or contextualized introduction but reference to the text must be made otherwise mark as fare (1mk)

* if the candidate simply defines terms without showing understanding of the question(0mks.)

Body 12mks

Gi. – Maori community is a mainly patriarchal community where women are oppressed by customs that are biased.

- Kahn is born but unwanted by Koro Apiraha
- He doesn't want the child to be named Kahutia Te Rangi after a male ancestor. Her name is thus shortened to Khan.

Gii.2. – The tradition of passing the leadership mantle would fall on the first born male of every subsequent generation,

- Kahn turns out female a Koro thinks “she won’t be any good to me.”

Giii.3. – Male chauvinism also evident when a woman is not allowed to express herself on any subject,

- Nani flowers denied the chance to give her opinion about the new born girl etc.
- Koro Apirana completely refuses to discuss anything with his wife considering she has no brains for dialogue. Pg 12
- Always avoids conversations with wife saying “Temea Temea” meaning she can go on talking. He is not bothered.

Giv.4. – Adoration and affection that Kahn and Nani flowers have for Koro Apirana were not reciprocated by them. Instead bias against them is expressed.e.g. fails to attend Kahn’s school performance.

Gv. 5. – Education and instructions concerning the moon community are male dominated

- The meetings exclude women.
- Formal education not considered important for them.
- Kahn constantly sent away from instructional meetings.

Gvii.6 – Discrimination of women reflected from the ancient Maori community.

- Chief Mihi Kotukutu was ordered to sit down simply because women were not to stand on holy ground.
- Fishing left to the men and women were not to be ‘touched’ before fishing.

Conclusion.

Any conclusion giving a summary of the points above or giving a general opinion on the discussion.

e.g. – Nani flowers and Kahn represent women. Who prove that women are as good as men.

- Women are able to overcome male dominance forces
- Women should fight to improve their standing in the society

Introduction

Any 4 well illustrated 3:3:3:3 12mks

Conclusion relevant 2mks

Q3c.

INTRODUCTION.

The government of Kafira is founded on corruption as can be seen on the winning of the tender through nepotism. The winning of the play writing, the paying of allowances, the owning of property by Mulili and Timbo and through many other incidence discussed in the book.

Body

- Mulili wins the university tender through nepotism – a form of corruption
- Tumbo makes Juspier win the play writing competition in a corruption way.
- The entertainment committee draws allowances for practically doing nothing
- The askaris gives Moses tea with milk in a way to glorify corruption and negative ethnicity. He says: Here tea with milk, yet you don't even belong to my tribe.
- Regina intends to use corrupt means to win Mosese's release which he flatly refuses.
- Pumbo owns the property he got from corrupt mean.
- After retirement from the forces, Mulili is corruptly given a large farm.

Conclusion.

Corruption leads to poor governance therefore a country needs to do away with it for it to excel.

Introduction 2mks

Body 12mks

Conclusion 2mks

Language 2mks

Total 20mks

TEST THREE QUESTIONS

1. IMAGINATIVE COMPOSITION

(20mks)

Either

- (a) “The use of mobile phone has helped improve communications write a composition, supporting or opposing this statement.

Or

- (b) Write a story illustration the saying

As you make your bed, so must you lie on it.

2. THE COMPULSORY SET TEXT:

Drama; Bertolt Brecht’s The Caucasian Chalk Circle

(20mks)

“True mother hood is not necessarily biological” Write an essay illustrating this statement using BertoltBrecht’s , The Caucasian Chalk Circle”.

3. OPTIONAL SET TEXT

(20mks)

Answer any of the following three questions.

Either

- (a) **The Short Story;**

Illieva Emilia and OlemboWaveney (Ed); When the Sun Goes Down and other Stories from Africa and Beyond.

“The worldtoday is actually a global village.’ Write a composition to show the validity of this statement using Stanley OnjezaniKenanini’s story “ The Retractions’

Or

- (b) **Drama: Francis Imbuga’s;**

Betrayal in the City

“A society image is dependant inits governance.”

Using illustrations from Francis Imbuga’s , Betrayal in the city,” write an essay in support of this statement.

Or

(c) The Novel; Witi Ihimaera's The Whale Rider

“ Individuals like are influenced by their beliefs” Using “ the Whale Rider” by Witi Ihimaera , write an essay to support the statement.

TEST THREE MARKING SCHEMES

Paper 101/3 is intended to test the candidates' ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks.

Examiners should not hesitate to use the full range of marks for each essay.

It is important to determine first how each essay communicates and in which category A, B, C or D it fits.

(The marks indicated below are for question one.)

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 and broken English.

05-02 - Chaotic, little meaning whatsoever. Question paper or some words from it simply copied.

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

D + - 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.

(06-10) - He is not confident with his language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language. Mother tongue influence is felt.

C -06-07 - The candidate obviously finds it difficult to communicate his/her ideas, he/she is seriously hampered by his/her very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tense, verb agreement and sentence construction.

C 08 - The candidate communicates but not with consistent clarity. His/her linguistic abilities being very limited, he/she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English, links are weak, incorrect, repeated at times.

C + 09-10 - The candidate communicates clearly but in a flat and uncertain manner. Simple concepts in sentence forms are often strained. There may be an overuse of clichés, unsuitable idioms, Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling.

B CLASS This class is characterized by greater fluency ease of expression. The (11-15) candidate demonstrates that he/she can use English as a normal way of expressing himself/herself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over-ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may be just clean and unassuming but they still show that the candidate is at ease with the language. 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 and straight forward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless. Some items of merit, economy of language.

B + 14-15 The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are 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/she has ability to make us share his deep feelings, emotions, enthusiasms. He/she expresses himself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement, felicity of expression

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

A + 19-20 The candidate communicates not only information and meaning, but also and especially the Candidate’s whole self: his/her feelings, tastes, points of view, youth, and 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 a debate or discussion. Errors and slips should not deprive the candidate of the full marks he deserves. A very definite spark.

TABLE OF CATEGORY

CLASS	MARK CATEGORY
EACH ESSAY	

A + 19-20

C+ 09-10

A 18

C 08

A- 16-17

C- 06-07

B B+ 14-15

D D+ 04-05

B 13

D 03

B- 11-12

D- 01-02

MARKING SYMBOLS

1. The main signs indicate three degrees of seriousness of error.

a) GROSS ERROR
MARGIN

=====

C

OMISSION

^

^

FOR CONSTRUCTION IN

//

b) MINOR ERROR
ERROR

C

OMISSION MINOR

^

CONSTRUCTION

/

The following symbols may also be used

ELIGIBILITY PARAGRAPHIC

//P

REPETITION

– (of words) a circle around the word

- (of ideas) R usually in the margin

ILLEGIBILITY

VAGUENESS

obscure /vague (in margin)

WRONG WORD ORDER

underlines once and write W.O in margin

ILLOGICAL or CONTRADICTORY

ILL (in margin)

BROKEN ENGLISH when the candidate fails to communicate BR in margin

For Purposes of Identification

Cow to indicate that a candidate has used a pencil to make a correction

Any cancelled work to be referred to the TL to sign

*Use an asterisk to indicate an item or a sentence that the rubrics indicate should be used 19

II. TO INDICATE AN ITEM OF MERIT use a tick () either above a word or in the margin for the whole sentence

NB No other symbol is allowed

GROSS ERRORS

- a) Almost any error of agreement
- b) Serious tense error
- c) Errors of elementary vocabulary: spelling and misuse
- d) Punctuation errors or missing punctuation which causes serious lack of communication
- e) Elementary errors of sentence construction.
- f) Ridiculous use of idiom that affects communication
- g) Misuse of common prepositions
- h) Misuse of capital letters - Use CAPS underline the first page and use CAPS on subsequent pages where the mistake persists.
- i) Contracted forms/short forms –didn't wasn't etc
- j) Use of numerical
- k) Splitting and compounding of words

MARKING NORMAL SCRIPTS

- a) Decide on the degree of communication achieved A-D
- b) After underlining decide on the mark category
- c) Allocate a numerical mark to the essay.

PROBLEM SCRIPTS

All problem scripts must be marked by the examiner and then sent to the Team Leader with comments

1. IRRELEVANCY

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

ACTION

The examiner marks the essay, gives a linguistic mark and comments on the nature of the irrelevancy. The essay is then passed over to the team leader who judges whether the irrelevancy should be judged as a deliberate attempt to deceive or should be attributed to the candidate's poor understanding of the subject. Deduct up to 4 marks for irrelevancy in the essay. If dishonesty is suspected, the Chief Examiner should be informed. Any deduction of 3 marks or more should be referred to the Chief Examiner.

2. CONTRAVENTION OF RUBRIC

Since the rubrics may change from year to year, the POINTS OF interpretation that are part of this marking scheme must be consulted and adhered to faithfully. Here are some general rules that usually apply.

3. SCRIPTS THAT DO NOT COMMUNICATE (BROKEN LANGUAGE)

- a) Decide on the category D+ D or D-
- b) Mark the errors of the essay
- c) Team leaders should look at a good number of those scripts and ensure that the mark given is fair.

REVITY

It should be remembered that the main quality of an essay is how effectively it communicates. If an essay looks too short, the examiner should take the time to count the exact number of words

KENYAN ENGLISH

A good number of words and expressions are understood and currently used by all Kenyans. They can be used in essays without any need for quotation marks or explanations. We can include among those:

Panga, rungu, shamba, murram, matatu

Wananchi, ugali, madarasa, harambee, matoke

Maendeleo yawanawake, salaam, ayah, askari

Debe, Duka, Nyayo, Boma, Sukumawiki, Goat Party, Manyatta, Magendo

AMERICAN SPELLING

Although, “English” spelling is more common than “American” spelling in Kenya, examiners should accept both spelling and no penalty should be given for such variations, penalize for lack of consistency in usage of either.

POINTS OF INTERPRETATION

1. a. Must be a discursive essay. If not deduct upto 4 marks AD. A candidate must clearly indicate whether he/she is supporting or opposing the proposition and proceed to adduce the points for their position. If candidate discusses both sides, they must take a stand.

If a candidate does not take a stand otherwise treat as a minor irrelevancy and deduct 2mks

- b. Must be a story if not deduct (2mks)
 - understanding of the saying i.e. story where one suffers from the consequence of his actions
 - may be personal encounter or a narration of someone else’s experience
 - written in past tense

Introduction: tied to the set text

2. ‘

Body – Natella Abashiwili, the biological mother of Michael abandons the child as she feels the city. She is more interested in her fine linen and shoes as well as horse carriages

- It takes the motherly instinct of the kitchen maid Grusha to retrieve the body and fide with it offering protection and nourishment

- Grusha adopts the boy and risks being captured by the soldiers and crosses the dangerous and rotten bridge to save the life of Michael from the iron shirts
- The mockery of Grusha's sister-in-law concerning the illegitimate child, Michael does not affect her affection for the young boy
- Vashnadze endures an arranged and difficult marriage on paper to a "dyigman, Jussup: for the sake of the child
- A mere kitchen (Grusha fights for the custody of Michael in court and does not pull him to her side in the test of the chalk circle so as not to tear him up. She fears to destroy the boy she has nurtured and brought up expensively as a real mother.

Conclusion: General Views

Generally mothers are supposed to be motherly for one to be accredited a real mother of a child. This world means not all the biological /mothers are sincere parents as to claim the ownership, however the soul that would nurture brings up responsibly deserves the ownership as portrayed in Grushavashnadze.

Question 3

Short stories

- i. There is the use of e-mail as a form of communication e.g. the e-mail sent by Tatha to the narrator
 - E-word internet café in Lundazi
- ii. There is a faster means of transport e.g. the narrator travels by plane from Zambia to Johannesburg, South Africa
 - Malawi airlines
- iii. The ability to have a common currency. It is easy to change Malawi Kwacha to South African Rand.

3b Introduction

The face of a nation's administration arises from the manner its leaders are conducting its businesses. If the leadership is poor that would be the image however, if it is good then the image would be attractive.

Accept any other valid introduction. Definition should not be considered as an introduction

Body

- I. Dictatorial governance by boss produces negative image .The subjects are fearful e.g. Tumbo
- II. Nepotism giving of tenders to Mwalili instead of Kabito
- III. Nepotism – relatives are give employment opportunities –Cadet in army ,commandant relative –Mwalili boss cousin
- IV. Oppression and mistreatment
 - Protesting university students are killed when they are protecting against injustices e.g. Adika,Juspers parents were also killed
- V. Corruption expatriates brought into the country unfairly
 - Many meeting so as to get more money (allowances)
 - Money gives to best winner but given without advert so that they share the money

3c Introduction

The things that happen around us impact on our lives and make us behave in a particular pattern. This takes place in the whale rider.

Body

1. Being able to speak with the sea creatures gives an extra-ordinary identity e.g. KahuKhutia TC Rangi
2. Non flowers believed that women are equal to men. She is able to see Kahu differently.
3. KoroApirana does not belief women's leadership so he recognize Kahu
4. Community's belief in the ancestors they make a lot of refer to save the whale

Conclusion

Any scrap of the points in the body

TEST FOUR QUESTIONS

1. Imaginative composition (Compulsory)

Either

(a) Write a story to illustrate the saying:

‘It is ore blessed to give than to receive’

Or

(b) Write a story ending with:

..... I overcome despite growing up in abject poverty

2. Drawing illustrations from what Grusha goes through in order to save and adopt Michael, write an essay on the challenges of being a good person in a rotten society

3. The Optional set texts

Answer any one of the following questions

Either

(a) The short story

Illieva and Olembo (Ed), *When the sun goes down and other stories*

With illustrations from Jane Katjavivi’s short story “White hands; discuss how the rights of Africans were abused.

(b) Francis Imbuga, *Betrayal in the city*

The outside of one cell may as well be the inside of another. Discuss the relevance of the above statement basing your argument from Francis Imbuga’s

“Betrayal in the city”

(c) Witi Ihimaera, *The Whale Rider*

“Society will always use its culture as a weapon against women. “Using illustrations from Witi Ihimaera’s **The Whale Rider**, write an essay to support this statement.

TEST FOUR MARKING SCHEMES

1. (a) Must be a story, if not deduct up to 4 marks AD

Should present a scenario where a character who is generous or offers assistance is finally rewarded in some way

(b) Must be a story, if not deduct up to 4 marks

Should present a scenario where a character from a poor background finally becomes successful

CLASS MARKS CATEGORY

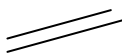
EACH ESSAY

A A+	19-20
A	18
A-	16-17
B B+	14-15
B	13
B-	11-12
C C+	09-10
C	08
C-	06-07
D D+	04-05
D	03
D-	00-02

MARKING SYMBOLS

The main signs indicate three degrees of seriousness of error.

(a) GROSS ERROR OMISSION FOR CONSTRUCTION IN MARGIN



(b) MINOR ERROR OMISSION MINOR CONSTRUCTION ERROR



(c) MINOR OR POSSIBLE ERROR



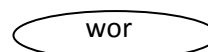


This sign in the margin is used only when a construction error affects more than one line.

FAULTY PARAGRAPHING

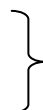


REPETITION -(of words) a circle around the word\ (of ideas)



R usually in the margin

ILLEGIBILITY



Obscure/vague (in margin)

VAGUENESS



WRONG WORD ORDER Underline once and write W.O in margin

ILLOGICAL or contradictory

ILL (in margin)

BROKEN ENGLISH when the candidate fails to communicate BR in margin

FOR PURPOSES OF IDENTIFICATION

COW to indicate that a candidate has used a pencil to make a correction

BRACKETS [] indicate a part of a d script that communicates

* Use an asterisk to indicate an item or a sentence that the rubrics indicate should be used

II TO INDICATE AN ITEM OF MERIT use a tick(✓) either above a word or in the margin for the whole sentence.

GROSS ERRORS

- (a) Almost any error of agreement
- (b) elementary errors of sentence construction
- (c) Ridiculous use of idiom that affects communication
- (d) Misuse of common prepositions
- (e) Misuse of capital letters – Use CAPS underline the first page and use

- CAPS on subsequent pages where the mistake persists

MARKING NORMAL SCRIPTS

- (a) Decide on the degree of communication achieved ,A-D
- (b) After underlining decide on the mark category
- (c) Allocate a numerical mark to the essay

PROBLEM SCRIPTS.....

All problem scripts must be marked by the examiner and then set to the Tea leader with comments

1. IRRELEVANCY, /

- (a) Consistent distorted of question version of question, writing on a totally different subject with a clumps attempt at connecting the essay to the subject given, inclusion of memorized passages, etc
- (b) The question is given an unacceptable or questionable interpretation
- (c) Essays contain long, semi- relevant digressions or lack coherence

ACTION

The examiner marks the essay, gives a linguistic mark and comment on the nature of the irrelevancy

The essay is then passed over to the team leader who judges whether the irrelevancy should be judged as a deliberate attempt to deceive or should be attributed to the candidate's poor understanding of the subject. Deduct up to 4 marks for irrelevancy in the essay. If dishonesty is suspected, the Chief examiner should be informed. Any deduction of 3marks or more should be referred to the Chief Examiner

2. CONTRAVENTION OF RUBRIC

Since the rubrics may change from year, the POINTS OF INTERPRETATION that are of this MARKING SCHEME must be consulted and adhered to faithfully. Here are some general rules that usually apply.

3. SCRIPTS THAT DO NOT COMMUNICATE (Broken language)

- (a) Decide on the category D+ D or D-
- (b) Mark the error on the first page of the essay
- (c) Read the other pages, if the essay still does not communicate, draw a diagonal line across each page.

- (d) Team leaders should look at a good number of those scripts and ensure that the mark given is fair.

4. BREVITY

5. It should be remembered that the main quality of an essay is how effectively it communicates. If an essay looks too short, the examiner should take the time to count the exact number of word

2. INTRODUCTION

Even in a rotten society, it is possible to come across a good person. In the Carcasian Chalk circle, such a person is Grusha. Grusha goes through many challenges in order to save and adopt Michael. Some of these challenges are discussed below

Accept any other relevant introduction

CONTENT

- (i) She sacrifices the little she has in order to sustain Michael. She buys milk exorbitantly
- (ii) She is forced to come up with an ingenious way of eluding the red shirts who are after him. She knocks one of them down with a piece of wood, enduring her life in the process.
- (iii) She crosses a dangerous bridge, endangering her life and Michael's
- (iv) She has to contend with a society that frowns upon single motherhood. She is forced to accept marriage to an invalid called Jussup in order to normalize her status.
- (v) Her relationship with her fiancé, Simon, is endangered.
- (vi) She is forced to go through a court process in order to gain custody of Michael

Mark 3:3:3=12

Grammar and presentation.=4mks

Conclusion =2mks

3. (a) Introduction (2mks)

During the colonial period in Africa, people suffered under the whites. In the short story, 'white hands' there are many instances of human rights abuse

Accept any other valid introduction (points 12mks)

- (i) Political leaders detained, tortured or forced into exile (pg.191)
- (ii) Sterilization
- (iii) African women enforced into childlessness for instance Angelika is sterilized while undergoing Appendix treatment (pg 194-197)

(iv) Curtailment of communication

(iv) Conversation and letters were being monitored (pg.196)

(v) Displacement

African land was alienated by white settlers and Africans pushed into reserves (pg.197)

A(Vi) Lack of basic needs the Africans were denied access to basic necessities like food, and water (pg.198)

(b)

Q(i) No freedom of university students and lectures

Qii- Tumbo, Kabito and Nicodemo cannot express their views in the presence of Mulili for fear of being reported to Boss. They are just like prisoners

Qiii- Orders have to be followed even if one does not agree with them just like in prison e.g Askari, Tumbo, Jasper, Doje and Nina

Qiv- Jasper is not supposed to express his grief for his brother

Qv- Jere end up in prison for allowing Dofa and Nina to perform the shaving ceremony even though he said they could do it under his supervision

Expect 4 points

Mark 3:3:3:3

3c) THE NOVEL: THE WHALE RIDER

Introduction (2mks)

It is indeed that society uses cultural practices to deny women opportunities. This is clearly brought out in the novel 'The Whale Rider' of contextual or general introduction highlighting implications of gender disparity to women

(accept any other relevant introduction)

Content 12mks

Ci- The naming of the girl after her male ancestor Kahutia i.e Rangi is vehemently opposed by her great grandfather JKoro Apirana, aka thanks that it would be contemptuous act since Kahu is a girl, who was believed to be of no use in this male dominated society. He felt naming the girl-child after the founder of the tribe was betittling Kahutia i.e rangi's prestige (pg.14-16)

Cii- In this text the tradition do not allow a girl to take over a leadership mantle. The news of Kahu annoyed Koro so much that he started to desperately search for someone in fact a boy- a man that will succeed him

Ciii- Kahu's struggle to assert her leadership potential was brutally rejected by the traditions through Koro. The girl naively bites Koro toe searches and obtained his cover stone and addition crayfish that the boy has failed to retrieve did not appeal to him because she is a girl

Civ- In this society the traditions restricts woman from the attending men's lessons. Koro is upset when Kahu intrudes into the lessons on language were going on.

Cv- Traditionally it is a taboo for a man to get in contact with Kahu. The fact that Porourangi fails to protect the girl because of the traditional order.

Cvi- The culture practice had a bad effect to man in school. Despite Kahu doing well by topping in every item in school, Koro fails to attend the ceremony

(Accept any other relevant point)

Expect any 4 well developed points, mark 3:3:3:3=12mks

Conclusion

In conclusion, women are never allowed to express themselves in this society. They have to fight like the girl Kahu.

Recap of the discussed points or an opinion that sums up the essay

Language (4mks)

TEST FIVE QUESTIONS

1. Imaginative Composition (Compulsory).

(20mks)

Either

(a) Write a composition beginning with the following words:

The day started like any other, little did I know.....

Or

(b) Write a story to illustrate the meaning of the following proverb:

“A bird in hand is worth two in the bush.”

2. Compulsory Text.

(20mks)

Bertolt Brecht's, The Caucasian Chalk Circle.

“True motherhood is not necessarily biological.” Write an essay illustrating this statement using Bertolt Brecht's, The Caucasian Chalk Circle.

3. Optional Set Texts:

(20mks)

Answer any one of the following three questions:

Either:

(a) The Short Story.

Iliera, E. and Olembo, W. (Eds). When the Sun Goes Down and Other Stories from Africa and Beyond.

“Ma Beeda is the voice of reason in a society that lacks humanity.” Show how true this statement is citing illustrations from the story, The War of the Ears by Moses Isegawa

Or

(b) Drama

Francis Imbuga: Betrayal in the City.

“Hypocritical leadership in Kafira, denies the citizens their rights.” Write an essay in support of this statement basing your answer on Francis Imbuga’s Betrayal in the City.

Or

(c) The Novel.

Witi Ihimaera: The Whale Rider

Kahu has special abilities and powers beyond those of an ordinary human being. Write an essay illustrating this statement with reference to Witi Ihimaera’s The Whale Rider.

TEST FIVE MARKING SCHEME

1. (a) - Should be a story if not deduct 4AD.

- Should begin with the given statement if not deduct 2AD.
- The candidate should show that although the day began like any other, something unexpected happened later. There should be a twist to the events.
- Initially there was nothing unusual but later something unplanned / unexpected occurred.

(b) - The candidate should show an understanding of the proverb by writing a story to illustrate the same.

- The story should illustrate that what one has however small / limited / inadequate, it may appear is better than that which appears big / attractive but is inaccessible or not there.
- Should be a story illustrating the proverb, if not deduct 4AD.
- If not relevant deduct 4AD.

2. True motherhood entails not just giving birth to a young one but also taking care of it. The biological mother fails the test of true motherhood in the text Caucasian Chalk Circle. (2mks)

Content

- ⇒ Governor's wife abandons her child as she flees. Busies herself with packing her special clothes and shoes.
- ⇒ Orders a servant carrying the child to place him on the floor to get her boots from the bedroom.
- ⇒ Natella wants her son back after two years for the sake of reclaiming her husband's estate.

...she had no single thought for her child for the two years.

- ⇒ To decide who really loves the child as a mother Azdak uses the test of the chalk circle in which Grusha declines to pull the child violently. The choice of one who truly loves the child is presented.
- ⇒ The old woman is motherly. Takes Michael inside when left by Grusha.
- ⇒ The merchant woman demands that Grusha gives her the child as she crosses the bridge.

Content 3:3:3:3 = 12mks

Grammar = 4mks

Conclusion

It is true that characters who have motherly feelings are not the real mothers to the child.

3. (a)

- ⇒ Not frightened by the guerillas. Steadfastly ignores the rebels' warnings.
 - ⇒ Sacrifices her life for the students because she values them.
 - ⇒ Selfless – sacrificed her safety and leisure to see the school run.
 - ⇒ Visionary – in the face of the threats from the rebels and hopelessness in the villagers, she has hope for a better future.
 - ⇒ Resilient in her determination to defy the rebels and maintain the school.
 - ⇒ Her determination has seen the growth of Nandere Primary school from a scratch to its present pitch of success. Have 9 classes in only 12 years. She comes to work early and leaves late.
- Content 3:3:3:3 = 12mks
Grammar = 4mks

(b) The leaders in Kafira are hypocritical and have betrayed the people / citizens. (2mks)

- ⇒ There is injustice all over Kafira.
- ⇒ Betrayal
- ⇒ Corruption
- ⇒ Greed and materialism

- ⇒ Bad governance
- ⇒ Lawlessness / violence
- ⇒ Revenge
- ⇒ Disillusionment
- ⇒ Selfishness
- ⇒ Hypocrisy
- ⇒ Death / Grief
- ⇒ Impunity

Content

3:3:3:3 = 12mks

Grammar = 4mks

Conclusion:

Leaders in Kafira have failed to provide the expected leadership to the people. (2mks)

(c)

Introduction:

Kahu's extra-ordinary abilities are seen in so many ways in the text as illustrated below.(2mks)

- ⇒ Communicates with sea creatures.
- ⇒ Convinces the bull whale to go to the sea.
- ⇒ Dives to the sea and gets Koro's stone together with a crab for tea.
- ⇒ Bites Koro's big toe.
- ⇒ Speaks the Maori language fluently and even performs a poem in her native language.
- ⇒ Named Kahutia te Rangi.
- ⇒ Her umbilical cord is buried right in front of the figure of Kahutia te Rangi.
- ⇒ Her love for Koro Apirana is strong and cannot be deterred from loving him.

Content

3:3:3:3 = 12mks

Grammar = 4mks

Conclusion:

Despite of Kahu's tenderage, she is able to do many extra-ordinary / unusual things that even the adults in the text cannot do. (2mks)

TEST SIX QUESTIONS

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

Either

(a) Write a story to illustrate the saying,

‘Let not the pot call the kettle black.’

Or

(b) Write a composition on the steps that can be taken to improve on security in the country.

5. Poor governance has consequences. Write a composition to illustrate this statement drawing your illustrations from the play, The Caucasian Chalk Circle by Bertolt Brecht.

(20mks)

6. **Optional Set Texts:** (20mks)

Answer any one of the following three questions:

Either:

(d) The Short story: Longhorn (E.D.) ‘When the Sun Goes Down and Other Stories.’ ‘Terrorism is a menace to any society.’ Write an essay to illustrate the validity of this

statement in the contemporary world. Base your discussion on Moses Isegawa's 'The War of the Ears.'
(20mks)

Or

(e) Drama

Betrayal in the City – Francis Imbuga.

'A society full of cowards is a doomed society.' Support the statement.

(20mks)

Or

(f) The Novel

(20mks)

The Whale Rider - Witi Ihimaera.

'The natural and supernatural are in mutual co-existence.' Support the statement.

(20mks)

TEST SIX MARKING SCHEME

3. (a) Point of interpretation.

- Must be a story. If not deduct (4mks)
- The story must highlight the saying 'Let not the pot call the kettle black.' (2mks)
- The candidate must bring up a scenario whereby someone should not criticize another person for a fault that they themselves have.
- Penalize if it is philosophical and treat as irrelevant. Deduct (4mks).

(b) - Must be argumentative essay. If not deduct (4mks).

- The candidate must take a stand. If not deduct (2mks).
- Must have a logical flow. If not deduct (4mks).

4. INTRODUCTION

Poor governance has disastrous effects on a country's social, economic and political environment. It may lead to rivalry among the people, hatred, discontentment, war and suffering of the people. In the play Caucasian Chalk Circle a number of these effects are illustrated as follows:-

Body:

To begin with, poor governance leads to conflict. We are introduced to a conflict between two collective farms where each farm claims a stake in the ownership of a particular piece of land. The two are goat breeding collective farm and the fruit growing collective farm. The goat breeding commune is the original owner of the farm but they are forced to relocate because of Hitler's armies that are approaching. The fruit growing community has laid an elaborate plan to rehabilitate the farm. A delegate from the state reconstruction commission arbitrates the conflict and the land is awarded to the fruit growing commune. This leads to conflict.

Secondly, poor governance leads to war and suffering. Under the governance of Grand Duke and Governor Georgi Abashwili in the Grusinian state of Georgia, people suffer a lot. We are presented with deplorable conditions in which the people live. Many are beggars and petitioners, they carry thin children and others are left in crutches. The miserable people comforting the governor have to be whipped with thick leather whips by the soldiers to prevent them from issuing their petitions to their governor. He even wants to bring down the slums to create more rooms for his garden and this will lead to more suffering. As a result of poor governance, the princes in conjunction with prince Kazbeki stage a coup against the Grand Duke thus more

people suffer because we are told that servants are in fear and panic of being slaughtered like chickens.

Poor governance also makes people to lose their humanity and behave like animals. This is seen when the princes plot to arrest the governor and he is executed. It is inhuman that he has to be beheaded and his head fastened on the wall with nails. This is inhuman. The old man with milk is hesitant to give Michael some milk he desperately needs. Grusha has to pay two piaster for a drop of milk. The peasant woman has no regard for the child even after learning that the Iron shirts are after his life. She betrays Grusha by denouncing that she is the mother of the child as she had promised. These incidents show that people lack moral conscience due to poor governance.

Poor governance leads to coup and countercoup. These coups inspite of further suffering, forces people to relocate to other places as internally displaced people. This is witnessed when Grand Duke escapes arrests and has to be hosted by Azdak. Natella has to be whisked away to safety by the adjutant, while Grusha and Michael relocate to the Northern Mountains for safety. The princes are also dethroned by the Grand Duke with the assistance of the Shah of Persia. It is sad that the Grand Duke has to reinstate an incompetent person – Azdak as the judge in Grusinia. Therefore coups and countercoups lead to displacement of people.

From the above illustrations, it is evident that poor governance has negative consequences like antagonism war, suffering and lack of human face. To overcome these, leaders should address the interest of all and sundry without any form of discrimination.

Body	3 + 3 + 3 + 3	=	12 marks
Introduction		=	2 marks
Conclusion		=	2 marks
Language		=	4 marks

5. OPTIONAL SETS TEXTS (20mks)

- (a) **“When the Sun Goes Down and other stories”** ED. Emilia and Olemba.

INTRODUCTION

(2mks)

- Rebel and terror gangs have frustrated people and governments worldwide, just as in Moses Isagawa’s The War of the Ears.

- T1 - The people in the story live in fear and can hardly go about their businesses comfortably.
- T2 - The gangs destroy millions worth of property that belong to individuals and the public.
- T3 - The gangs recruit young people and make them take oaths that restrict them from escaping.
- T4 - The gangs engages in extortion, making demands on suspected spies or government.

Conclusion: Terrorism retards development, creates animosity and hostile environment.

(b) BETRAYAL IN THE CITY

“A society full of cowards is a doomed society.” Write down an essay illustrating this statement basing your answer on Francis Imbuga’s Betrayal in the City.

Cowardice makes people lose their fighting spirit.

- L1 - Regina is such a coward that she warns Juser against talking too much. She fears that Juser might end up dead like Adika or in prison like Mosese. Juser’s red academic gown is a source of constant fear for Regina. Because of this cowardice, Juser has lost his fighting spirit.
- L2 - People are suspicious because of cowardice. Askari warns Jere and Mosese that silence is all they need to stay out of trouble. He adds that suspicion is created when prisoners either remain silent or talk too much.
- L3 - People in Kafira live in great fear, they lack freedom of expression. When Nicodemo suggests that Kabito should report the issue of losing his tender, Kabito remarks that reporting Mulili to Boss is tantamount to digging one’s own grave.
- L4 - There is general feeling of hopelessness because of cowardice. Mosese says they have killed their past and are busy killing their future. Mosese has lost hope to the extent that he no longer believes in the biblical promise of the poor inheriting the kingdom of heaven. It is all an illusion.

Introduction – Any relevant introduction. (2mks)

Body – Any three well illustrated Points. 4 + 4 + 4 = 12mks)

Conclusion – 2mks

Grammar and presentation – 4mks

(c)

- N1 - Kahutia Te. Rangi – Lives in Kahu.
- N2 - Ancestors are able to communicate with whales.
- N3 - The butchering of whales elicits a strong defence from the Maori people.
- N4 - Whales make mourning sounds like humans.

TEST SEVEN QUESTIONS

1. Imaginative Composition (Compulsory) (20 marks)

Either

- a) Write a story beginning with the following sentence

“With friends like these, who needs enemies?”

Or

- b) Write a composition that illustrates the proverb:

“Half a loaf is better than none.”

2. Drama (compulsory) (20 marks)

Bertolt Brecht: The Caucasian Chalk Circle

“What there is shall go to those who are good for it”

Explain the relevance of this statement with reference to The Caucasian Chalk Circle.

3. The Optional Set Text (20 marks)

Answer ANY ONE of the following questions

Either

- (a) The short story**

Ilieva a

nd Olembo (Ed). “When the sun Goes Down and other stories.”

“With illustrations from Efi Atta’s short story “Twilight track”, discuss the statement:
“migration is nobody’s best choice.”

or

- (b) Drama**

Francis Imbuga – Betray in The City

Sometimes people who betray others are friends or people who are close to them. Discuss this statement in the light of Francis Imbuga's, "Betrayal in the city".

Or

(c) The Novel

Witi Ihimaera, The Whale Rider

Discuss the importance of the sea in Witi Ihimoera's Novel "the Whale Rider.

TEST SEVEN MARKING SCHEME

Paper 101/3 is intended to test the candidates ability to communicate in writing,. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and ability. Within the constraints set by each question, it is the linguistic competence shown the candidate that should carry most of the marks.

Examiner should not hesitate to use the full range of marks for each essay

It is important to determine first how each essay communicates and in which category A,B,C or D as it is(marks indicated below are for question one)

CLASS 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 word into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kind of errors “Broken English.”

Chaotic, little meaning whatsoever. Question paper or some words from it simply copied.

Flow of thought almost impossible to follow. The errors are continuous

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.

(06-10) He is not confident with his language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language mother tongue influence is felt

C-06-07 The candidate obviously finds it difficult to communicate his/her ideas.

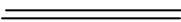


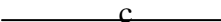



He/she is seriously hampered by his/her limited knowledge of structure and vocabulary. This results in many errors of agreement, spelling, and misuse of prepositions, tense, verb agreement and sentence construction.

C-08	The candidate communicates but not with consistent clarity. His/her linguistic abilities being very limited, he/she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English, links are weak, incorrect, repeated at times.
C+ 09-10	The candidate communicates clearly but in a flat and uncertain manner. Simple concepts sentence forms are often strained. There may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling.
B CLASS	<p>This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he/she can use English as a normal way of expressing himself/herself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over-ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may be just clean and unassuming but they still show that the candidate is at ease with the language. There may be a tendency to under mark such essays. Give credit for tone</p>
B- 11-12	The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally, but this must not be over punished by the examiner.
B 13	The sentences are varied but rather simple and straight forward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless. Some items of merit, economy of language
B+ 14-15	The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of items of merit of the whole sentence or the whole expression type
A CLASS 16-20	The candidate communicates not only fluently, but attractively with originality and efficiency. He/she has the ability to make us share his deep feelings, emotions, enthusiasms. He/she expresses himself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain just pleasantness, clever arrangement, felicity of expression.

- A-16-17 The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provides the “spark” in such essays. Vocabulary idiom, sentence structure, links, variety are impressive. Gross errors are very rare
- A 18 Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin ticks
- A+ 19-20 The candidate communicated not only information and meaning but also and especially the candidate’s whole self: his /her feelings, tastes, points of view, youth, and culture. This ability to communicate is deep self may express itself in many ways, wide range of effectiveness vocabulary, original approach, vivid and sustained account in the case of narrative, well developed in the case of a debate or discussion. Errors and slips should not deprive the candidate the full marks he deserves. A very definite spark.

TABLE OF CATEGORIES

1. The main signs indicate three degrees of seriousness of error.

(a) GROSS ERROR CONSTRUCTION 	OMISSION 	FOR IN MARGIN 
(b) MINOR ERROR ERROR 	OMISSION 	MINOR CONSTRUCTION 
(c) MINOR OR POSSIBLE ERROR 		

This sign in the margin is used only when a construction error affects more than one line; the following symbols may also be used

FAULTY PARAGRAPHING 

REPETITION ILL (of words) a circle around the word (of ideas) usually in the margin

ILLEGIBILITY Obscure/vague (in margin)

WRONG WORDS ORDER Underline once and write W.O. in margin

ILLOGICAL or CONTRADICTION ILL (in margin)

VAGUENESS 

BROKEN ENGLISH when the candidate fails to communicate BR in margin.

FOR PURPOSES OF IDENTIFICATION

COW to indicate that a candidate has used a pencil to make correction

BRACKETS [] indicate a part of a D script that communicates.

*Use as asterisk to indicate an item or a sentence that the rubrics indicate should be used.

II TO INDICATE AN ITEM OF MERIT use a tick (✓) either above a word or in the margin for the whole sentence

CROSS ERRORS

- i) Almost any error of agreement
- ii) Serious tense error
- iii) Error of elementary vocabulary, spelling and misuse
- iv) Punctuation errors or missing punctuation which causes serious lack of communication
- v) Elementary errors of sentence construction
- vi) Ridiculous use of idioms that affects communication
- vii) Misuse of common propositions

Viii Misuse of capital letters use Capital letters underlines the first page

And use Capital letters on subsequent pages where the mistake persists.

POINTS OF INTERPRETATIONS

1. a) Points of interpretation

- i) It must be a story
- ii) It must end with the sentence given
- iii) Must present a credible scenario suggested by and leading to the sentence given.
- iv) Candidate must demonstrate that they understood the fact that the “friends” mentioned in the sentence are not really friends.

b) Points of interpretation

- i) Must be a story
- ii) The story must illustrate that the candidate understands the meaning of the saying

2. Introduction

Accept any general or contextualized introduction that touches on justice (2 marks)

Justice is an important institution in any well governed community. It is therefore important for leaders to emphasize this aspect of life.

BODY

- (i) – In the prologue there is the dispute over the ownership of the valley, presided over by the delegate from the capital, Tiflis.
 - Emphasis is laid on fairness in order to avoid the reoccurrence of future disputes.
 - The fruit farmers and the goat herders amicably discuss a resolution to the dispute.
 - It is decided that the land goes to the fruit and vine growers amicably as they would make better use of the land.
 - The agreement is followed by a party to seal the deal
- (ii) – Justice is also portrayed by the test of the chalk circle
 - In the old story, the real mother is revealed by the test.
 - Her feelings for the child are too deep to allow her to gain it by force that injures the child
 - The child is taken from the natural mother, Natella Abashwili who is only after the inheritance and given to the false mother Grusha Vashnadze who has the greatest feelings of love for the boy (Michael Abashwili)
- (iii) – Justice is also shown in the way Azdak's good turn in protecting and giving shelter to the Grande Duke.
 - Eventually he is rewarded when the Grande Duke appoints Judge just in time to save him from the hangman's noose
 - Azdak then proceeds to dispense justice to the poor and down trodden in a manner never witnessed before in the land.
- (iv) – Adzak's two year reign as Judge is treated as an era of rough justice especially for the poor and vulnerable in society.

- The singer says – he broke the rules to save them
- At long last the poor and the lowly had someone who was not too holy to be bribed by empty hands.

From the discussion above, it is clear that justice should be upheld at all levels.

Expect all 4 points well explained

3 marks each = 12 marks

Conclusion – expect general or summary for conclusion

Mark

Introduction – 2 marks

Body - 12 marks

Conclusion – 2 marks

Grammar & presentation – 4 marks

20 marks

3 (a) ***Introduction:***

Many people immigrate to other countries due to social, economic and political reasons all over the world today. As in this story “Twilight trek” Africans move to Europe in search of greener pastures.

Body

Employment opportunities.

Many Africans immigrate to European countries mainly to look for work. In the process, they have to contend with several problems and hardships such as exploitation, corruption.

Social Economic Problems

The problems Africans encounter in their country prompt them to migrate to other countries in search of greener pastures. Given a choice, they would remain in their home country.

The narrator is running away from his mother who has subjected him to child abuse.

He cannot live with her and has to migrate to find a better way to survive.

Plight of immigrants

The illegal travellers have to endure long periods of transition from Ceuta to Spain.

Some have lived for years in tents hoping that one day they will make it to Spain.

They prefer not to go back to their homes..

Conclusion

As illustrated above, I can agree that it is really nobody's best choice to move from his or her country to another but is due to unavoidable circumstances beyond their human control. If there is peace, political stability, peace, love, unity and economic empowerment, people would have no reason to move from their mother countries.

3(b) *Betrayal*

Introduction - Betrayal is a common vice in many people at various levels e.g. workplace, family and in political leaders fail to fulfill their promises to those who elected them.

- Boss faces betrayal in the face in the play within a play
- Mulili tells everybody who cares to listen that boss has never been his cousin – or he could be only a distant cousin. He says that there is absolutely no reason why Boss should not be killed.
- He then enumerates Boss' such as highhandedness
- Ruling for too long and killing Kabito.
- Boss is shocked by this because that had been very closer he had trusted Mulili completely.
- Another incident of betrayal is when Kabito, a fellow member of the entertainment committee is betrayed to Boss by Mulili.
- Mulili came up with fictitious reasons for getting rid of Kabito.
- The allegations are outrageous.

- He says that Kabito has complained that Boss robbed him of milk tender, he has ruined the economy, he hides millions in foreign countries and that he tried to get Regina by force. In fact, Mulili should be the green snake in the grass that he refers to by having Kabito killed, he betrays both men
- First, he betrays Boss's trust as aide, and secondly, he betrays Kabito, a hardworking and loyal government official.
- Mulili betrays his colleague, Jere who gets arrested because he opposed the farmer's brutality towards Doga and Nino.
- Apart from his name-calling and callous nature he gets Jere into trouble when all he wanted to do was to assist the old couple.
- Tumbo betrays Regina's trust in him when he fails to tell her the exact intentions of Boss during her appointment to petition for Mosese's release.
- He (Boss) becomes so amorous that Regina is forced to jump out of the ten-foot –high window to escape.
- Boss' wife has had her trust in her husband betrayed when he intends to bring in another woman (Regina) into their own house.
- Her complaint causes her to be bundled into a cell like a common criminal. Her feeling of betray must be overwhelming.

Conclusion

It is important to be sensitive in our relationship to avoid being victims of betrayal

3(c)Introduction

Accept any general or contextualized introduction that touches on the importance of the sea. The sea is an important feature of human and animal life. The sea plays an important role in Peike and Kahuis life

Body

- (i) The sea as a source of food
 - The fishing ground was sacred. The fishing ground was protect
 - Kahu dives into the sea and comes up with a clay fish
 - The crayfish was for Paka's tea. The sea teemed with fish

(ii) The sea is a means of transport

- A gigantic Whale transported the rider (Paikea) and took him to the shores. That is how their ancestor Paikea settled in Whangara
- Joro Apirana took the boys out in a small flotilla of fishing boats to have a lesson on the sea.

iii) Sea is also used as a source of recreation/spirits

- There are too many people with snorkeling gear.
- Give me the diving mask page 71.

iii) A source of education

- Koro is aspiration taking out the boys to learn about Tangana and the fishing grounds.
- They also learn about the ancestors and protectors page 39.
- We had been diving.....I had picked up shining silver shelf from the reef.
- Karo diving into the sea and retrieving the curved stone.

(v) The sea for spiritual and cultural use

- Two weeks after school break up ceremony. Karo took the young boys from school to the sea. He prayed and carried a stone in his hand and threw it into the ocean. The stone was to be retrieved by one of the boys.
- The boy to retrieve it would be the next chief.

Any four well illustrated points

3:3:3:3

TEST EIGHT QUESTIONS

1. Either

(a) Write a composition to illustrate the saying; “Truth will set you free”

Or

(i) Write a story starting with: That evening my brother came home unusually sad.....

2. The compulsory set text

(a) **Bertolt Brecht The Caucasian chalk circle** (Longhorn Ed: when the Sun goes Down and other stories from Africa and beyond)

“The conflicts and suffering witnessed in The Caucasian Chalk Circle is due to bad governance.” Justify this statement

3. The optional set text

(a) **The short story: When the Sun Goes Down.**

“Truth is bitter but we ought to accept it.” Explain this statement with illustrations from Goro Wa Kamau’s When the Sun Goes Down .

(b) **Drama: Betrayal in the City by Francis Imbuga**

“Mulili is ‘a thorn in flesh’ in Kafira.” Justify this statement with reference to the text Betrayal in the City.

(c) **The novel: The Whale Rider by Witi Ihimaera**

‘Traditions define a people.’ Using illustrations from the novel, write an essay to show that the Maori people are deeply rooted in tradition.

TEST EIGHT MARKING SCHEME

1. (a) Points of interpretation

– Must be a story if not deduct 4 marks for format.

- Must show a clear understanding of the proverb (i.e.) importance of honesty.

The saying must appear in the story. If not deduct 2 marks AD

(b) Points of interpretation

(i) Must be a story if not deduct 4 marks

(ii) Must begin with the given statement –if not deduct 2 marks, and link up well with the story.

(iii) Must show that the brother who had been happy was now sad.

(iv) Explain the cause.

(v) Focus on language competence.

2. The play: The Caucasian chalk circle.

“The conflict and suffering witnessed in **The Caucasian Chalk Circle** is due to bad governance”

Justify this statement.

Introduction

Leaders who don't responsibly and competently carry out their leadership role are likely to spark off serious conflict and subsequently cause a lot of suffering to the people. Similarly the conflicts and suffering witnessed in **Caucasian chalk circle** is essentially caused by leadership failure.

-Accept any other plausible introduction.

- Expect a contextualized introduction or a general one which moves to specifics in the set text.
(2mks)

Body

(i) As the play begins we are introduced to a conflict pitching two groups of farmers where each claims a stake in the ownership of a particular piece of land. There is a heated argument as each side justifies why it should possess the valley. Eventually a delegate from the state construction commission arbitrates the conflict and the land is awarded to the fruit growing farmers.

(ii) The incompetency and inefficiency of the Grand Duke and governor Georgi Abashwili in the Grusinian state of Georgia. People suffer a lot. The governor's way to the church is lined up with beggars and petitioners who carry emaciated children, and war has left people in crutches. Iron shirts mercilessly brutalize people to prevent them from issuing petitions to their governor. The governor even intends to bring down the slums to create rooms for his garden. The princes and Prince Arsen Kazbeki easily stage a coup. Their poor governance is the source of suffering to this people.

This paper consists of 4 printed pages

Turn over

(iii) Poor governance also encourages people to be cruel and inhuman. When Arsen Kazbeki topples his brother, he beheads him. The head is fastened on the wall with nails. The old milk man is indifferent to Michael's hunger and demands exorbitant prices. The peasant woman discloses to the ironshirt that Grusha is the owner of the child despite the danger of such information. These incidents show that people lack moral conscience due to poor governance.

(iv) Incompetence and inefficiency gives birth to socio-political as well as economic instability. Coup and counter coups are common phenomena. These coups perpetuate suffering of people since they are forced to relocate to other places as internally displaced people. This is witnessed when the Grand Duke escapes arrest and has to be hosted by Azdak. Natella has to be whisked away to safety by the adjutant while Grusha and Michael relocate to the Northern Mountains for safety. The princes are also dethroned by the Grand Duke with the assistance of the Shah of Persia. It is said that the Grand Duke has to reinstate an incompetent person- Azdak- as the judge in Grusinia.

[Accept other plausible well developed points (expect any four points Mark 3:3:3:3 = 12 marks)]

Conclusion

Therefore it is evident that poor governance causes suffering and pain to people as it is illustrated by what leads to suffering in **The Caucasian Chalk Circle**.

[Accept other plausible conclusion. Award zero for conclusion if candidate scores zero in the content]

Language: Mark up to 4 marks.

Deduct 2 marks if the essay is more than two pages long.

3. (a) **When the sun Goes Down : short story.**

Introduction

Although reality may be bitter, we should be ready to accept it and move on with life.

(The introduction can be contextual or a general one which moves to specifics in the set text)
(2marks).

Body

(i) Steve ignores skepticism from people and marries the HIV-AIDs infected Maureen who he loves.

(ii) Kanja's hypocrisy in relation to Maureen whom he had previously longed to have a relationship with.

(iii) Maureen's refusal to take drugs is a denial of the real situation.

(iv) Maureen's former husband blames his wife for promiscuity although he was a victim himself, thus endangering his family.

(v) The ignorant villagers tend to isolate poor Steve and his family as if they are immune to the scourge.

[NB: accept any other plausible incidents. Expect four well developed points

Mark 3:3:3:3= 12 marks]

Conclusion 2 marks

E.g. people ought to manage realities instead of running away from them.

(Accept any other plausible conclusion. Award zero for conclusion if candidate scores zero in the content)

Language mark up to 4 marks

Deduct 2 marks if the essay is more than 2 pages long.

(b) Drama: Betrayal in the City.

Introduction 2 marks

Mulili, Boss' semi- illiterate advisor, is the epicenter of all the woes that befall Kafira.

[Expect a contextualized introduction or a general one which moves to specifics in the set text
(2marks)]

Body 12 marks

- (i) Boss uses him to ruthlessly crush both real and imagined enemies.
- (ii) His evil schemes cause untold suffering to both the regime and commoners.
- (iii) His sycophancy ruins Boss' regime.
- (iv) His incompetence due to semi-illiteracy puts him into a collision course with Jere, Mosese and others.
- (v) His realistic attitude causes suffering to others e.g. Doga and Nina, Kabito and Juser.

[Accept any other plausible points which are well developed. Expect four points.]

Mark 3:3:3:3 = 12 marks]

Language mark up to 4 marks

[Deduct 2 marks if the essay is more than two pages long]

Conclusion 2 marks

The likes of Mulili should be excluded from public responsibilities.

[Accept other plausible conclusion. Award zero for conclusion if candidate scores zero in the content]

(c) The novel: The Whale Rider.

Introduction

Every community in the world has its traditional beliefs, values and history which it considers necessary for the continuity and survival. This is clearly seen in the novel. The whale rider.

[Accept any other relevant introduction (2 marks). It should be contextual, or a general one which moves to specifics in the set text]

Body

- (i) The Maori people believe that man had the ability to communicate with sea creatures
 - Koro says that the old man had the power to talk to the beasts and creatures of the sea pg 26. 93
 - Their ancestor, Paikea, is said to have ridden on the whale onto land pg 30, 76.

- Kahu is able to communicate with the whales, dolphins and the sacred whale

pg 35, 72, 102-103, 116

(ii) It is customary for leadership to pass from the father to the first born son.

“By Maori custom, leadership was hereditary and normally the mantle..... fell from the eldest son to the eldest son. (pg 12)

- Koro Aparina becomes angry when his son Porourangi keeps on siring daughters’ pg 22, 26.

(iii) The naming of children in the Maori culture is also prescribed.

- A girl was not named after a man or a great ancestor. When Nani flowers names Porourangi’s daughter after the great ancestor Kahutia Te Rangi, Koro Apirana becomes angry pg 14, 16, 22.

(iv) The after birth and the birth cord of a child are supposed to be buried in the village. This is seen as a traditional connection between the child and her father’s people.

- Nani flowers buries Kahu’s birth cord in the space in front of the meeting house pg 16, 17, 22

(v) The Whangara men hold meetings in the meeting house to receive instruction about their history and customs.

- Women were not allowed to attend those meetings pg 26, 27, 30, 38

(vi) According to Maori tradition, there is a close kinship between man and the sea creatures.

- According to them Lord Tangaroa took the kingdom of the Tane, the father of man and the forest.

- Koro Apirana says that if the sacred whale dies, then the people would also perish and if it lives they would also live pg 99, 100

(vii) In the Maori community, the next leader was chosen through a number of tests or challenges which he had to pass.

“Among them ... a dive into deep water to retrieve a carved stone dropped by the priests pg 27, 70, 73 [Expect 4 well developed points Mark 3:3:3:3= 12 marks]

Conclusion

The Maori people clearly have their customs that define and govern their social life.

[Accept any relevant conclusion.(2 marks). Award zero for conclusion if candidate scores zero in the content.]

Language: Mark up to 4 marks

Deduct 2 marks of candidates essay is more than two pages in length.

TEST NINE QUESTIONS

1. Write a composition to illustrate the following proverb:

“Beauty lies in the eyes of the beholder.”

Or

Write a composition to explain how devolution of the government has benefited Kenyans.

2. **The Compulsory Set Text**

The Caucasian Chalk Circle

“The society has lost its moral values.” Write an essay in support of this statement drawing your illustrations from **Bertolt Brecht’s** The Caucasian Chalk Circle.

3. **Optional Set Text**

Either

- (a) “Alcohol abuse leads to self-ruin.” How true is this statement according to **Stanley Onjezani Kehani’s** story, The Retraction?

Or

- (b) “In any patriarchal society the woman is always oppressed.”

Basing your answer on **Witi Ihimaera’s** The Whale Riders show the validity of this statement.

(c) “Greed messes up the society.” With close reference to **Francis Imbuga’s** *Betrayal in the City*, justify this statement.

TEST NINE MARKING SCHEME

1. Imaginative Composition (Compulsory)

- (a) “Beauty lies in the eyes of the beholder.”

POINTS IF INTERPRETATION

1. (a) The story must illustrate a situation where one realises that beauty is subjective.

AN ‘A’ SCRIPT (16 – 20)

Linguistic ability: few errors:

- Relevant to the subject
- Very good arrangement.
- Script arouses the reader’s interest and enthusiasm.
- Very well developed, mature script.
- Many items of merit e.g. Vocabulary, sent, variety, fluency, humour, figures of speech, punctuation, good links, definite fluency.

A+ OUTSTANDING (19 – 20)

- Wide range of vocabulary and idioms.
- Great variety of sentence structure.
- Many items of merit.
- Vivid sustained account.
- No spelling problem.
- Tenses and punctuation – very good.

A: VERY GOOD (18 - 20)

- Positive ability.
- Few errors that do not mark the impact of the script.
- Fluent, variety of sentences.

- Good vocabularies and idioms.
- No grammar problems – definite SPARK.

A: VERY GOOD (16 - 17)

- Has the “spark” and excellence of A+ and A.
- Vocabularies, idioms and sentence structure.
- Still impressive, good grammar.

B CLASS (11 - 15)

- Good ability in English.
- Some errors.
- Satisfactory treatment of subject.
- Good arrangement.
- Good sentence variety but not as varied/complex as the “A” scripts.

B- (14)

- Variety of sentence structure but of a simple nature, straight forward.
- Fair range of vocals and idioms.
- Natural and effortless, fair ability.
- Some linguistic competence.

B- FAIR (11- 12)

- Fair linguistic ability
- Some range of vocabulary
- Fair use of sentence structure.
- Little variety of sentences

- Some errors in speech, punctuation and tenses.

C CLASS (06- 10)

- Flat treatment or uncertain language.
- A good number of errors.
- Subject undeveloped.
- Some digression.
- Weak arrangement and jerky development.
- Mother tongue interference evident.

C+ (9- 10)

- Poor communication.
- Simple concepts.
- Sentence forms often strained.
- Much less fluency than the B scripts.
- Little range of vocabulary, idioms at time misused.
- Some errors of agreement, tenses, preps, spelling etc.

C (08)

- Candidate communicates but there are mistakes that interrupt the smooth flow of the thoughts.
- Linguistic resources very limited.
- Pull, flat and jerky.
- Some gross errors in sentence structure.
- No variety of sentences.
- Poor sentence and paragraph links.

C- (06- 07)

- Although the candidate still communicates, he is still hampered by his limited knowledge of English.
- In fact, many mistakes such as serious of agreement, spelling, prepositions, tenses, verbs formation and sentence construction are limited.

D CLASS (01- 05)

- Broken English, frequent errors
- Subject glanced at or distorted.
- Arrangement muddled.
- Development – erratic or nonexistent.

D+ (4- 5)

- Although the English is broken and the account full of errors, we can still get some information.

D (03- 04)

- Flow of thoughts almost impossible to follow.
- Full of gross errors

2. CAUCASIAN CHALK CIRCLE

INTRODUCTION:

It can be contextual or general but highlighting implications of loss of moral values.
(2mks)

M1 Misuse of power.

- Judge Adzak – receives bribes even before case begins, “I accept”;

Discriminates the rich against the poor e.g. case of invalid vs. doctor.

- Governor Abashwili over taxation of peasants.

M2 Corruption

- Judge Adzak receiving bribes.
- Monk bribed by Jussuf's mother.

M3 Sexual immorality.

- Prostitution Jussuf says that buying a woman in town was expensive.

M4 Greed.

- Judge Adzak is accepting bribes Governor Abashwili in his acquisition of material things – extension of palace.

M5 Numerous merciless killings.

- Governor Abashwili “slaughtered” merciless.
- Adzak's grandfather talks to Adzak about the killings.
- Iron-shirts/Army has gone in to way-why Jussuf is taking sickness.

M6 Ruthlessness.

- Iron – shirts/Fat prince behind Governor Abashwili's killing – his head taken round the town. Grusha runs away for fear of being harassed for carrying Michael.

M7 Injustice

- Judge Adzak doesn't follow law but favours the poor.
- The peasants/farmers oppressed by Grand Duko to finance the fighting.

3:3:3:3

Conclusion – Any suitable conclusion (2mks)

Introduction - (2mks)

Content/Answer - (12mks)

Conclusion - (2mks)

Language - (4mks)
(20mks)

3. **THE SHORT STORY**

INTRODUCTION

Alcohol abuse has led to many undesirable conditions. Those who surround the victim may also suffer. This is well depicted in the character of the narrator in the story Retraction.

(a) Alcohol abuse causes the narrator to misbehave. He keeps on ringing the bell in the plane for more beer when his glass is even full. When he gets drunk, he imagines that he should have as much beer as he wants, something he is used to back in his home village.

(b) When the attendant refuses to give the service, he interprets it as rudeness. Intoxicated, he writes a letter to her employer reporting on inadequate service. The innocent air hostess gets sacked.

(c) When he learns of this action, he becomes remorseful and regrets having complained against the innocent lady. He becomes aware he was drunk during the incident and therefore his complaint was unwarranted.

(d) He is now a haunted/disturbed man for it cost someone's job. He has sleepless nights since he knows he made an innocent person lose her job. He is plagued by guilt and realises he has to retract/withdraw what he had done but it is already too late.

(e) Because of the narrator's drunkenness, Tatha, the air hostess. Loses her dream career. She had sacrificed 23 years for it. All that goes up in smoke because of a drunken man. She is left disillusioned, costs herself in the house and refuses to eat when the narrator turns up to apologise, she is furious with him and tells him that his cruel action sealed her fate.

(f) The narrator's drunkenness is expensive to him in the long run. He sells all the expensive items he had bought with the lottery money. He needs the money in

travel to Blantyre to retract his comments. Ironically he travels by us, a rough ride in order to cleanse his guilt. In the process, he also suffers the vagaries of rain when Tatha refuses to open the door.

Conclusion

The narrator's drunkenness causes a lapse in judgement which is costly to him and others.

(b) WITI IHIMAERAS: THE WHALE RIDER

INTRODUCTION (2MKS)

It can be contextual or general but highlighting implications of gender disparity to woman.

- (i) The naming of the girl after the male ancestor Kahutia i.e. Rangi is vehemently opposed by her grandfather Koro Apriana, that it would be a contemptuous act since Kahu is a girl, who was believed to be of no use in this male dominated society. He felt naming the girl after the founder of the tribe was belittling Kahutia i.e. Rangi prestige.
- (ii) Traditions do not allow a girl to take over leadership mantle. The news of Kahu's birth annoyed Koro so much that he started to desperately search for someone in fact a boy that will succeed him.
- (iii) Kahu's struggle to assert her leadership potential is brutally rejected by the traditions through Koro. The girl's naivety bites Koro that when she recovers his cover stone and the Cray fish that the boy had failed to retrieve did not appeal to him because she is a girl.
- (iv) In this society, the traditions restrict women from attending men's lessons. Koro gets upset when Kahu intrudes in to the room where lessons on language were going on.
- (v) The cultural practice had a bad effect on woman in school. Despite Kahu doing well by topping in every item in school, Koro fails to attend the ceremony.

(Accept any other relevant point)

Expect any four well developed points.

3:3:3:3:(12mks)

Conclusion (2mks)

In conclusion, women are never allowed to express themselves in this society.

It can either be a recap of the discussed points or an opinion that sums up the essay.

(c) **FRANICS IMBUGA'S: BETRAYAL IN THE CITY**

INTRODUCTION – (2MKS)

Should reflect both the general and specific.

CONTENT

- Mulili's loyalty to Boss is motivated by greed and this makes him discharge his duties unprofessionally as long as he will please Boss and earn a token. Many people suffer in the process.
- Boss is greedy for absolute power and control. He puts spies in all areas to ensure that he is on top of his game. He has also amassed great wealth and kept millions in foreign lands. His greed leads to poor leadership and embezzlement of public funds. This leads to an unnecessary coup.
- Nicodemo's obsession with the sitting allowance is a sign of greed. He worries about the amount he will earn even on the day Kabito is killed. The other members wish that the number of meetings be increased to raise their income. This is misuse of public funds.
- Because of greed, Mulili is corrupt. He frames people and has them eliminated for self again e.g. the university milk tender.
- In order to serve his master Boss, Mulili is driven by greed; he becomes cruel and inhuman. He pursues Kabito to death; sees to Jere's imprisonment; does not allow Doga and Nina to perform the shaving ceremony for their late son.

3:3:3:3 = (12mks)

Conclusion (2mks)

The play therefore clearly illustrates that greed is an evil that has serious ramifications.

TEST TEN QUESTIONS

1. IMAGINATIVE COMPOSITION (COMPULSORY). (20 marks)

Either

- a. Write a composition ending with the following statement:

“From that day, I vowed never to accept lifts offered by strangers.”

or

- b. Write a composition on the following statement:

“Technological advancement has impacted negatively on the society, especially the youth.”

2. COMPULSORY SET TEXT:

Drama: The Caucasian chalk circle, Bertolt Brecht:

“Lust and greed for power is detrimental to society.”

Using Bertolt Brecht’s The Caucasian chalk Circle; show the truth in this statement.

3. OPTIONAL SET TEXT

Either

- a) The Short Stories.

When the Sun Goes Down and Other Stories From Africa and beyond: Longhorn Kenya limited

“Family is more important than everything else in life”, with close reference to Moyez G.Vassanji’s story

“Leaving”, show how the narrator’s mother qualifies this statement.

Or.

- b) The play

Francis Imbuga’s, Betrayal in the City

“Close relationship with leaders may make an individual commit evil with impunity.”

With reference to **Francis Imbuga’s, Betrayal in the City**, show how Mulili’s character illustrates this.

Or

c) **The Novel**

Witi Ihimaera, The Whale Rider

Using Koro Apirana and his wife, Nani Flowers for illustration, show how Nani Flowers is a voice for women against gender bias in society.

TEST TEN MARKING SCHEME

1. IMAGINATIVE COMPOSITION

a) Points of Interpretation

- Must be a story in continuous prose .If not deduct 4mks AD for irrelevancy.
- The given sentence MUST come at the end or last paragraph of the composition .If I any other position deduct 2marks AD .
- The story should revolve around a person who is tricked by a stranger to accept a lift or is offered a lift by a stranger and later kidnapped or robbed of everything (money personal effects etc)
- The moral should be brought out clearly .If not deduct up to 2marks AD for moral.

b) Points of Interpretation

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

There MUST be a concluding paragraph, in advice or a recap, if missing deducts 2marks AD.

2 COMPULSORY SET TEXT

THE PLAY

Bertolt Brecht's The Caucasian Chalk Circle:

Introduction

Craving for power is a deep seated vice in society .Most leaders worldwide have exhibited lust and greed for power and this has consequently led to regrettable end .A number of instances have been cited in Bertolt Brecht's play , The Caucasian Chalk circle .(Accept any other relevant introduction) .2mks

Content: Points to consider

- Greed for power is evident when Prince Kazbeki and other princes stage a revolt against the Grand Duke and his governors .They murder the governors including Georgi Abashwili whose head is hang at the centre of the palace door.
- When he takes over he is now hunting down the governor's heir, Michael in order to kill him in order to consolidate his power .He fears his challenge in future.
- Prince Kazbeki wants his nephew, Bizergan Kazbeki appointed judge so that he can try the Grand Duke in the Prince's favour. The soldiers however, appoint Azdak instead.
- The Princes are said to have used the Persian war to enrich themselves Azdak as the Grand Duke says they have failed to deliver horses and food supplies and made enormous wealth.

As the soldiers and lost the war the princes gained materially .Wealth is power and the princes are sure to remain in power.

- Governor Georgi Abashwili is motivated by greed and materialism .He fails to give attention to a petition against heavy taxation by his government, plans to meet architects to plan to construct a new East Wing to the palace and ignores a messenger from the capital who is carrying important military news .Because of this greed, he loses his life in the process.

Consequently many innocent citizens die and others suffer .Cost of living goes up among other negative effects.

Conclusion (Accept a valid conclusion 2mks) e.g.

The instances of greed outlined above (Prince Kzbekis, Governor Abashwili's action etc.)Provide adequate evidence that validates the truth in the assertion 'lust and greed for power is detrimental to society? '

3. **OPTIONAL SET TEXTS**

SHORT STORIES

When the sun goes down and other stories from Africa and Beyond; Longhorh Kenya

Sample Introduction

Family being a basic social unit consisting of parents and their children calls for sacrifice and commitment from all members that constitute or make it .In Moyez G.Vassanji's, Leaving the narrators mother sacrifices and commitment to her family is proof enough as discussed.

(Accept any other relevant introduction 2mks)

Points to consider

- The narrator's mother, although widowed, is committed to raise her children in the best way possible .She turns down many suitors because she does not want her children to join an orphanage or boarding school.Her family first .
- She only allows her daughters to get married after she has ensured that she has given them education .She also misses them when they get married
- She closes down her store so that her children may not be distracted from their studies by the demanding chores of her store .She even moves to a less crowded quiet place so that they can concentrate more and does her sewing from home .Their success is her pride ,
- She puts all her income into her children's education .The narrator is a University student while Aloo is soon joining an overseas University.
- The narrator's mother is willing to educate her elder son, Feroz but has dropped out of school .This shows how committed she is to her family.
- She is so much committed to her children safety that before allowing Aloo to study abroad she consults his former school administrator, Mr. Velji .She does not want make a mistake or wrong decision .She fears losing him to the U.S .It is not until her son reassures her that he will neither marry a white woman nor smoke nor drink alcohol that she chooses to let go of him(take the scholarship)

Conclusion

It is evident from the story that the family is more important than anything else .This is from the way the narrator mother shows dedication to her family and puts it first.

3. b) **DRAMA**

Francis Imbuga's, Betrayal in the city

Introduction

Most African countries /governments in Africa are marred with evils such as corruption, betrayal, brutality, intolerance among others as evidenced in Mulili's actions. This has been discussed below.

Content: Points to consider:

- **Mulili is corrupt.** Mulili will do anything including framing people and having them eliminated for selfish gain. He for instance misreports Kabito to boss and gets him killed because of the university milk tender. He allows a fugitive, Mustafa, to escape. He gets acres of land and grade cattle.
- **Mulili is inhuman/ unfeeling/callous.** He is very rude to Doga and Nina despite the fact that they are mourning their dead son. He even makes fun of the loss of their son and denies them permission to carry out the saving ceremony.

He has Doga, Nina and Kabito killed in cold –blood. He also declares that Boss can be killed.

- **Mulili is arrogant.** He brags about his relationship with boss especially when boss revokes the milk day.

He shows no respect for others especially the elderly like Doga and Nina threatens to strip naked, he answers her rudely.

- **Mulili is brutal**

He uses excessive force that leads to death of many.

He is the one behind the death of Doga and Nina. Kabito also meets his death after involving himself in an argument with Mulili and in competition for the university milk tender.

- **Mulili is vengeful/vindictive**

He like revenging and pursues his grudges to the bitter end just like Boss.

He, for instance, kills Kabito because, as he alleges, he called him a primary kid. He also gets Jere arrested because they conflicted.

- **Mulili is greedy**

He is never satisfied. He always yearns for more. His greed drives him to snatch Kabito's tender and as if and that is not enough, he kills Kabito.

- **Conclusion**

Through the actions of Mulili the playwright satirizes (criticizes) the social vices executed by bad leaders. He also exemplifies personalities that give wrong advice to leaders who then misrule and corrupt a nation.

Mulili has been brought out negatively and so represents evil.

(Accept any other valid conclusion 2mks)

3. (c) **The Novel**

Witi Ihimaera's, **The Whale Rider**

INTRODUCTION

Gender biasness has been part and parcel of life in most communities today. A number of human activists have stood up strongly against this. Nani Flowers exemplifies them. In their frequent bickering with her husband Koro Apirana as brought out in Witi Ihimaera's **The Whale Rider** is discussed here in after. (Accept any relevant introduction (2mks))

CONTENT: Consider the following points

- Koro Apirana and his wife are always at loggerheads over the fact that what males can do, females can also do.
- The two are always pitted against each other over the hereditary leadership being a preserve of men. Nani Flowers feels that even women can lead and cites her ancestor, Muriwai.
- Nani Flowers insists on a male name, Kahu, for Parourangi's first child regardless of her gender. Koro Apirana does not approve of this and a conflict arises.
- Nani Flowers protests the barring of women from attending the tribe's meeting where lessons on the tribe's ways are taught. Kahu had been denied entrance and has sneak in where she proves everyone wrong.
- Fishing grounds are also considered sacred and out of bounds for women something Nani Flowers does not agree with Koro. Both Nani flowers and Koro Apirana keep conflicting about the yearning in society that women should enjoy more rights.

Conclusion

(Accept any valid conclusion 2mks)

Sample conclusion

The above conflicts between Koro Apirana and Nani Flowers are evidence enough that gender differences are a common feature in society.

TEST ELEVEN QUESTIONS

1. IMAGINATIVE COMPOSITION (COMPULSORY). (20 Marks)

Write a story ending with:

- a) Since that day, I have never forgotten that painful experience.

Or

- b) Discuss ways in which the government can combat terrorism.

2. COMPULSORY TEXT: Bertolt Brecht , The Caucasian Chalk Circle

The society depicted in The Caucasian Chalk Circle is one that ignores important issues and gives priority to less serious ones leading often with disastrous consequences. Discuss the validity of the statement with illustrations from the play.

(20 marks)

3. OPTIONAL SET TEXTS.

Either;

- a) **Short Story:** (ed) When the Sun Goes Down and other Stories.

With illustrations from Tillie Olsen's 'I stand here ironing' show the effects of single motherhood on Emily. (20 marks)

Or.

- b) **Drama:** Francis Imbuga, Betrayal in The City.

With illustrations from the play, show how those under Boss are responsible for the downfall of his government. (20 marks)

Or

- c) **The Novel :** Witi Ihimaera , The Whale Rider

The society in Witi Ihimaera's The Whale Rider is male dominated but the women assert their superiority over men. Write a composition justifying the statement. (20marks)

TEST ELEVEN MARKING SCHEMES

Paper 101/3 is intended to test the candidate's ability to communicate in writing. This communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks.

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

D Class

(01 – 05) The candidate either does not communicate at all or his language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English words he/she knows into meaningful sentences. Subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors “broken English.”

D – 01 – 02. Chaotic, little meaning whatsoever. Question paper or some words from it simply copied

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

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

C Class.

(06 – 10) The candidate communicates understandably but only more or less clearly. He/she is not confident with his/her language. The subject is often underdeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language; mother influence is felt.

C – 06 – 07

The candidate obviously finds it difficult to communicate his/her ideas. He/she is hampered by his/her very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.

C 08

The candidate communicates but not with consistent clarity. His/her linguistic abilities being very limited he/she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English, links are weak, incorrect, repeated at times.

C + 09 – 10

The candidate communicates clearly but in a flat and uncertain manner. Simple concepts/sentence forms are often strained. There may be an over use of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is jerky. There are some errors of agreement, tenses and spelling.

B Class 11 – 15

This class is characterized by greater fluency and ease of expression. The candidate demonstrates that she/he can use English as a normal way of expressing himself/herself. Sentences are varied and usually well constructed. There may be items of merit of the one word or one expression type. Give credit for tone.

B- 11 – 12

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

B - 13.

Sentences are varied but rather simple and straight forward. The candidate does not strain himself/herself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless, some items of merit, economy of language.

B + 14 – 15

The candidate communicates his/her ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of items of merit of the “whole sentence” or the “whole expression” type.

A Class (16 – 20)

The candidate communicates not only fluently, but attractively, with originality and efficiency. He/she has ability to make us share his/her deep feelings emotions, enthusiasm. He/she expresses himself/herself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merit which indicate that the candidate has competence of language. There is no strain, just pleasantness, clear arrangement felicity of expression.

A – 16 – 17.

The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provide the “spark” in such essay. Vocabulary, idiom, sentence structure, link, variety are impressive. Gross errors are very rare.

A 18

Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite sparks many margin ticks.

A + 19 – 20

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

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

Gross Errors

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

(d) Punctuation errors or missing punctuation which causes serious lack of communication.

(e) Elementary errors of sentence construction.

(f) Ridiculous use of idioms that affects communication.

(g) Misuse of common prepositions.

(h) Misuse of capital letters.

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

Panga, rungu, shamba, murram, matatu, wananchi, ugali, madarasa, harambee, matoke, maendeleo, ya wanawake, salaam, ayah, askari, duka, debe, nyayo, boma, sukumawiki, goat party, manyatta, magendo e.t.c

1. **Imaginative composition.**

(a) Must be a story if not deduct 4AD

Must end with the given sentence if not deduct 2AD

(b) Must be a discursive essay if not deduct 4AD

2. **COMPULSORY SET TEXTS: BERTOLT BRECHT: The Caucasian Chalk Circle.**

Introduction: May be General or Specific

Many people ignore the important things that matter in their lives and instead pay attention to useless things that don't add value to their lives often leading to dire consequences. This is true of characters in the play like Natella Abashwili, the governor and others as discussed below.

The governor

- Immensely rich yet has many beggars, petitioners etc at his door.
- Refuses to hear the message from the wounded rider before the mass and ever after leading to his tragic death. *Page 16 -19*

Natella Abashwili

- Concerned about the dresses to pack leading to her abandoning her baby.
- In the court she is interested in getting Michael back only because of the estates left by her husband.

- She ends up losing the baby to Grusha

Aniko and Lavrenti

- Can't stand Grusha with her 'baby'. Aniko is so religious to accept Grusha
- Lavrenti forces Grusha to marry a 'dying' man whom she does not love. He pays the mother of the man a huge sum and later the marriage is dissolved by Azdak.

Jussup's mother

- Interested in marrying her son before he 'dies' and no attempts to treat him
- She has to feed the guests at the wedding, hiring a monk and later her son is divorced.

Black Mailer.

- Interested in knowing whether a certain land owner raped his niece or not and not the plight of the niece.
- Heavily fined.

Invalid

- Gets a stroke when he hears the doctor he paid fees to train is treating free
- Heavily fined.

Prince Kazbeki

- One of the princes who ran down the war
- Wants his unqualified nephew appointed the judge
- Embarrassed by Azdak in the mock trial and later killed on the return of the duke

Mark any other valid point. Each point must have the serious and the less serious issue to score.

Conclusion

From the above, it is clear that misfortunes can be avoided if people prioritize.

Mark 3:3:3:3 = 12 marks

Introduction: 2 marks

Grammar: 4 marks

Conclusion: 2 marks

3. OPTIONAL TEXT

a) short story : **When the sun goes down and other stories.**

Introduction

Children raised by single mothers may grow poorly due to the problems their mothers face as evidenced by Emily in I stand here Ironing,

- Due to financial problems her mother leaves her with the woman down stairs depriving her of motherly love.
- Taken back to her father's relatives where she suffers from chicken pox and becomes too thin.
- Left in a nursery school where there is fatigue of the long day and laceration of group life.
- Suffers from loneliness when left at home where she is scared and calls her mother three times, leaving the door ajar and throws away the talking clock.
- Taken to a convalescent home to have the kind of food and care her mother couldn't provide but continues to become frailer.
- Lacks love – nobody came to play with her. A boy she bought licorice still loved Jennifer better.
- At school she is branded a slow learner and is always absent.
- Has to help, be a mother, a house keeper and shopper. Has to prepare her siblings for school and still go to school unprepared for classes.
- Hates her appearance – thin and foreign looking
- Does not smile easily as always as her brothers and sisters. Her face is closed and sombre.
- Due to poor upbringing she suffers from diseases like asthma, red measles etc.

Conclusion

As discussed above, single motherhood has challenges which affect their offspring.

Mark 4 points 3:3:3:3 = 12 marks

Grammar: 4 marks

Conclusion: 2 marks

b) Drama: Francis Imbuga, Betrayal in the City.

Introduction

In most cases, leaders are not to blame for poor governance but those under them who eventually contribute to their downfall as discussed below.

Mulili.

- Forbids the old couple from carrying out the shaving ceremony for their son
- He kills Kabito after falsely accusing him the boss.
- Corruption awarded the university milk tender after complaining to boss.
- Betrays Jere leading to his imprisonment

Contribution

His action makes others like Jere, Mosese, and Jusper want to take revenge on the government leading to his downfall.

Tumbo

- Misappropriates money meant for the play, giving a third to Jusper and Regina and uses two thirds to put the records straight.

Contribution

- His actions make Jusper use his play to overthrow the government.

Nicodemo. - Plants drugs on Mosese leading to his imprisonment

Contribution

- Makes mosese drop his Christian name and vow to bring change in kafa which happens when he acts in the play.

Askari

- Tortures innocent citizens.
- Canes Jere and denies him tea and bible
- Once killed a prisoner in the cell.

Contribution.

Persuades Mosese to act in the play. His actions catalyse revenge mission in Jere and Mosese.

Chagaga

- Kills Adika who is innocent

Contribution.

He leads Juser to swear vengeance on him and the government.

Security officers

- Beat Regina until she loses hearing in one ear to force her to testify against Mosese

Contribution.

- Makes Mosese swear vengeance and fight for justice. This comes to pass when he and others overthrows the government.

Conclusion

In conclusion, advisers to leaders bear the full brunt of poor governance and often lead to its downfall.

Mark 3:3:3:3 = 12

Total 20 marks

Grammar: 2 marks

Conclusion: 2 marks

Introduction: 2 marks

NB Actions of the characters and contribution must come out

c) The Novel: Witi Ihimaera's, The Whale Rider

Introduction - 2 marks

In many societies, women have borne the brunt of discrimination but some reject this and stand out to challenge their oppressors as shown below.

- News of birth – Karo Apirana is angry and goes to sulk in the sea after hearing the birth of Kahu – a girl. Nani follows and tie her boat to his and pulls him back to the beach. page 11
- Naming – when Kahu is named after their ancestor, Karo Apirana disapproves but Rehna and Nani have the day .page 14 -15.
- Birth cord - Kahu's after birth and birth cord is to be buried in the village but Koro opposes telling Nani flowers to do it. She goes for it and is buried next to their ancestor's .Page 16 -17.
- Muriwai – Nani's ancestor who is a woman rescues the occupants of a canoe headed for the rocks. She chanted special prayers "Now I shall make myself a man." Calls on the men to start peddling and the canoe are saved.
- Leadership – Maori customs bar a girl from taking over leadership mantle but Kahu asserts her potential by biting his toe, searching and obtaining his curved stone and riding the whale to prove herself. The boys fail all the test and Kahu goes on to become the leader.
- School- Kahu excels in school by being first in her Maori class. During the school break up ceremony, she performs in the school choir, the gymnastics, skits etc excellently. She also reads a Maori poem for her great grandfather who doesn't turn up for the ceremony.
- Mihi kotukutuku – A big chief who stood on a sacred ground at Rotorua. When a male chief tell her to sit down for women are not supposed to stand up and speak on a sacred ground, she replies, "No you sit down! I am a senior line to yours." She reminds the chief that all men are born of women.

TEST TWELVE QUESTIONS

1. Creative composition (compulsory)

20 marks

Either

(a) Write a composition illustrating the saying; “When two bulls fight, the grass suffers.”

Or

(b) Write a story ending with the words: “I was relieved on waking up and realizing that it was only a nightmare.”

2. Compulsory set text –The Caucasian Chalk Circle, Bertolt Brecht’s

Write an essay on the effectiveness of any four songs used in Bertolt Brecht’s
“The Caucasian Chalk Circle.”

3. The optional set texts

(20 marks)

Either

(a) “The issues depicted in Sandisile Tsuma’s story, ‘Arrested development’ act as a mirror that outlines the challenges facing many African countries.” Validate this statement in light of the story.

Or

(b) The Novel: Witi Ihimaera: The Whale rider.

“Witi Ihimaera, ‘the Whale Rider’ is an articulation of the traditions of the Maori people.” Show the validity of this statement using clear illustrations from the novel

Or

(c) The play: Francis Imbuga’s, “Betrayal in the city.”

(20 marks)

“The content in a text should match the title and culminate in a holistic expression of ideas.” In light of Francis Imbugas’ “Betrayal in the city,” outline the appropriateness of the title.

TEST TWELVE MARKING SCHEME

Points of interpretation

1. (a) – Must be a story. If not, deduct up to 4 marks AD.

- The essay must express the relevance of the saying. If not, deduct 2 marks Ad for irrelevancy.

- Should present a situation where a conflict struggle between two opposed parties culminates in the predicament of an interested party where survival and lifeline is to a great extent depend on the conflicting parties.

- If more than 450 words, deduct 2 marks AD

(b) – Must be a story. If not, deduct up to 4 marks.

- Must end with the given sentence, if not, deduct 2 marks AD.

- The experience of the story must directly involve the narrator.

- It should present a tightrope situation that appears to place the narrator in a precarious position.

- The scenario must be credible as to lead to the ending sentence. If not, deduct 2 marks AD.

- Should sustain the interests of the narrator.

- If more than 450 words, deduct 2 marks AD

2. **Introduction.**

Songs are usually used to communicate as well as relieve tension in the audience during live performances. In the prologue, there is a conflict on the actual owner of the valley. It is through the singer, Arkadi with his song called, “the Chalk Circle,” that the conclusion is arrived at – Things will be given to those who can make use of them.

NB. Accept any other relevant introduction (2 marks)

Content

(12 marks)

S(i) The first song begins on 13 -14, “ In olden times in a bloody time.....church”

- Introduces the main character and the conflict in the play.

- The governor though rich, is said to have many beggars and petitioners whom he ignores.

- The governor’s wife, as well as the baby are introduced in this song.

- This song makes the reader/audience anxious for the unfolding events.

S(ii) Another song introduces the reader to the events in the place. (Pages 18-20):

“The city is still, but why are there armed men... Noon was the hour to die.”

- This song prepares the readers/ audience for the coup and the death of governor Abashwili.

NB: language and presentation: 4 marks –pegged on content.

S(iii). Another song introduces the flight of Grusha with Michael. (page 30)

“When Grusha Vanshnadze left the city on the Grusian highway some milk”

-Grusha sings, “The song of the four generals which makes the reader aware of the volatile political situation at that time. There was war in Iran and she was thinking of Simon who was in the war.

- She alludes / compares Simon with Sosso Robarkidse and ends up concluding, “He is our man” which shows her great love for Simon.

S (iv) “The song of the Rotten Bridge” (page 41) shows Grusha’s predicament with Michael on her back and the angry ironshirts pursuing her.

- To save her live and Michael’s from the ironshirts, she has to cross the bridge overhanging a deep ravine.

“Deep is the abyss, son, I see the weak bridge sway..... How big they will be.”

- The song outlines Grusha’s determination and selflessness in an attempt to save Michael’s live.

- The song makes the reader/ audience to sympathize with Grusha and laud her for her daring.

NB. Accept any 4 well illustrated and explained songs. Mark 3:3:3:3 =12 marks

Conclusion:

The songs done by different characters help to sustain the suspense in the play.

They give the inside information and prepare the readers for what lies ahead

NB. Accept any other relevant conclusion. (2 marks)

3. (a)

Introduction

African countries are bedeviled by the multiplicity of challenges. The challenges have impacted negatively on the social political and economic aspects in most of the countries in the continent. This scenery is aptly presented in the story.

C (i) Moral decadence /decay/ disintegrations

- The moral fabric among the citizens in most African countries has worn out.
- Selfishness has taken precedence in the society and everybody thinks about himself /herself.
- People have lost the sense of responsibility to duty.
- The narrator has to spend two whole hours before being served in a bank.
- People are forced to wait for transport and electricity.
- The driver and Gloria lack morality since they are evidently proud of being involved in contraband business.

C. (ii) Corruption.

- Dishonest and questionable dealings and transactions are the order of the day in many African countries.
- This has dealt a death blow to most countries economies which have been forced to their knees.
- Lack of integrity by many Zimbabweans has greatly hampered economic development in the country.
- Unscrupulous people lure teen's fresh out of schools into "slavery" with the promise of securing them better jobs outside the country.
- Black market thrives across the African countries impacting negatively on the economies. Fuel is sold at the black market translating to low collection of revenue by the government.
- Smuggling of contraband between countries has also weakened the countries 'economies.

- The police service has also been infiltrated by corruption and lack of integrity.
Criminals bribe their way to freedom resulting to insecurity.

C (iii) Ethnicity /tribalism

- Civil warfare in many African countries has been as a result of tribalism and ethnic bias/ prejudice.
- African citizens have retreated to their tribal cocoons resulting in social instability and suspicion.
- This greatly affects the economy as people deals with people from “wrong” tribes.
- Gloria thinks that only people from the shone tribe can engage in con business.
- Her argument lies very closely on tribal inclinations.

C. (iv) Hopelessness/ disillusionment

- Most citizens in African countries have become pessimistic about the possibility of upping their lifestyle.
- Apparently, each day dawns with unfulfilled needs.
- In Zimbabwe, passengers are frustrated by lack of public transport.
- Others apply to scholarships in obscure foreign to escape the problems at their home countries.
- Smuggling and black market has benefited illiterate people making the elite to feel disappointed of their academic credentials that do not give them an assurance of thriving.
- The citizens have become docile and resigned to fate. “..... it is not in the nature of a Zimbabwean to question or complain.

NB. Accept 4 well illustrated points Mark 3:3:3:3 =12 marks

Conclusion (2 marks)

- Accept a conclusion paragraph
- Accept any appropriate conclusion that sums up the content and ties up with the introduction.

NB. Language and presentation 4 marks (pegged in content)

(a) **Introduction** (2 marks)

In many communities the world over, people cherish various customs. These traditions are the life giving forces of the people. This is effectively portrayed in the Maori culture of the Whangara people as brought out in the Novel.

NB: Accept any other relevant introduction

Points of interpretation (12 marks)

T (i) Marriage

- The institution of marriage is cherished.
- Polygamy is also accepted.
- Porourangi is engaged to Anna.

T (ii) Superstition

- They have beliefs in superhuman entities.
- Believed in their ancestor Kahutia –Te- Rangi.
- Rawir saw something flying in the air.

T (iii) Sacred beliefs

- Fishing grooves are sacred.
- The fishing activity is also sacred.
- Man and fish are united in existence

T (iv) Birth cords

- The umbilical cord is revered in this community.
- Must be buried in one's native land.
- Kahu's birth is transported miles to be buried in Whangara.

T (v) Cultural education

- Informal education in Maori culture taught by Koro Aprina.
- A requirement that should be passed to the young generation to instill Maori culture.

T (vi) Leadership

- It was customary for the chieftainship to be inherited by the male/ man.
- Main reason behind Koro's rejection of Kahu since it is a departure from tradition.

Conclusion

From the foregoing illustrations, it is evidently clear that the Whangara people thrived on their belief and trust in their customs. They have a deep and profound attachment to their customs.

NB 1. Accept any other relevant conclusion.

NB 2. – Accept 4 points. Mark 3:3:3:3 = 12 marks

- Conclusion: 2 marks
- Introduction: 2 marks
- Language and presentation: 4 marks –to be pegged on content mark i.e

$\frac{1-4}{12} = \frac{1}{4}$, $\frac{5-6}{12} = \frac{2}{4}$, $\frac{7-8}{12} = \frac{3}{4}$, $\frac{9-12}{12} = \frac{4}{4}$

C. **introduction** (2 marks)

A deliberate attempt of doing something that will hurt other people's feelings, beliefs and trust amounts to betrayal. This is more so when such actions are done by people who are expected to mind about the welfare of those that they oppress or mistreat. Incidences of betrayal are rife in the play making the title apt in valid.

NB. Accept any other valid introduction.

Content

R (i) cultural betrayal

- The government infringes on the people's cultural practices making the citizens

to feel betrayed.

- The government realizes the significance of the sharing ceremony but does not hesitate in banning the ceremony.

_ Mulili, a soldier at the heights of arrogance states that the government owns the deceasedman's grave.

- The protestations from this inforference culminate in the murder of Doga and Nina.

R (ii) Political betrayal

- The leadership of the country led by boss has failed the electorate.
 - People feel betrayed by being denied their freedoms and rights.
 - They expect the leaders to be humane and considerate.
 - The government denies them freedom of expression with imprisonment to those who break this rule – Mosese.
 - People are not supposed to ask questions as punishment is meted on those who attempt – Doga, Nina, Mosese, Jere.
 - People are not allowed to cry in public even during funeral while the burial ceremony is rushed – in a span of ten minutes, it's over.

R (iii) Inter –personal betrayal

- Various characters betray each other in the play.
- Mulili schemes Jere's imprisonment (sharing ceremony)
- Milili schemes Kabito's death. (Milk tender, entertainment committee)
- Tumbo sells Reginah to boss –almost raped. Jumps –te –foot high window.
- Mulili rejects boss to save his life – distant cousin shoot (kill) him – accused boss of evils/ bad leadership.

R (iv) Social betrayal

- The social evils in their society have driven people to act recklessly and egocentrically without considering the effort of their actions on others.
- This has left an undertone of betrayal to people who expected others to be role models in shaping the destiny of the countries.

- Boss betrays his wife Mercedes by having extra- marital affairs. Attempt to rape Reginah lockhis wife in a cell like a common criminal for protecting the betrayal.

- Publishers betray the writers by rejecting their manuscript for fear of shedding the truth about poor leadership. This is Overt betrayed since their role is to facilitate emancipation yet they only care about their skin. Jisper's manuscript is rejected.

- Boss's advisor's betray the citizens by failing to point out weaknesses in the leader's decisions. They are only concerned about amassing wealth though sitting allowances and rewards from boss. They are not concerned about the plight of the citizens.NB. Accept 4 well developed points

Mark 3:3:3:3 =12 marks

Conclusion

Accept any relevant conclusion. (2 marks)

TEST THIRTEEN QUESTIONS

1. IMAGINATIVE COMPOSITION (COMPULSORY) (20 marks)

Either

(a) Write a story beginning with;

Judging from the activities going on in the compound a great ceremony was about to take place

Or

b) Write a composition to illustrate the saying:

“Pride comes before a fall.” (20 marks)

2. THE COMPULSORY SET TEXT (20 marks)

Bertolt Bretch, The Caucasian Chalk Circle

“In any society, fighting and war have far reaching consequences.” Using Bertolt Brecht's play

The Caucasian chalk circle for illustration, write an essay in support of this statement.

(20 marks)

3. **THE OPTIONAL SETS TEXTS**

(20 marks)

Either

- (a) **Longhorn (Ed) When the Sun Goes Down and Other Stories**

With illustrations from Sandise Tshuma's story *Arrested Development*; write an essay on the problems people face in a poorly managed country.

Or

- b) **Drama: Betrayal In the city: Francis Imbuga**

"The guilty will never escape punishment."

Basing your answer on Francis Imbuga's *Betrayal in the city*, Write an essay to show the veracity of this statement.

Or

- (c) **The Novel: The Whale Rider: Witi Ihimaera**

The world would be a better place if men and women were given equal opportunities.

Basing your answer on "The Whale Rider" by Witi Ihimaera, write an essay in favour of this statement.

TEST THIRTEEN MARKING SCHEME

1. Imaginative composition

- a) Must be a story, if not deduct 4 marks AD for irrelevancy
- Must start with the given sentence in the first paragraph, if not deduct 4 marks AD
 - The given statement must tie well with the story, if not deduct 1mark
 - If the given statement is not used at all deduct 2 marks
 - It must be in the past tense, if not deduct 4 AD
 - It must present a scenario about an experience involving a ceremony

Strengths

- Many merit ticks
- Good paragraphing
- Spelling tenses, vocabulary, idioms correctly used
- Variety of sentence
- Well developed subject
- Originality, maturity, good planning, pleasantness, fluent etc
- Good plot and credible characters
- Legible and neat handwriting

Weaknesses

- Gross omission
- Poor spellings, tenses, agreement, construction
- Jerky flow
- Joining/ separating words
- Wrong words use
- Illegible handwriting
- Mother tongue interference
- Wrong use of idioms, proverbs and common prepositions
- Vague or redundant sentences

b) Must be a story

- No attempt should be made to interpret the saying
- The story must illustrate the saying as it means
- No philosophical/ literal interpretation of the saying, if any deduct 4 marks AD and treat as irrelevant
- The candidate should present a situation on a character, him or herself doing something / things with pride leading to a failure

2. The compulsory set text marks)

(20

Introduction

Fighting and war in any society has far reaching consequences. During war people's normal lifestyle/ way of living is disrupted and there is a lot of destruction of property and lives. Bertolt Brecht has shown how war affects people in his play, The Caucasian Chalk Circle.

Accept any relevant introduction

Body

- During war, **the innocent and the vulnerable suffer** the most from the effects of war and fighting. The servants say this about their employer, the Governor's family: "They even have to have their weeping done for them (p 26). Michael is being hunted down to be killed yet he is not aware of the war, being only an infant.
- There is **disruption of people's normal lifestyles** as farms and homes are abandoned. Resettlement has to be negotiated afresh after the war. See p7 (prologue). As a result of war, there are ruins of a war ravaged Caucasian village, the people orchard is already destroyed and the once beautiful dairy farm is a ruin.
- People's **livelihoods are destroyed** as the goat herders complain of the low quality of cheese they now produce from their new settlement. The old man whom Grusha requests to sell her some milk retorts: "Go to the soldiers if you want milk." The soldiers of the Grand Duke burn the houses of innocent people and kill them making it difficult for them to live peacefully.
- War **creates internal refugees**. The farmers and the goat herders have been displaced from their homes having been uprooted by the Germans. Grusha and her fellow workers flee into the Northern Mountains as a result of fighting in the city.
- Fighting and war **breeds civil wars and counter coups** as warring groups fight for supremacy. The grand Duke is overthrown by the princes who murder his governor but they are in turn rounded up and killed when the Grand Duke takes back powers.

- There is **rampant landlessness** during the war and fighting as seen in the cases presented before Azkak. He has been a thief as Shauwa says. The soldiers and policemen also break the law they are meant to uphold. The two farming groups – goat herders and the fruit growers are landless.
- **War results in exploitation and oppression.** For instance, in “The song of injustice in Persia. It is stated that the kings are driven by greed in their quest to acquire new territories by impoverishing peasants. Their sense of imperialism drives them into unrealistic adventures that Azdak refers to as “the roof of the world” ironically, as the soldiers kill each other, the marshals assault each other.
- There is **fear and apprehensions** which are direct effects of this war. Jussup feigns illness and lies in bed for a long time for fear of being drafted into the war. He only “recovers when he hears that the war has ended. “The song of the centre” clearly portrays the fear among the soldiers at the front line. It says that if one wants to survive the war and come back home one has to remain at the center “p47. The peasant woman at whose door Grusha leaves Michael shows extreme fear and apprehension at the sight of the soldiers. She disowns Grusha’s agreement with her to claims that the child is hers and instead falls down on her knees begging for mercy. Grusha has to flee again with Michael.

Accept any other relevant point. Expect 4 well developed / illustrated points.

Conclusion

- *A recap of the points discussed*
- *An opinion that sums up the points*

(accept any other relevant conclusion)

Expect 4 well developed / illustrated points

Mark 3:3:3:3 = 12

Introduction 2marks

Content 12marks

Conclusion 2marks

Grammar 4marks

Total 20marks

3. a) The optional set texts

Introduction

In a poorly managed country, people are bound to face a lot of problems; economic social or political. In many African countries which are poorly managed by their leaders, the citizens face a lot of problems- economic, social and political. In sandisile Tshuma's story arrested Development the problems people face in a poorly managed country are addressed.

Accept any plausible introduction

Body

i) Public transport is crippled

- The narrator and other passengers wait at Max's Garage for almost three hours to get a ride to Beitbridge (pg 86)
- The passengers at Max's Garage grumble that there are many private cars going to Esigodini but nothing going to Beitbridge or even Gwanda (pg 87)
- The narrator and other passengers at Max's Garage just get in the only car headed for Beitbridge. The driver charges, them 800,000 dollars each – a very high price (pg 87)
- The narrator notes that there is no public transport, he and other passengers are extremely desperate and they have to bear with the situation. (pg 88)
- The narrator says he and other passengers are packed in one van like sardines (pg 88)
- The young man at Gwanda says the transport situation in Beitbridge was so bad that he had to wait for eighteen hours for a min – bus to fill up to make a trip to Bulawayo (pg 92)

ii) Filling stations are barely functioning

- The narrator observes that the filling station at Max's garage is not functioning. He has been there for three hours and nothing is working (pg 87)
- The private car owner headed Beitbridge has to get his fuel off the black market and has to offer his service at extremely high prices to cover his fuel costs. (pg 88)

iii) There are endless power cuts

- There is power blackout at Beitbridge when the narrator arrives. He walks into the starry night (pg 86)
- The narrator says that they are used to waiting for most services including electricity (pg 86)
- A friend of the narrator, Lihle, says that she can do anything in the dark; fetch water, light a fire, cook a decent meal etc for she is used to the endless power cuts (pg 93)
- Lihle's imported hair piece always smells like wood smoke from firewood she uses as a result of the endless power cuts (pg 93)

iv) There is extortion and exploitation

- Passengers have to pay exorbitant fares since there is no transport and are desperate to reach their destinations. The narrator and other passengers, for instance, pay 800,000 dollars as fare to Beitbridge. (pg 88)
- The young man who boards a van at Gwanda is coned of his hard earned dollars by unscrupulous Shona money changers at Beitbridge (pg 92)

v) Corruption and bribery

- Police officers have to be bribed to offer services to the people
- The driver of the second van bribes the traffic police officer at the roadblock so as to get a ticket to enable him to pass subsequent roadblocks along the way (pg 88)
- Gloria bribes the cops and customs officials to allow her smuggle Zimbabwean cigarettes to South Africa where they are highly demanded (pg 93)
- The driver of the second van and Gloria talk of how they pay off farmers, magistrates, anyone and everyone (pg 93).

vi) Slow bank services and internet connections

- The narrator says he has to wait for hours to get money for the bank to pay for his journey to Beitbridge (pg 86)
- The narrator says that he and other passengers at Max's Garage have to wait for slow speed internet connection at dingy/ dirty and dark cyber cafes in town (pg 86)
- The narrator notes that the cyber cafes are not reliable because whenever people check their mail, no website has found them a job in Dubai or a scholarship (pg 86)

vii) Learners research projects almost fail

- The narrator wonders how he will do an entire research project on border jumpers in just one lousy weekend since there is no transport. (pg 87)
- The narrator regrets why he chose a topic that would lead him to the edge of the country (Beitbridge) yet there is no transport. (pg 87)
- The narrator prays to God to let him get to Beitbridge quickly lest he loses his qualification in disaster management if he fails to complete the research in time (pg 88)

viii) Insecurity

- The driver of the second van and Gloria discuss about the dangers of their trades
- They talk of payment of defaulters being sold off to Nigerians in Johannesburg, strip searches and muggings by bandits in the farmlands of Limpopo Province.

- There are crocodiles that attack traders who swim across the River Limpopo as revealed in the conversation between Gloria and the driver of the second van.

Accept any other relevant point.

Conclusion

- *A recap of the points discussed*
- *An opinion that sums up the points*

(accept any other relevant conclusion)

Expect 4 well developed / illustrated points

Mark 3:3:3:3 = 12

Introduction 2marks

Body /Content 12marks

Language 4marks

Conclusion 2marks

Total 20marks

b) Betrayal in the city – Francis Imbuga

Introduction – 2mks

- **Boss rules Kafira with an iron fist**
 - Many people are killed
 - Adika is shot in a varsity demonstration
 - Kabito is killed for allegedly slandering the Head of State
 - Mosese, Jere and Jusper are arrested
 - Boss pays for his sins when Jusper, Mosese and Jere stage a palace coup
- **Mulili is brutal**
 - He kills Kabito
 - He ensures Jere is sent to jail
 - He kills Nina and Donga
 - He pays for his sins when he is shot by Jusper
- **Tumbo performs his duties with laxity. He is corrupt**

- He declares Juser's play the winning play without reading it first
 - Later, the play is used to overthrow Boss and Tumbo is driven out of the government
- **Chagaga kills Adika**
 - He is killed by Juser

Conclusion - (2mks)

Mark 3:3:3:3

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

• **Introduction**

Discrimination against women is baseless and unwarranted. A society that discriminates against then wastes a lot of potential and subjects the women to unnecessary suffering. In Witi Ihimaera's The WhaleRider this is clearly seen through Kahu and Nani Flowers.

Content

- Nani Flowers comes to the aid of Kahu when she is born. Koro Apirana is so desperate for a baby boy that when a girl is born he simply brushes her aside saying "I have nothing to do with her". For the burial of the afterbirth, it takes Nani Flowers firmness to have it buried in her paternal home. This is despite opposition from Koro Apirana. Thereafter, she protects her from Koro who keeps growling at her. She therefore presents herself as a voice of reason.
- Secondly, Kahu emerges the best in the school break up ceremony despite all odds. She writes a winning speech in the Maori language. This is similar to the cultural preservation that Koro has been working for.

Kahu also comes to the rescue of the community when its livelihood is threatened. This is the case when the whales come to the shore to protect the invasion of their kingdom. After the effort of all the men bore no fruit, a mere girl, who happens to be the subject of Korosis the one who makes the whole difference.

- To the utter surprise of Rawiri and the boys, there is a white lady wading off whale hunters who are cashing in on the stranded whales. Her wails and calls for help draw the boys to her and together they manage to save the stranded whales.
- Lastly, symbolically, the whale mother comes out as a voice of reason when she convinces the Bull Whale, that the rider is not Kahutia Te Rangi. This is despite the Bull Whale's conviction. So, when it turned out that the rider was really a girl, the Whale Mother takes the day as a female.

- Kahu excels academically biting boys at school
- She retrieves Apirana's curved stone from the deepest part of the ocean. All the boys had been defeated to retrieve the stone.

NB: Accept any other relevant points that portray the woman positively.

- *Conclusion*

From the discussion above, it is sufficient to conclude that the woman occupies a special position which has been undermined for a long time.

Mark 3:3:3:3 = 12

Introduction 2marks

Content 12marks

Grammar 4marks

Conclusion 2marks

Total 20marks

TEST FOURTEEN QUESTIONS

7. Imaginative Composition (Compulsory).

Either

(a) Write a composition which ends in the words:

..... *the experience confirmed it was worth the risk.* (20mks)

Or

(b) Write a composition on how to take care of people with HIV / AIDS.
(20mks)

8. The Compulsory Set Texts.

Bertolt Brecht, The Caucasian Chalk Circle

“True motherhood is not necessarily biological.” Write an essay to illustrate the above statement using Bertolt Brecht’s *The Caucasian Chalk Circle*. (20mks)

9. The Optional Set Texts:

Either:

(g) The Short Stories

When the Sun goes Down and other Short Stories.

“Mothers play very significant roles in bringing up their children.” Write an essay in support of the statement drawing your illustrations from Moyez G. Vassanji’s *Leaving*.

Or

(h) The Novel

Witi Ihimaera – The Whale Rider

Using illustrations from the Novel, *The Whale Rider*, write an essay entitled: “True love is genuine.”

Or

(i) Drama

Francis Imbuga – Betrayal in the City

Drawing your illustration from the play, justify the appropriateness of the title; *Betrayal in the City*.

TEST FOURTEEN MARKING SCHEME

1. (a) - Must be a story if not deduct up to 4mks.

- The story must end in the ones provided if not deduct upto (2mks)
- The candidate must bring out the risk clearly and show the action given is equal to the result.
- Must be discursive.
- The candidate must give clearly how they should be involved in taking care of the sick.
- The measures must be factual.

(b) Composition on How to Take care of people with HIV / AIDS.

2. The Caucasian Chalk Circle

- “True motherhood is not necessarily biological.”

Introduction - 2mks

- The candidate should give how the play has disapproved the belief that the motherhood of the child is one who gives birth to him.

The Body

- (i) Natella Abashwili abandons her child as she flees the palace. She packs her special cloths and jewels. She orders the servant to place the child on the floor.
- (ii) Grusha risks her life to take and carry the baby with her. She hits ironshirt, buys milk and risk crossing on the rotten bridge.
- (iii) Grusha risk her reputation by marrying a man who is sick just to make the baby Michael legal.
- (iv) Azdak, through his case proves the statement. Natella who is only motivated by the inheritance from the late governor, pulls the child violently while Grusha feels that this would kill the child.
- (v) The merchant woman demands that Grusha crosses the bridge without the baby. She wants Grusha to risk her own life but not the baby's.

3. (a) Introduction (2mks)

Mothers are key pillars in the society; they nurture children to become respected individuals in the society.

M(i) Protection from external distraction / influence; the mother moved her family to Upanga which is quite and lonely.

M(ii) Consultative approach on children issues; The mother decides to seek advice from Aloo.

M(iii) Concern on safety; The mother is concerned about Aloo's safety in the US should he travel.

M(iv) Moral upbringing; The mother is concerned about Aloo marrying a white woman, smoking and drinking.

(b) Title "TRUE LOVE MUST BE GENUINE." Must be there, if missing deduct 1 mark A.D.

Introduction

Love is a powerful emotion that iron differences. This can be seen in the Whale Rider through Kahu who truly loves her greatest grandmother.

(Accept any other general of actualized introduction. No definition of terms)

- The narrator says that the encounter between Koro Apirana and Kahu can only be described as love at first sight as she dribbles all over him.
- Whenever she sees him, she goes to him until Nani flowers says she is hungry for Koro Apirana's love – she dribbles some more on him.

- She sneaks into the meeting house and bites Koro Apirana's big toe while making strange noises like puppy. She cannot resist sneaking to meeting house to meet her great grandmother.
- She constantly asks the whereabouts of her great grandmother whenever she is brought home. She blurt out that she loves her Paka.
- During the school break-up meeting, she reserves a special seat for her great grandmother hoping that she will attend the ceremony. She dedicates her speech to him giving a moving account of how much she loves her in Maori language. She says she does not blame him for failing to turn up.
- She goes in the deep sea to retrieve Koro Apirana's carved stone just to make him happy. She inquires from Nani flowers whether this action will help restore her great grandfather's happiness and dives into the water unhesitatingly. She brings back a crayfish for his tea.
- She risks and plunges into the rough ocean to lead the ancient bull male away back to the deep sea in order to help Koro Apirano save his people from perishing. She slides into the water with one major thought on her mind, that is, if the whale lives, her people, including her Paka will live.

Introduction – 2 marks

Body – 12 marks

Conclusion – 2 marks

Grammar – 4 marks

Total – 20 marks

(c) **Betrayal in the City**

Introduction (2mks)

Betrayal refers to informing on someone especially about something that should be kept secret. In the text, Muli betrays the trust people have in him in order for him to gain certain advantages for selfish purposes.

Main body – any four points with appropriate illustrations (12 marks)

- **Mulili betrays Jere**

He reports Jere to Boss since Jere insisted that the shaving ceremony of Adika goes on yet they had been sent to stop it. Mulili's reason in wanting to follow Boss' instructions to gain material

wealth as promised. He says “Boss promise many acre of farm and grade cattles. I doesn’t want to lost it because for primitive ceremony.” (P.13) Thus when Jere is imprisoned for allowing the ceremony to go on, one understands that Mulili must have betrayed Jere by reporting him to Boss who ordered his arrest.

- **Mulili betrays Kabito**

At the committee, Kabito and Mulili clash on ideas and this is because Kabito is still angry that Mulili had taken the milk tender at the University from him through using Boss. Mulili also wishes to gain materially as well as swears **personal revenge** against Kabito who had earlier won the tender. He says “Now it remains for m to look who go behind my back ... that man is regret the day he came from stomach.” (P. 54).

Mulili goes and reports Kabito to Boss by falsely accusing Kabito to be disloyal to Boss by revealing the tender issue to the committee and other ways in which Boss abuses his power. For this, Boss orders “I shall not allow small people to sow seeds of discord among the people ... come report to me that he is silent.” (P.60) Clearly Mulili’s betrayal is **to gain favours** and rid himself of any people who challenge him or make him feel guilty in any way.

- **Mulili betrays Boss himself**

When Jasper and the other prisoners gain power and Boss is held captive, Mulili tries to **save himself** from the situation. Mulili disowns Boss as being a distant cousin and he even recommends the killing of Boss for having badly governed Kafira and misused his power. This makes Boss so shocked that he says, “Am I hearing right? Mulili? Shoot me, spare me this betrayal.” (P. 73)

Conclusion (2 marks)

From the above instances it is clear that Mulili betrays others for his personal interests and not to serve society. Therefore when he is killed, Kafira is rid of the evil in their midst.

Language (4mks)

TEST FIFTEEN QUESTIONS

1. Imaginative composition (compulsory)

Either.

- a) Write a story to illustrate the following saying
“Do not count your chicks before they hatch.”

- b) Write a story beginning:

Immediately I picked my recently acquired mobile phone , I found a text message and on reading it, I thought my eyes were playing tricks on me.....

2. The compulsory set text. (20mks)

Bertolt Brecht, **The Caucasian Chalk Circle**

“A mother is born. She is never made merely by conceiving, carrying a pregnancy and being delivered of a body” close referring to the Caucasian chalk circle, show how far true this statement is.

3. The optional set texts. (20mks)

Answer any one of the following questions:

Either

- a) The short story

Ilieva and Olembo(Ed.) when the sun goes down and other stories

“A person is only a person through other persons.” Write an essay to illustrate this statement using illustrations from the story ‘when the sun goes down’ by Goro wa Kamau

OR

b) Drama.

Francis Imbunga, Betrayal in the city.

Using examples from betrayal in the city by Francis Imbunga, write a composition to show how hypocrisy is a vice in the society.

OR

c) The novel.

Witi Ihimaera, the whale rider.

“The youth living away from their parents encounter challenges” write an essay citing such challenges and suggesting solutions for them.

TEST FIFTEEN MARKING SCHEME

1. Imaginative composition

Paper 101/3 is intended to test the candidates' ability to communicate in writing. Communication established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks.

Examiners should not hesitate to use the full range of marks for each essay.

It is important to determine first how each essay communicates and in which category A, B, C and fits.

(The marks indicated below are for question one).

D CLASS The candidate either does not communicate at all or his language ability is so minimal that

(01 — 05) The examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English word she knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid Punctuation. All kinds of errors "Broken English."

D (01-02) Chaotic, little meaning whatsoever. Question paper or some words from it simply copied.

D (03) Flow of thought almost impossible to follow. The errors are continuous.

Di- (04 — 05) Although the English is often broken and the essay is full of errors of all types we can 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 undeveloped. There may be somedigressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language: mother tongue influence is felt.

C-06-07 The candidate obviously finds it difficult to communicate his/her ideas. He/she is seriously hampered by his/her very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and construction.

C 08 The candidate communicates but not with consistent clarity. His/her linguistic abilities being very limited, he/she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English, link are weak incorrect, repeated at times.

C+ 09—10 The candidate communicates clearly but in a flat and uncertain manner. Simple concepts sentence forms are often strained. There may be an overuse of clichés, unsuitable idioms. Proverbs a misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling.

B CLASS This class is characterized by greater fluency and ease if expression. The candidate (11 — 15) demonstrates that he/she can use English as a normal way of expressing himself/herself Sentences are varied and usually well-constructed Some candidates become ambitious and even over-ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may be just clean and unassuming but they still show that the candidate is at ease with the language. There may be a tendency to under mark such essays. Give credit for tone. The candidate appeals to our emotions.

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

B 13 The sentences are varied but rather simple and straight forward. The candidate doesnot strain himself in an effort to impress There is a fair range of vocabulary and idiom Natural and effortless and some items of merit, economy of language.

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

A CLASS The candidate communicates not only fluently, but attractively, with originality and(16-20)efficiency. He/she has the ability to make us share his deep feelings, emotion enthusiasms. He/she expresses himself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement felicity of expression.

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

A18 Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin ticks.

A+ 19—20 The candidate communicates not only information and meaning, but also and especially the candidate’s whole self: his/her 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 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.

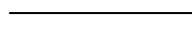
TABLE OF CATEGORIES.

<u>CLASS</u>	<u>MARK CATEGORY EACH ESSAY</u>
A+	19 - 20
A	18
A- 16 - 17	
B+ 14 - 15	
B 13	
B-	11 - 12
C+ 09	09 – 10
C 08	
C-	06 - 07
D+ 04	04 – 05
D 03	
D-00 - 02	

MARKING SYMBOLS

1. The main signs indicate three degrees of seriousness of error,

a) GROSS ERROR OMISSION FOR CONSTRUCTION IN
MARGIN



REPETITION (of words) a circle around the words and ideas usually in the margin.



ILLEGIBILITY

VAGUENESS

V



V

WRONG WORD ORDER

Underline once And Write W.O in margin.

ILLOGICAL or CONTRADICTORY

ILL (In margin)

ILL

BROKEN ENGLISH when the candidate falls to communicate BR In margin.

BR

FOR PURPOSES OF IDENTIFICATION

COW to indicate that a candidate has crossed to make a correction-paragraph/page.

BRACKETS { } indicate a part of a D script that communicates.

*Use an asterisk to indicate an item or a sentence that the rubrics indicate should be used

3. TO INDICATE AN ITEM OF MERIT use a tick(✓) either above a word or in the margin for the whole sentence.

GROSS ERRORS

- (i) Almost any error or agreement.
- (ii) Serious tense error.
- (iii) Errors of elementary vocabulary
- (iv) Punctuation errors or missing punctuation which causes serious lack of communication.
- v) Elementary errors of sentence construction.
- vi) Ridiculous use of idiom that affects communication.
- (vii) Misuse of common prepositions.
- (iii) Misuse of capital letters -Use CAPS underline the first page and use CAPS on subsequent pages where mistakes persists.
- ix) Contracted forms except in dialogue.

MARKING. NORMAL SCRIPTS

- 1. (a). Decide on the degree of communication achieved A — D.
- (b). After underlining decide on the mark category.
- (c) Allocate a numeric mark to the essay.

PROBLEM SCRIPT

All problem script must be marked by the examiner and then sent to the Team Leader with comments

1. IRRELEVANCY

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

ACTION:

The examiner marks the essay, gives a linguistic mark and comments on the nature of the irrelevancy. The essay is then passed over to the team leader who judges whether the irrelevance should be judged as a deliberate attempt to deceive or should be attributed to the candidate's poor understanding of the subject. Deduct up to 4 marks for irrelevancy in the essay. If dishonesty is suspected, the Chief Examiner should be informed. Any deduction of 3 marks or more should be referred to the Chief Examiner.

2. CONTRAVENTION RUBRIC

Since the rubrics may change from year to year, the POINTS OF INTERPRETATION that are part of this MARKING SCHEME must be consulted and adhered to faithfully. Here are some general rules that usually apply..

3 SCRIPTS THAT DO INDICATE

- (a) Decide on the category D+, or D-
- (b) Mark the errors of the essay.
- (c) Team leaders should- look at a good number of those scripts and ensure that the mark given is fair.

4. BREVITY .

It should be remembered that the main quality of an essay is how effectively it communicates. If an essay looks too short, the examiner should take the time to count the exact number of words the candidate writes. A very short story, he or she has already penalized himself / herself. Essays exceeding 450 words (2 pages) deduct 2 marks.

Q1 a) Must be a story if not deduct 2 marks. (A.D) Must be passed on the assumption that the plan will succeed hence start thinking about what you will do after you succeed. But the plan fails. Hence the advice to wait until you have succeeded then you can think of what to do next. If not treat as irrelevant and deduct 2 marks. (A.D)

If the essay exceeds 450 words deduct 2 marks. (A.D)

- b) -Must be a story if not deduct 4 A.D
- The sentence must be at the beginning of the composition if not deduct 2 A.D
- The candidates must be the main character if not deduct 2 A.D

-The story should bring out the feeling of surprise.

-The message/information should be too good to believe or shocking.

-The candidates must clearly present the reaction to this message. If this is not done, treat as weakness.

2. A mother is born. She is never made merely by conceiving, carrying a pregnancy and being delivered of a baby” Closely referring to the

Caucasian Chalk Circle show how far true this statement is. (20 Marks)

Introduction

- Instincts that make one motherly are not made. They are inborn
- Natella Abashwili is delivered of baby Michael
- She is therefore the biological mother
- When the time comes for her to demonstrate her motherly instincts, she flatly fails the test
- The time she is expected to protect whatever makes her a mother, the
- Queen misdirects her attention from the baby to wealth and materialism.

Body

MI- As she orders her workers around to pack her many expensive dresses on the expensive chariots, she does not remember her baby

- At the opportune time, she successfully escapes the wrath of the rioting soldiers leaving her biological offspring at their mercy

- Meanwhile, she has carried off with her all she thinks is the most important of her earthly belongings

MII- Looking at the abandoned and desperate Michael, Grusha, a mere housegirl, immediately demonstrates that she is richer in motherly instincts than the biological mother herself.

- Seeing that his mother has actually run away and left him, Grusha wins a mental war against her conscience and within a split second, decides to carry away the baby.

- She knows quite well that she does not have sufficient resources to bring

the baby up but still takes him up.

MIII- To remove her from the danger zone, Grusha packs the 'nothing' she owns and makes for The Northern Mountains where she hopes to stay with her brother Lavrenti in an effort to protect the child

MIV- Along the way, she encounters very many challenges just to protect the

Child and among them is crossing a very delicate bridge. She hits a soldier who was trying to carry Michael away from her. She willingly gets into a loveless marriage for the sake of the baby

Conclusion

From all the above, carrying a foetus to full term does not necessarily is a true mother.

This is very clearly demonstrated by Grusha, a mere kitchen maid, who before achieving this feat, is nowhere in the palace packing order.

Natella though the biological mother, fails to prove that she is ready for the long range task.

Introduction

For good existence, individuals must assist another since no man is an island. People suffering from HIV/AIDS and other predicaments need close attention and care for them to stay alive longer. Everybody needs the assistance of the people as much as he/she needs himself or herself.

Content:

PI- Social stigma on HIV/ AIDS.

This is propagated in this story by Kanja and the villagers. It impacts negatively on Maureen until she dies. Maureen feels alienated from other members of the society and this brings in loneliness. She has no sense of belonging.

PII- Misconceptions about HIV/ AIDS.

In general, people hold divergent views about how HIV/AIDS is contracted. They do not view the disease like any other. Victims of the disease are handled with a lot of reservation and restraint.

PIII- Kanja's visit to Maureen.

When visited by Kanja, Maureen feels so much relieved. She tells him, “Welcome Kanja. It is great to have you visit.” (pg 19). The visit is a great comfort to Maureen. However, Kanja has no idea how good it was for him to visit Maureen.

PIV- Steve’s assertion/observation on HIV/AIDS victims.

Steve is an HIV/ AIDS victim. He observed that when one is suffering from this disease, one good friend is all you need to make life less suffocating. (Pg. 19). The comfort from other people goes a long way in healing the souls of the victims.

PV- Kanja’s decline to take juice.

Maureen gives Kanja juice to drink but he declines and this makes her break down and weep. This has a negative impact on her. She says, “Why are people so cruel? it hurts when your age - mate comes to my house and refuses to take what I serve him, it hurts.” (pg. 21-22). The decline makes her lack a sense of belonging.

PVI- Rejection of HIV/AIDS victims.

Victims of HIV/AIDS feel rejected and degraded. It makes them to be withdrawn and irrational. (pg.22). Maureen feels isolated from other members of the society.

PVI- Tom’s assistance.

Tom, a primary school teacher assists Steve to take Maureen to hospital. Tom comes out as a good neighbour to Steve. Mr. Kabia refuses to lend his car to Steve to assist him take Maureen to hospital. This makes Maureen feel estranged from her social and physical environment. She eventually gives in and gets out of harmony with herself and stops taking drugs.

With examples from ‘Betrayal in the City by Francis Imbuga, write a composition to show how hypocrisy is a vice in the society (20 Marks)

Introduction

- Hypocrisy can be seen as a desire by people to wear masks in an attempt to keep a positive image. There are very many examples in the play of characters that are deceptive.

Content

HI- A clear example of hypocrisy is demonstrated by Mulili, who even after his role in Kabito's death, "breaks the news" of the death to Nicodemo and Tumbo feigning shock and disbelief. He lies that Kabito died following a road accident which he blames on driving while drunk.

HII- Even after instructing Mulili to make sure that he eliminates Kabito, Boss is reported to be "in tears" following the death and has ordered that one road will be named after him (Kabito). He tries to portray himself as saddened by the death and to have had no way of preventing it. This is meant to hoodwink the public.

HIII- The Kafira government (through Nicodemo) plants opium on Mosese's car and charges him with being in possession of bhang and detains him. The reason behind Mosese's tribulations is as a result of his attack on the government for being behind Adika's death.

HIV- Boss almost confesses the government's role in the imprisonment while talking to Jusper but suddenly changes the topic. This is a clear example of hypocrisy.

HV- The government of Kafira has failed. The economy is in ruins and the rights of the people are grossly violated. Unemployment is rampant and there is an influx of expatriates. When students demonstrate against these ills, one of them, Adika is shot dead. However, there is hypocrisy noted when in the play to be performed to the visiting head of state, Tumbo advises that the words progress and 'achievement' should appear in every page describing Kafira. It's obvious that this is the false image of the country.

HVI- Hypocrisy is also seen through Mulili who all along has been pretending to be the most loyal person to Boss so as to gain property and personal glory. He has also exploited the fact that he is Boss's cousin to intimidate or eliminate those who stand on his way.

However at the end of the play, he betrays the very man who had given him all the power he had repeatedly misused. To use his own idiom correctly, he is the real 'snakes in the grass

Conclusion.

In conclusion, it is clear that the writer has depicted the hypocritical nature of the various characters. At the end of the play hypocrisy is exposed.

3. C) “The youth living away from their parents encounter challenges.” Write an essay citing such challenges and suggesting solutions for them, use Witi Ihimaera novel *The Whale Rider* for your illustrations (20 Marks)

Introduction

In the text, we encounter several young people living away from their parents. They include Jeff, Henare, Reremoana, kingi and the narrator.

Being away from home exposes them to some problems.

Content

Culture shock is evident among the young people living away from their parents. Once in a different country, they behave strangely. Rawiri's cousins, Henare, was wearing a dress while another, Reremoana, had changed her name, and had dyed her hair. She had also changed her mode of dressing on the other hand changed his attitude and did not want to associate with some people. They finally tell Rawiri not to tell Nani flowers that he saw them like that.

The narrator is also subjected to racism and rejection by Jeff's mother. She feels embarrassed in Jeff's presence. People should inculcate in themselves the spirit of tolerance and learn how to accommodate one another.

Lack of better jobs in the countries they migrated to is another problem. They had moved to other countries in search of fame, fortune, and power and success. The fact that these jobs are not forthcoming causes embarrassment and feeling of rejection.

Home sickness is another problem Rawiri, felt out of place while in Australia and Papua New Guinea and hence he had always been thinking of going back home (New Zealand). He always kept in touch with the people at home through frequent calls and writing letters. In kiwi valley (named so because of the presence of many Maori people), the Maori people were subjected to discrimination. It is in this valley that Rawiri discovered that whatever he had been told about Australia was true

Conclusion

The youth offer any society a link to the next generation. They should therefore be educated on the advantages and disadvantages of looking for greener pastures

abroad. They should also be encouraged to return home if all does not go well wherever they are, since east or west home is best

TEST SIXTEEN QUESTIONS

COMPULSORY QUESTION

Either

1. Write a composition beginning with the following:

(a) The clouds were forming fast ----

OR

(b) Homosexuality should be legalized in Kenya. Discuss.

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

Caucasian chalk circle By Bertolt Brecht

The **Caucasian Chalk Circle** is both a social and political satire. With clear illustrations validate this statement.

3. **OPTIONAL SET TEXT: (20 MARKS)**

(a) **Short stories: When the Sun Goes Down and Other Stories**

Discuss the relevance of “Arrested Development” by Sandile Tshuma to the Kenyan Society today.

(a) **Drama – Francis Imbuga, Betrayal in the City.**

In order to fight for your rights as a society, bravery is key. Cowardice usually condemns people to doom. Justify this statement by making reference to **Francis Imbuga's Betrayal in the City**.

(b) **The Novel: The Whale Rider By Witi Ihimaera:**

‘Female characters are used by the author as tools to illustrate the struggle of the Maori women right from childhood. With close reference to the events in the Novel, write an essay that justifies this statement.’

TEST SIXTEEN MARKING SCHEME

PAPER 101/3 is intended to test the candidate's ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, 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 it is important to determine first how each essay communicates and in which category (**A**, **B**, **C** or **D**) it fits.

The categories and marks for question 1 are:-

D CLASS: The candidate either does not communicate (01-05) or his language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The subject is glanced at or distorted. Particularly no valid punctuation. All kinds of errors, "Broken English"

D- (01-02): Chaotic, little meaning whatsoever questions paper or some words from it simply copied.

D (03): Flow of thought almost impossible to follow. Errors are continuous.

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 (06 - 07): The candidate is seriously hampered by his or her very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, tenses, sentence construction etc.

C- CLASS: - (08): The candidate communicates but not with consistent clarity. His / her linguistic ability being very limited, they cannot avoid frequent errors in sentences structure. Little variety or originality. Very ungrammatical English. Links are weak, incorrect, repeated at times.

C+ (09-11): The candidate communicates clearly but in a flat and uncertain manner. Simple concepts are often strained. An overuse of clichés and unsuitable idioms. Proverbs are misquoted or misinterpreted, flow is still jerky. Some errors of agreement, tense and spellings.

B CLASS (11 - 15): The class is characterized by greater fluency and ease of expression, sentences are varied and usually well constructed. Some candidates become ambitious and over ambitious.

There may be items of merit the one word or one expression type. Many essays are just clean and unassuming but they still 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 be over punished.

B (13): The sentences are varied but rather simple and straight forward. The candidate does not strain in an effort to impress. There is a fairly range of vocabulary and idiom. It is natural and effortless.

B+(14 - 15): The candidate communicates 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 (16 - 20): The candidates communicate not only fluently but also attractively, with originality and efficiency. He / she have the ability to make us share their deep feelings, emotions, enthusiasm. He / she expresses themselves freely without any visible constrain. The script gives evidence of maturity, good planning and often humour. Many items of merit. There is no strain, just pleasantness and clever arrangement.

A - (16 -17): The candidate shows competence and fluency in using the language. They may lack imagination or originality which usually provides the spark in such essays. Vocabulary idiom, sentence structure, links, variety are impressive. Gross errors are very rare.

A (18): Positive ability. A few errors that are felt to be slip problems. Variety of structure. A defined sparks and many margin ticks.

A+(19-20): The candidate communicates not only information and meaning but also and especially the candidate whole self; his/her feelings, tastes, point of view, youth culture. There is wide range of effective vocabulary.

Original approach, vivid and sustained account in the case of a narrative, well developed and ordered argument incase of a debate or discussion. Errors and slip should not deprive the candidate of the full marks he deserves. A much defined spark.

- (ii) TO INDICATE AN ITEM OF MERIT use a tick (✓) either above word or in the margin for the whole sentence.
- (a) Almost any error of arrangement.
- (b) Serious tense error.
- (c) Error of elementary vocabulary, spelling and misuse.
- (d) Punctuation error or missing punctuation which cause serious lack of communication.
- (e) Elementary errors of sentence construction
- (f) Ridiculous use of idioms that affect communication.
- (g) Misuse of capital letters - Use of CAPS on subsequent pages.
where the mistake persists.

MARKING NORMAL SCRIPTS.

- (a) Decide on the degree of communication achieved, A - D.
- (b) After underlining decide on the mark category.
- (c) Allocate a numerical mark to the essay.

PROBLEM SCRIPTS.

All problems scripts must be marked by the examiner and then sent to the team leader with comments.

1.
 - (a) Consistent distortion of question, evasion of question, writing on the totally different subject with a clumsy attempt at connecting the essay to the subject given, inclusion of memorized passages, etc.
 - (b) The question is given an unacceptable or questionable interpretation.
 - (c) Essays contain long, semi-relevant digressions or lack of coherence.

1. (a) It must be a narrative.
 - The introduction must start with the sentence given. If it does not start with the sentence given deduct (2mks) automatically.
 - The examiner must use the marking categories given.
 - Deduct 4mks if it's not a story.
- (b)
 - It must be an augmentative essay.
 - The points must be presented in logical sequence.
 - The examiner must use the marking categories given.

2. **Marking guide Caucasian Chalk Circle.**

Introduction.

The play Caucasian Chalk Circle satirises political as well as social aspects of life. This is seen through a variety of characters and incidences.

(a) The irresponsibility and negligence of duty is satirised through the governor. In part one, the beggar and peasants who bring their petitions to him on his way to church are beaten and pushed back using leather whips by ironshirts who are definitely under his command.

He does not raise a finger against them.

- His country is at war, yet what seems to take centre stage for him is the expansion of the palace's East wing, such that he cannot attend to the messenger who has apparently come from the war front and has a message for him. He will see the architects first.

(b) Blind ambition among some leaders is also satirised. The princes apparently led by Arsen Kazbeki (fat prince) stage a coup against the Grand Duke and his governors – Assassinating the Governor of Grusinia. But as the Grand Duke reveals in the play within a play, the princes are corrupt through and through. They embezzle funds consequently leading to Grusinia losing the war. Pg 74 “....war lost but not for princes ... present in this court” They are no better than the Grand Duke and the Governors they have overthrown.

(c) Negligence of duty and irresponsibility among the political class is also satirized.

The Grand-Duke accuses the princes of instigating the war and finally leading to Grusinia losing the war. He arrogantly says that he has always been commander. If he is the commander-in-chief, then he ought to have been in control of the situation. Also in the play within, a play,

Grand Duke, accuses the princes of having failed to sent enough people and that they weredrinking in a whorehouses. pg. 74. One wonder, why he does not do anything about it as a commander - in - chief.

The governor is also another character whose negligence of duty and irresponsibility is satirised. He does not see the urgency of listening to the messenger who has come from the war front. He fails to interpret the tell signs tale that all is not well. Instead of talking to the messenger he prefers to attend the service first and later to talk to the architects about the expansion of the palace. He appears to be a character that has his priorities upside down.

(d) The judicial system is also satirised. The circumstances under which Azdak is first made judge by the iron shirts are absurd. pg .74... The judge was always a rascal! Now the rascal shall be a judge!” When the two year term is over, the Grand Duke appoints him judge in appreciation of having given him shelter. The singer tells us that Azdak broke law like bread. Azdak has no knowledge in law; the statute book that he should make reference to, he sits on. Arsen Kazbeki, also brings his nephew Bizangen Kazbeki to Nuka so that he can be judge. Just like Azdak, he has no knowledge in law. One wonders whether he understands the importance of law in a society.

(e) Socially, Natella lack motherly instinct and love is satirised. One cannot stop wondering what kind of a mother she is, who orders a servant to place her son on the floor, so that she can pack up Natella’s essentials. No wonder one of the servant says “They left it behind, the beasts” pg 26. All along, she pays attention to her clothes and shoes and not Michael.

- In part 5, the Chalk Circle, Natella does not realise the bodily harm, she would cause her son, if both of them (with Grusha) pulled him. Incidentally it is Grusha, who realises this “I brought him up! Shall I also tear him to bits? I can’t”. pg. 98.

Conclusion.

In conclusion the playwright has successfully managed to satirize both the political and social evils that all the society.

Introduction. - 2 mks

Body

Expect 4 points well illustrated.4 x 3 - 12mks

Language - 4mks

Conclusion.

- 2mks

3. (a) **SHORT STORY**

Introduction.

The story arrested development deals with social and economic issues that are relevant to the Kenyan society though the story is set in Zimbabwe.

A (i) There is slow service delivery.

- The narrator has to wait for two hours to get money from a bank to pay for her journey.

She also takes long waiting for transport. She remarks “We wait for transport, for electricity, for rain, for ...pg. 86.

This has led to arrested development. Such a scenario is duplicated in Kenya where people waste so many hours queuing to receive services in public institution such as in hospitals, government offices, banks etc.

(ii) There is struggle to get public transport. The narrator notes that there is a lot of struggle to get public transport. “I hear someone yell before I am painfully elbowed to the side by a tiny woman with rapid look in her eye, “Women in chiffon blouses and pencil skirts struggle to chamber in ...pg. 87. This is the same case in the Kenyan country especially during the rush hours or when the ‘matatu’ are on strike people struggle to get to their destination.

“There is no public transport; we are extremely desperate pg. 88.

There is also poor road transport - The narrator says they are packed like sardines in the searing noon - day sun pg. 88. They are also overcharged pg 85 fare are so crazy complain.

The same situation replicates in the Kenyan situation it was not until the late Michuki who introduced the Michuki rules and restored a bit of sanity did things become better. The traffic police have to be bribed, people especially in the rural areas are packed in the small private cars and there is a lot of overloading. The author also talks of illegal trade (black market) pg. 89.

They carry contraband of choice pg. 93.

The driver and Gloria are also involved in this trade. They carry contraband between Zimbabwe and South Africa. The same situation is in Kenya where some goods are acquired from the black markets which slowly get into the country example of such are drugs, fuel, pornographic material etc. Other goods that should be used by the Kenyans are also taken out of the country illegally e.g. coffee.

(iii) There is also corruption. The driver has to bribe the police to give him a ticket because he says that this way they will not be able to give him anymore tickets at subsequent roadblocks along the way. Gloria has forgotten her passport but she has no worries since she knows a person who can organize a gate pass for her at a small fee, Border officials, and highway police, magistrates anyone and everyone has to be paid off. “There is no palm that cannot be greased. This again is duplicated in Kenya one has to bribe for employment, a withdrawal of a court case, traffic police have to be bribed etc.

(iii) There are also social evils specifically conning. The driver picks someone in Rwanda, and he has a story to tell. “Did he not count the money” pg 92. He has been conned. “They gave him a couple of thousand dollars in \$100 and \$500 notes in exchange for eight hundred rand in hard pg. 92.

A similar situation is in Kenya where people are conned especially get rich schemes.

A number of prisoners have also used illegal means to con people especially if there has been a competition.

Conclusion.

Although these social and economic issues are prevalent in the story Kenyans should try to avoid the situations that bring about corruption, conning and other ills mentioned in the story.

<u>Introduction</u>	- 2mks
Body: Any 4 points x 3	- 12mks
Must be well illustrated.	
Conclusion.	- 2mks
Grammar and presentation	- <u>4mks</u>
Total	- 20mks

(b) Drama.

Francis Imbuga, Betrayal in the City.

In order to fight for your rights as a social, bravery is key. Cowardice usually condemns people to doom. Validate this statement by making reference to Francis Imbuga’s, Betrayal in the City’.

Introduction.

So many ills are propagated in the current society simply because a majority of people have chosen to be silent and do nothing about problems facing them. The perpetrator of such ills is left to go scot free.

Body.

If the likes of Doga, Adika, Nina, Jusper, Jere and Musese are absent in any society, and then people either die poor, in other word or as oppressed subject of a selfish regime.

The beggars in the streets at one time wonder why Jusper is wasting his time fighting for their rights. They think that silence is the cure for their misery. They have allowed selfish leaders to go scot free after committing their evil. The cycle of poverty continues.

Regina constantly reminds her boyfriend, to abstain from talking negatively about the leadership of Kafira. She blames Adika's death and Musese's arrest on the victims and wished that they had remained silent. She fails to achieve much.

Askari also warns Musese and Jere about their 'hot mouths'. He advises them to choose silence instead. They choose to defy him and eventually succeed.

Tunipo, too, does not see the need for jusper's agitation and constant protests for the university.

He believes the tokens he gets can substitute his freedoms and rights. He is humiliated.

The publisher reject writers who write the truth too plainly like Jusper. Jusper does the entertainment play which leads to the palace coup.

Conclusion.

Indeed bravely is virtue, cowardice is a vice. When people arise and project their voices against oppression, then the world will be a better place.

Mark as follows;

Any 4 well developed points 3:3:3:3

Award 2 marks for instruction and 2 marks for conclusion.

Award 4 marks grammar / Linguistic mark.

(c) The Whale Rider.

Introduction.

The Maori as portrayed in the novel have a deep sense of pride in culture. They revere their ancestors such as Kahutia i.e Rangi among other things.

Witi Ihimaera seems to question some aspects of the Maori culture that are oppressive towards women.
(Accept any other relevant introduction)

Content.

- The feelings of Nani Flowers and Koro Apirana following the birth of Kahu are contrasted. Koro Apirana is visibly disappointed whereas Nani Flowers is overjoyed. Nani gets equally excited when she gets a second great grandchild, Putiputi.

- Nani Flowers deliberately defies not only her people's traditions but also her husband by insisting that Kahu's birth cord be buried in Whangana the great grandfather's place, without chief's knowledge. Nani does not hesitate to voice her objections to her husband's treatment of Kahu and engaged her husband in verbal tussles. Nani's assertiveness is evident when she tows her husband's boat back to the shore.

- Rehua, Kahu's mother, almost prophetically predicting that she would not survive long had wished for the child to be named Kahutia Rangi after her husband's people. This makes Koro Apirana uncomfortable as it is a man's name and he doesn't feel that a girl is worthy of this title.

- Maori women are denied an opportunity to acquire education. According to Koro Apirana, educating a girl child is a waste of time. Nani Flowers insists that girls have equal rights as boys to attend the classes. She opposes the decision for men to congregate minus women to discuss weighty issues affecting the tribe and the fact that women are totally ignored. She says, "What about us women! We've got hands to help." (pg 91)

- Despite being overlooked by her grandfather and being repeatedly humiliated simply because she is a girl, it is ironical that Kahu is the one who eventually saves her tribe by re-establishing the union between whales and mankind. Kahu portrays qualities that are superior to those portrayed by the potential male future leaders under the tutelage of Koro Apirana. Kahu portrays bravery, commitment and the ability to communicate with marine creatures (dolphins) when she successfully retrieves the carved stone dropped into the sea. Her knowledge of Maori language is also impressive as illustrated by her award winning speech highlighting her love and respect of her great grandfather.

Expect four well developed points.

Mark 3:3:3:3

Conclusion. (2mks)

It is therefore clear that given the exploits of the women, if given half a chance they cannot only

Match men in various undertakings but can also outdo them. Even Koro Apirana is forced to acknowledge that Kahu indeed possesses special qualities when he says, “Oh yes grandchild, rise up from depths of your long sleep. Return to the people and take your rightful place among them”.

This statement marks a reawakening on the Maori people concerning the place of women.

Accept any other varied conclusion.

Grammar and presentation -- 4mks

TEST SEVENTEEN QUESTIONS

1. Imaginative composition (compulsory)

Either

(a) Write a composition ending with the words;

“.....It was then I realized I had ruined my life by associating with wrong friends.”

Or

(b) Write a composition to illustrate the saying “Let not the pot call the kettle black”

2. The compulsory set texts

Drama: The Caucasian Chalk Circle by Bertolt Brecht’s.

“A discussion among members of same community in an atmosphere of mutual respect and honesty can achieve so much in such a short time.” Write an essay in support of this statement drawing illustrations from “the Caucasian Chalk Circle” by Bertolt Brecht’s.

3. The optional set texts

Answer any one of the following questions.

(a) The short story; When the sun goes down and other stories- by Ilieva and Olembo (Ed) with illustrations from Goro Kamau’s “When the sun goes down. Explain how love is a source of strength for those suffering from HIV/AIDs and other related illness. 20 marks

(b) Drama Imbuga; Betrayal in the city. “ Betrayal in the city is a play on betrayal.

Write an essay to illustrate the above statement drawing illustrations from the play .

(c) The novel; Witi Ihimaera: The whale rider.

“Societies use traditions to justify their suppressions of women” write an essay to support this statement drawing illustrations from the whale rider by Witi Ihimaera.

TEST SEVENTEEN MARKING SCHEME

1. (a) – must be a story, if not deduct 4 marks

- The story should capture a situation where an individual regrets the kind of life he/she has lived and associates this to associating with bad company.

- If merely a philosophical discussion, treat as irrelevant and deduct 4 marks

- Must end with given lines, if not deduct 2 marks

(b) – Must be a story.

- Must clearly illustrate the saying.

- Should bring out a situation where one points out of other people's mistakes and forgets his or her own mistakes that are even worse.

2. The Caucasian Chalk Circle

- Candidates must show that she/he understands the questions and tie it to the text.

Points of interpretation

- Two groups sit together in a circle.

- Members of the collective farms, mostly women and older men meet to resolve a dispute over ownership of valley.

- A delegate from the city presides over the disputes.

- The goat herders report is presented by an old man on the right as follows:

a. The cheese is no longer the same quality.

b. Their goats do not like the new grass.

c. The grazing land is not good.

d. The land does not smell of morning in the morning.

- The two groups are told the valley belonged to the goat herders from eternity.

-The farmers respond through Kato, the agriculturalist. She says;

- When fighting in those hills, they discussed how they would build up their fruit Culture ten times the original size.

- They will construct a dam across the mountain lake.

- They will water seven hundred acres of fertile land.

- They will establish vineyards.

Due to the honest atmosphere and mutual respect, the two groups agree, eat together and get entertained together.

Introduction 2marks

Body -3:3:3:3 =12 marks

Conclusion 2 marks

Language 4 marks

20 marks

This paper consists of 3 printed pages

Turn over

3. (a) The short story; **When the sun goes down and other stories.**

Introduction (2 marks)

- Can be contextual or general.

- Candidates must show love is a form of fortification against challenges faced by those suffering from HIV/AIDs or other terminal diseases.

(Accept any relevant introduction)

Content (12 marks)

- Steve comforts Maureen and shows her true love despite the realization that they are HIV positive.

- Maureen says Steve has shown her true love that she had not known for the last 35 years under the sun. out of love Steve says they had been happy for the last 3 years.

- Caring- Steve constantly encourages Maureen to take medication. He accepts his situation/ status and refuses to blame Maureen for their status.

- Moral strength – Tom assists Steve to take Maureen to hospital and gives Steve strength
– “Tom explained and dashed off before Steve could say anything” .pg 28. Tom too takes care of Kinuthia when Steve goes to hospital to check on Maureen.

- Steve’s love for his son Kinuthia and his wife gives him the determination to live despite being infected with HIV/AIDs/ this love gives the slogan in his life, “When the sun goes down do not cry because the tears will not let you set the stars.

Conclusion a summary/ recap of the discussion carry relevant conclusion.

Introduction	2 marks
Content 3:3:3:3 =	12 marks
Conclusion	2 marks
Language	4 marks
	20 marks

(b) Drama **‘Betrayal in the city’**

Introduction

Contextual or general introduction highlighting betrayal (accept any other relevant introduction)

Content

- Mulili betrays boss by denying their close kinship in the palace coup when his life appears to be in danger. He disregards all favors he ever got from boss and contents to his shooting.
- The government betrays its own people. Doga and Nina’s deaths are authorized by boss for their persistence on what is their right, to carry out a shaving ceremony rather than protect the citizens, it kills them.
- Jusper betrays Tumbo when he takes advantage of the opportunity given to him to write the play meant to entertain the state guest. He writes a play that would pave way for a palace coup.
- Regina betrays Mosese’s principled when he goes ahead to see boss to petition for his release against the brother’s wish.
- Boss betrays Kabito’s loyalty to him, when he believes Mulili’s allegations and orders his killing.
- Tumbo betrays Regina’s trust in him when he fails to tell her the exact intentions of boss during her appointment to petition for Mosese’s release.
- The boss betrays his wife’s trust in him when he brings another woman (Regina) into their house, when she complains she is locked in the palace cell.

Introduction	2 marks
Body	12 marks
Conclusion	2 marks
Language	<u>4 marks</u>
	20 marks

(c) **The Whale Rider**

Introduction

It is intended truth that society use cultural practices to deny women opportunities. This is clearly brought out in the novel.

Accept contextual (general introduction highlighting gender disparity to women)

Content

- The naming of the girl after her male ancestor Kahutia i.e. Rangi is vehemently opposed by her great grandfather Koro Apirina, that it would be a contemptuous act since Kahu is a girl who was believed to be of no use in this male dominated society. He felt naming the girl child after the founder of the tribe was belittling Kahutia.

- Tradition in this text does not allow a girl to take over leadership mantle. The news of Kahu's birth annoys Koro so much that he starts to desperately search for someone, in fact a boy, a man that would succeed him.

- Kahu's struggles to assert her leadership potential is brutally rejected by tradition through Koro the girl naively bites Koro's toes, searches and obtained his sacred stone and additional of crayfish that the boy had failed to retrieve. This did not appeal to him because she is a girl.

- In this society the traditions restrict women from attending men's lesson. Koro is upset when Kahu intrudes into the room where lessons on language are going on the cultural practices have had a negative effect to women in school despite Kahu doing well by topping in every item in school, Koro fails to attend the ceremony.

(accept any relevant points 3:3:3:3 =12 marks)

Conclusion

- Women are never allowed to express themselves in society. They have to fight like the girls –Kahu.

Or a recap/ summary of the discussed points.

Introduction 2 marks

Body 12 marks

Conclusion 2 marks

Language 4 marks
20 marks

TEST EIGHTEEN QUESTIONS

Imaginative composition (Compulsory)

Either

(a) Write a composition that illustrates the proposition “Stopping corruption in our country begins with you and me”

Or

(b) Write a composition beginning with:

I sat on the bench by the principal’s office in deep thought. I had put myself in trouble ...

2. The Caucasian Chalk Circle. (Compulsory)

It is only through a lot of strive that even the most humble people sustain their existence when faced with difficulties. Using Grusha as an example write an essay to justify this statement basing your answer on **The Caucasian Chalk Circle by Bertolt Brecht.**

3. Answer only one question in this section.

When the sun goes down.

Life is what you make it” Write a composition to illustrate this statement. Cite you evidence from Moyes G. Vassanji’s “LEAVING”

Or

4. Betrayal in the city.

The true picture of the government of Kafira is well reflected in Mulili. Write an essay to illustrate this statement drawing your illustrations from Francis Imbuga’s Betrayal in the city.

Or

5. The Whale Rider

In a world where male chauvinism abounds, only those with very strong character survive. Assess the truth of this statement with reference to Nani Flowers in The Whale Rider by Witi Ihimaera.

TEST EIGHTEEN MARKING SCHEME

Examiners should not hesitate to use the full range of marks for each essay. In a two essay paper, it is 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 2 – essay paper)

D Class: The candidate does not communicate at all. 01-05 or his/her language ability minimal that the examiner practically to guess what the candidate wants to say. The candidate fells to fit. English words he/she knows into meaningful sentences. The subject is glanced at or distorted. Practically no punctuation. All kinds of errors, “Broken English” is evident.

D- 01 – 02: Chaotic little meaning whatsoever. Question paper or some words from it simply copied.

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

D+ 04 – 05: Although the English is 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 obviously finds it difficult to communicate his ideas. He/she is seriously hampered by his/her limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling misuse of prepositions, tenses, verb agreement and sentence construction.

C 08: The candidate communicates clearly but in a flat and uncertain manner.

Simple concepts, sentence forms are often strained. There may be an over use of clinches, unsuitable idioms. Proverbs are is quoted or misinterpreted. The flow is still jerky. There are some errors of agreement tenses, spelling.

B Class: The class is characterized by greater fluency and ease of expression.

The candidate demonstrates that he/she can use English as a normal way of expressing himself/herself and over ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may just clean and unassuming, but they show the candidate is at ease with the language.

B- 11 – 12: The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally.

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

B+ 14 – 15: The candidate communicates not only fluently, but attractively with originality and efficiency. He/she has the ability to make us share his/her deep feelings, emotions, enthusiasms. He/she express himself/herself freely and without any visible constraint.

The script gives evidence of maturity, good planning and often humour. There are many items of merit which indicate that the candidate has complete command of the language. There is no strain, just pleasantness clever arrangement, felicity of expression.

A 16 – 17: The candidate shows competence and fluency in using the language

He/she may lack imagination origination or originity which provides the “spark” in such essays. Vocabulary, idiom, sentence structure, links, variety are impressive gross errors are very rare.

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

A+ 19 – 20: The candidate communicates not only information and meaning, but also and especially the candidate’s whole self-feelings, tastes, points of view, youth, culture.

2.

- Grusha Vashnadze, a kitchen maid finds herself with the abandoned Michael Abashwili.
- Her kind heart cannot allow her to leave the child behind to be butchered so she takes him on her flight north. An old man refuses to sell her milk without money, and an old couple cannot adopt the child.
- A soldier who threatens to capture the baby is hit on the head as she escapes with the boy and decides to adopt him.
- A dangling bridge over an abyss is no deterrent for Grusha who crosses it despite a warning that it can give in any time.
- Her unwelcoming brother, Lavrenti Vashnadze and his equally antisocial wife, Aniko, are deterrent to her resolve to raise Michael.
- She goes through an embarrassing and humiliating marriage to Jussup for the sake of the child.
- Grusha endures a harrowing trial in Azdak’s court to reclaim the boy through the Chalk Circle test.
- Azdak, a common thief who steals rabbits, hides the Grand Duke and gets ashamed of what he has done.
- His attempts to get tried end up convincing the soldiers to make him judge.
- He is nearly hanged in the course of this after three rich farmers accuse him but the Grand Duke his skin and he is reappointed judge.
- He decides the fate of Michael’s real mother through the ingenious test of the Chalk Circle.

3. - In the story, a lot happens. The characters move through various stages and circumstances in their lives.

- When the narrator's father was alive the family appeared to have been happier. The mother was happier healthier and more relaxed but now she is stern faced with thinner hair, a squat body and thickened voice.

- The mother is left to raise all her five children single-handedly. She does it till girls are ripe for marriage. Time comes for them to leave home. Their mother misses them dearly

- The family moves from Uhuru Street to Upanga road.

The new home is more serene and deserted. The boys can concentrate more on their studies.

- The narrator's mother closes down her store. She thereafter does her sewing from home.

- Aloo is determined to achieve his dream to study in the U.S.A

- Aloo's time to leave his home country to study abroad comes. He has achieved his dreams and is now settled in U.S.A for studies.

4.

- **Corrupt**

- He will do anything including framing people and having them eliminated for self gain.
E.g. University milk tender

- **Vengeful**

- He pursues his grudges to the bitter end just like Boss. e.g. Kabito's case

- Jere's imprisonment

- **Inhuman**

- Cannot allow Doga and Nina to perform the shaving ceremony for their late son.

- Has the milk tender revoked and given to him.

- **Arrogant**

- He brags about his relationship with Boss especially when Boss revokes the milk tender

- He shows no respect for Doga and Nina and even when Nina threatens to strip naked, he is rude to her.

NB: Let the student tie each of the above to the government officials, who are representatives of the Kafira government

5.

- Nani Flowers is portrayed as a character that cannot be put down under any circumstances. In a community which is patriarchal in nature, she opts to defend herself and other females in her household and society.
- She is loving/adoring/caring. She goes out of her way to defend her great grandchild against Koro Apirana's prejudice. She defends Porourangi's decision to name her 'Kahu' despite it being a man's name. She hits the narrator for over working the girl and taking her to the movies. She also refuses to allow Koro Apirana to alienate the girl and encourages Kahu to pester him for attention. Despite her obvious disapproval of Koro Apirana's mannerisms, she truly loves him and fondly calls him 'Old Paka'.
- She is assertive/independent-minded as a wife and grandmother. She tells Koro Apirana occasionally that she will divorce him to marry Waari if he continues to annoy her. She pulls his boat back to the beach as he sulks after quarrelling with her. She insists on bringing back to the community Kahu's afterbirth and birth cord despite Koro Apirana's opposition. She demands that women should be allowed to participate in meetings and saving the ancient bull whale.
- She is also strong-willed courageous. She says she belongs to the Muriwai people whose fierceness is legendary. Indeed, Koro Apirana agrees with her and says her Muriwai blood is too strong thus it has led to the birth of a girl as a heir in the family. She defends the decision to name Porourangi's child, Kahu, and quarrels and challenges Koro Apirana on almost everything. It is said she is always stepping out of line.
- She is foresighted/visionary. She is able to notice the extraordinary abilities and qualities in Kahu. That's why she buries her afterbirth and birth cord in front of the tribe's meeting house. She encourages the girl to attend the men's meetings by threatening Koro Apirana whenever he sends Kahu away together with the narrator; she notices that Kahu is no ordinary girl while she is retrieving the carved stone from the floor of the ocean. She also notices that the girl is communing with the dolphins and she bids her time waiting for the right signs of what is to come.

TEST NINETEEN QUESTIONS

1. Imaginative composition (Compulsory)

Either

- a) Write a composition to illustrate the saying ‘It is more blessed to give than to receive.’

Or

- b) Write a composition beginning with

She was startled to hear a knock at the door. For a moment her heart leapt into the mouth and checked her.....

2. The compulsory Set Text

Bertolt Brecht, **The Caucasian Chalk Circle.**

“Grusha’s love for Michael is irrevocable’

Write an essay in support of this statement using Bertolt Brecht. The Caucasian Chalk Circle for your illustrations.

3. The Optional Set Texts

Answer any one of the following questions.

Either

- a) The Short Story

Ilieva and Olembo (Ed.) **“When the Sun Goes Down and Other Stories”.**

With illustrations from Moyez 6 Vassanji’s short story “Leaving” Write an essay to show how Aloo’s determination helped him realize his dreams of studying in America.

Or

- b) Drama

“Francis Imbuga, **Betrayal in the City**

With illustrations from Francis Imbuga’s play ‘Betrayal in the City’, write an essay to show how various characters are victims of injustice.

- c) With Ihimaera ‘The Whale Rider’

Using with Ihimaera’s novel The Whale Rider for your illustrations, write an essay that shows how the writer has portrayed women as a powerful force that can transform a society.

TEST NINETEEN MARKING SCHEME

IMAGINATIVE COMPOSITION

(The marks indicated below are for each essay)

- D CLASS The candidate either does not communicate at all his language ability is so luminal that the examiner practically has to guess what the candidate wants to say. The candidate falls to fit the English words he knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All levels of errors “Broken English”
- D- 01-02 Chaotic little meaning whatsoever question paper or some words from it simply copied.
- D 03 Flow of thought almost impossible to follow. The errors are continuous.
- D+ 04-05 Although the English is often broken and the essay is full 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 contented 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 influence is 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 to many gross errors of agreement, spelling, misuse of preposition, tenses, verb agreement and sentence construction.
- C 08 The candidate communicates but not with consistent clarity. His linguistic abilities being very limited, he cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English. Links are weak, incorrect, repeated at times.
- C+ 09-10 The candidate communicate clearly but in flat and uncertain manner single concepts, sentence forms are often strained. They may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow

is still jerky. There are some errors of agreement, tenses, spelling.

- B CLASS** This class is characterized 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 or even over-ambitious. There may be items of merits of one word or one expression type. Many essays in this category may be just clean and unassuming but this still show that the candidate is at ease with the language. There may be 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 idiom. Natural and effortless. Some items of merit, economy of language.
- B+** 14-15 The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of items 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 enthusiasm. He expresses himself freely and without any visible constraint. The scripts give evidence of maturity, good planning and often humour. Many items which indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement, felicity or expression.
- A-** 16-17 The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provide spark in such essays. Vocabulary idiom, 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 essay arrangement has a definite impact. No grammar problem. Variety of structure. A definite sparks many margin ticks.

A+ 19-20 The candidate communicates not only information and meaning, but also especially the candidates whole self, his feelings, fasts points of view, youth 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.

Q1. a) The candidate must write a story to illustrate the proverb it is more blessed to give than to receive if not (4 marks)

b) The story must begin with the given sentence. If not deduct (4 marks)

- If sentence appears elsewhere deduct (2 marks)

2. The Caucasian Chalk Circle

Introduction

Grusha is a kitchen maid in the governor's palace. She demonstrates her love for Michael by making great sacrifice to save him after he is abandoned by his biological mother Natella Abashmil.

NB: Accept a generalized or contextualized introduction.

Context = 12 marks

- After Michael is abandoned by her biological mother Natella Abashmilli, she rescues him and flees with him offering him protection and nourishment. This is despite being pressed by other servants to leave him alone. She says that Natella would not know how to keep Michael dry since she is too refined.

She suckled Michael just like a mother to a child, and realizing that he is not suckling any more, she goes to the peasant and tells him that the baby must be fed.

- Grusha adopts the baby and risks being captured by the pursuing soldiers. She crosses the dangerous mountains and a rotten bridge, risking her life and that of Michael.
- The mockery from Grusha's sister-in-law concerning the illegitimate child Michael, does not affect her affection for the young boy.
- She risks losing Simon (her lover) by marrying Jussup (the dying man) for the sake of the young Michael.
- She fights for the custody of Michael in court and does not pull him to her side in the test of the Chalk Circle so as not to harm him. This proves her true love for the child.
- Her love for Michael is noted when she seizes a log and hits a corporal on the head and knocking him for going to look at Michael.
- At the court, when she is asked by judge Azdak if she would not want Michael to go back to his mother so that he can be rich, and powerful, she answers that she won't give him up as she has raised him and he knows her.

Conclusion – 2 marks

Accept a logical conclusion (must be a recap of the argument)

Marking instructions

Introduction – 2 marks

Content any four well illustrated points

4 x 3 = 12

3:3:3:3

Grammar and presentation = 4 marks

Conclusion = 2 marks

Total = 20 marks

3. Short Story "Leaving" by Moyez G. Vassanji

Introduction – 2 marks

The family of Aloo relocated to Upanga, a lonely place with no lights, with much of the uninhabited, overgrown bushes large scary baobab trees behind the housing development. This does not discourage him.

Content = 12 marks

- Aloo and the narrator would pray two-three-five with their mother whenever she felt sad. This relieved her and gave them strength to carry on.
- His difficult conditions did not deter him from working hard in school. He had turned out to be exceptionally bright in his studies more than the family members expected. His hard work and determination enabled him to score all A's in his final exam.
- He was determined to win a scholarship to study in an American University. Throughout the rest of the year, therefore, he wrote to numerous universities.
- When he eventually won a scholarship to study at California institute of Technology, he suggested to his mother that they could secure a loan to pay the four hundred dollars needed.
- Despite his mother's insistence that he should not go away and leave her he cried. He questioned why she let him apply if she didn't want him to go.
- Mr Valji, a former administrator of Aloo's school and whom they thought would assist them further dashed Aloo's hope by concluding that if the mother sends him she will lose his son. This did not dampen his spirit.
- Aloo finally wins his mother's heart after promising that he will not marry a white woman and will not smoke or drink which were the mother's worries.

Conclusion – 2 marks

Accept a logical conclusion (must be a recap of the argument)

Marking instructions

Introduction – 2 marks

Content – any four well illustrated points $4 \times 3 = 12$

3:3:3:3

Grammar and presentation = 4 marks

Conclusion – 2 marks

Total = 20 marks

3. b) Drama **Betrayal in the City** by F. Imbuga

Introduction – 2 marks

The play **Betrayal in the City** exposes the injustice meted on various characters in the play a reflection of the true picture of life in Kafira.

Content = 12 marks

- Adika is killed by the administration because of leading other students in a demonstration against injustice in Kafira state.
- During Adika's burial, Jusper his brother is locked in by the government because they feared he might have caused trouble.
- Mosese, the University Lecturer is jailed for speaking his mind during Adiko's funeral. He was accused of peddling drugs. This is after Nicodemo had succeeded in planting Opium in his (Mosese) car.
- Jere is locked in because of sympathizing with Doga and Nina for prevailing upon Mulili to allow the couple to conduct their son's shaving ceremony . Mulili is against the idea and a bitter exchange ensued landing Jere to jail.
- The heated exchange between Kabito and Mulili results to former's death. Kabito had won the milks supply tender to the university which Boss revokes after Mulili prevails upon him to do so. This leads to a bitter exchange between the two during the meeting to arrange for the visit of a foreign dignitary.
- Regina is a victim of injustice when she escaped rape by Boss when she goes to him to plead for the release of her brother Mosese.
- Jusper can also be said to be a victim of injustice when he is sacked by his fellow students from his post of organizing secretary for agreeing to take part in a play for the visiting head of state to Kabira.

Conclusion – Accept any logical conclusion which must be a recap of the candidate's argument.

Marking instructions.

Introduction – 2 marks

Content – any four well illustrated points

4 x 3 = 12

3:3:3:3

Grammar and presentation = 4 marks

Conclusion = 2 marks

Total = 20 marks

Introduction (2 marks)

In with Ihimaera's novel, a few female characters have been portrayed as being assertive and ready to bring changes in the society. The two leading examples are Kahu and Nani flowers.

Content

- Nani flowers has been used by the writer to show that women have what it takes to effectively manage leadership roles and there transforming the society. She exercises power over her husband Koro Apirana. When he hears of Kahu's birth, Doro Apirana is so disappointed that he goes to sulk in the sea. Nani flowers follows him, tugs his boat with hers and pulls have a disagreement she threatens to divorce him so as to go and live over the hills with old Waari.

- When they have a disagreement at one time, Nani flowers tells Rawiri that Koro will be sleeping in the bunkhouse with him that night. This happens later as we see Rawiri trying to wake Koro who was snoring beside him.

- The writer has portrayed Mihi Kotukutuku as a strong willed big female chief. One time she had stood on a sacred ground and another Chief shouted at her to sit down since she was a woman. She refused and reminded him that she was of a senior line to him. She further reminded him all men are born of women.

- To control Koro's movement, Nani had at one time siphoned out half the petrol from Koro's dingy and when he called and waived, she pretended not to hear she has learnt how to manipulate her husband as she is the one who acts the chief. She always maintains that she is a descendant of old Muruwari, the greatest chief of the tribe and a woman at that.
- In spite of Koro's opposition to the idea of naming the girl after Kahutia Rangi, Nani insists that she will be named even though it is a name for a boy child (a name of the tribe's ancestor). It was Rehua (Porourangi's wife's wish that the girl be named Kahu. She had overruled her husband – Rehua who came from the same tribe as Nani flowers.

- Kahu has been portrayed as a strong willed girl when it comes to getting Koro's attention. She attends lessons meant for boys and she would often eavesdrop into the meeting room.
- It is Kahu (as Nani flowers had earlier promised) who finally fixed Koro when she manages to save the whales after all the people had failed. She takes to the sea.
- Kahu manages to secretly craws into the meeting room and bite Koro's toe and hence becoming the heir as the priest had prophesied she is the ore who manages to retrieve the curved stone from the sea. The boys (who had been undertaking some instructions) had failed, thus disappointing Koro.
- It was one of Kahu's aunties who brought Kahu's birth cord for burial when there was no one else to bring it.

Content 3:3:3:3

Conclusion – 2 marks

The writer has succeeded in showing how women can be assertive and thereby bringing fundamental changes in a male dominated society.

Marking instructions

Introduction – 2 marks

Content: Any 4 well illustrated points

$$4 \times 3 = 12$$

3:3:3:

Conclusion – 2 marks

LANGUAGE & PRESENTATION 4

TOTAL 20 MARKS

TEST TWENTY QUESTIONS

1. IMAGINATIVE COMPOSITION (COMPULSORY) (20 MARKS)

Either

(a) Write a composition ending with:

...at that moment, I knew that my worst fears had been confirmed.

Or

(b) Write a composition to argue **for** or **against** the concept of home-coming parties for members elected to various positions.

2. THE COMPULSORY SET TEXT – 20 MARKS

The Caucasian Chalk Circle – Bertolt Brecht.

“It is the stomach that drives most human beings and not the heart. Comment on this statement basing it on The Caucasian Chalk Circle by Bertolt Brecht.

3. THE OPTIONAL SET TEXT – 20 MARKS

Answer only one of the following three questions.

(a) Short Stories – When the Sun Goes Down

“Love inspires optimism in the face of oppression”. Using illustrations from Cyprian

Ekwensi's "*Law of the Grazing Fields*", write an essay to justify the above statement.

(b) The Whale Rider – Witi Ihimaera

"The natural and the supernatural are in mutual co-existence. Discuss the statement drawing from the novel, *The Whale Rider* by Witi Ihimaera

(c) Betrayal in the City – Francis Imbuga

"Betrayal in the City exposes the troubles associated with independent African states." Using illustrations from the text by Francis Imbuga, write an essay in support of this statement.

TEST TWENTY MARKING SCHEME

Q.2. Caucasian chalk circle Bertolt Brecht

Introduction	2 mks
Content	12 mks
Language	4 mks
Conclusion	2 mks
Body	

A . Prince Kazbeki

He stages a coup against the Grand Duke and the Governor

- Governor is executed
- After gaining power he seeks the life of his heir Michael in order to consolidate his power
-

B. Governor Abashwili

Driven by greed and materialism

- Ignores the petition of his subjects against heavy taxation
- Intends to destroy the slums in order to extend the East wing of the palace

C. Natella

- Displays greed for fame and recognition

She is more possessed with world possessions than her baby Michael

- Ref pg 24 – orders one of the servants to put down for a moment and get her little swallow coloured boots from the bedroom to match her green dress
- Takes too long rummaging in a trunk of expensive clothes - Pg 25
- She is not willing to travel on horseback since she prefers the carriage
- She pursues Michael in order to reclaim her husband's property due to be inherited by him
-

D. Azdak

Exhibits excessive greed

Asks for bribes before starting any suit – starts by saying I accept

He actually accepts bribes from

The blackmiler, Natella's lawyers Simon & Grusha etc

E. Ordinary citizens – take advantage of the war to satisfy their greed

e.g. peasant sells a pitcher of milk exorbitantly

- Jussup's mother – displays greed when she arranges for a marriage between Jussup & Grasha – she is paid 600 piaster for it by Lavrenti

F. Soldiers

The merchants fear them since they can easily confiscate their merchandise for their own benefit

e.g. the 3 merchants at the rotten bridge hide their merchandise at the arrival of the corporal and the iron shirts

- The peasant tells Grusha "If you want milk kill the soldiers." - Pg 32

NB accept 4 well illustrated points

Q.3 (a) Short Story

– Must be discursive if not treat as irrelevant and deduct 4 marks.

- The candidate should show what he/she understand by home-coming parties.

- The presentation should be – Persuasive

- Convincing explanations

- Statistics/examples

Introduction

Amina has had her marriage planned off by her male family members to a man old enough to be her father. She does not seem to have a way out of this as her brothers insist on their choice for her. Because of her love she overcomes all these huddles./Accept any other relevant introduction.
(2mks)

(i) Amina resists her brother's hostilities. When the story opens, Modio is violently pushing Amina in an attempt to force her to change mind about Yalla, her preferred choice. She shouts and orders him to take his hand off her. But he strikes her and tells her about Jama, the husband her father has chosen for her. She deftly tells him that the issue of Jama is their affair. She defiantly tells Modio that she would be with Yalla that evening because he is the husband she has chosen. Her resistance is a sure way of ensuring that she gets her way. **(pg 182)**

(ii) Amina loves Yalla deeply. After Modio frustrating her, her tears flow freely as her heart aches for the man she loves and has chosen as her husband. She believes that no one, nothing could shut her away from Yalla. She must go to him, she must. **(pg 183)** She thinks about Yalla, tall, wide-shouldered, with copper ring in his plaited hair, so gentle and so sweet. These love thoughts inspire to fight to get her man. **(pg 185)**

(iii) Her secret plans with Yalla are what keep the fire of their love burning. They have organized a simple arrangement. She and Yalla were to escape from the camp before Jama brought the bulls that were the final installment of the bride price. He delayed, but when he came to her father's settlement, he stood outside near the dorowa tree and had whistled to her. This plan marks the beginning of their escape. **(pg 185-186)**

(iv) Yalla's determination to escape with his beloved wins the day for the two lovebirds. Yalla starts a fire and in the confusion grabs Amina into an escape. The brothers spot them, but Yalla carries Amina across the escarpment and saddles her on the horse he had stolen from her brothers. They are shot at with arrows but they continue. Yalla is even hit, but he runs and takes Amina to his hut. **(pg 187-188)**

Mark 4 well illustrated points. 3: 3: 3: 3

(12mks)

Conclusion

In conclusion Amina gets the love of her life out of her concerted effort to beat the huddles that her father and parents had put on her way./ Accept any other valid conclusion. **(2mks)**

3. c. "Betrayal in the City exposes the troubles associated with independent African states."

Using illustrations from the text by Francis Imbuga, write an essay in support of this statement.

❖ Just like the play, there is **betrayal** in Kafira.

- Boss's regime fails to do for the people who had elected them to power. Instead of creating jobs for the citizens of Kafira, they bring expatriates to take the already existing job position.
 - Betrayal is also portrayed by characters like Mulili who betrays Kabito to safeguard his own personal interest.
- ❖ There is a lot of **corruption** in Kafira.
- Tumbo keeps a substantial share of the amount that was supposed to be used for auditions to select the best play.
 - Boss uses his power to award Mulili who also happens to be his cousin, the university tender.
 - The member of the committee being concerned with money other than discussing what they are supposed to do.
- ❖ Imbuga has also brought out **injustice** in Kafira.
- Chagaga who kills Adika is not prosecuted.
 - Mosese is arrested and jailed without trial.
 - Jusper is beaten by a mob after he has confessed killing Chagaga.
- ❖ Francis Imbuga also portrays the **tribalism** and **nepotism** that is apparent in Kafira.
- Boss employs his cousin Mulili.
 - The Askari cannot serve Jere with tea because he does not come from the same tribe with him.
- ❖ **Unemployment** has also been exposed as a problem in Kafira.
- University students going on strike because of the hiring of the expatriates.

3. (a) When the Sun goes down : Arrested Development

1. Many African countries are faced with corruption

- Gloria bribes customs officials, magistrates the police and everyone so as to execute her illegal business sector-free.

- The driver bribes the police so as to contravene traffic rules and get away with it.
- The driver also transports illegal immigrants at a couple of a thousand dollars.
- The money changers in Beitbridge can the man from Johannesburg seven hundred and eighty and of hard earned money.
- Gloria forgets her passports but she is aware that somebody will organize for her gate pass for a 'small fee'.
- It is reported that the driver may have acquired fuel from the 'blackmarket'.

2. Additional, many African countries are faced with poor infrastructure / economic stagnation / decline

- Life in Zimbabwe is about waiting for rain, electricity, transport and slow internet connections. She queries at the bank for two (2) hours.
- The transport vehicles that there are barely enough and therefore, travellers scramble for any that comes / is available.
- The economy has declined. This is indicated by the eight hundred thousand dollars charged by the driver as transport fee.

3. Tribalism is another challenge that affects development very adversely.

- Gloria alleges that the people who conned the man they had picked in Gwanda must be the Shona. She brands them as the only crooks in Beitbridge.
- On the other hand, she claims that Venda (like her) make an honest hustle.
- The Ndebele are branded as being lazy,

4. Perpetration of illegal business is a prime challenge to African states.

- Gloria deals in illegal cigarettes and therefore she is immensely rich. She gets fifty thousand and a run and buys obscenely expensive equipment.
- The driver transport illegal immigrants across the border at exaggerated prices.
- The illegitimate money changers in Beitbridge perpetrated con-business.

5. Joblessness / Unemployment

The civilians of Zimbabwe wait to see if a little website has found a job for them the Dubai or anything to get them out of the country.

Body 3 marks x 4 (paragraphs)

T.S – 1 mk

Illustration – 1 mk

Clincher sentences – 1 mk

Conclusion – 2 marks

Language (connectors, sentence, structures, conjunctions, etc) _ 4 mks

(Total 20 marks)

ANSWERS

CLOZE TEST

1. facing
2. direction
3. these
4. important/vital/ crucial
5. department
6. of
7. provide

8. although

9. the

10. under

1- similar

2- oneself

3- Equally

4- functions

5- helps

6- Therefore

7- Although

8- Also

9- Its

10- Manner

1. forward

2. rush

3. However

4. its

5. begin/start

6. overboard

7. visit

8. hitches

9. celebrate

10. January

1) And

2) Victims

- 3) By
- 4) Clearly
- 5) Situation
- 6) Foetus
- 7) But
- 8) Decisions
- 9) A
- 10) Declares

- 1. As 6. Mandated
- 2. Bad 7. Serve
- 3. Leaders 8. Discussing
- 4. Before 9. Who
- 5. Constitution 10. Ambition

- i) Since
- ii) Register
- iii) Electronically
- iv) Although/However
- v) step/move
- vi) The
- vii) Cases
- viii) In
- ix) verify/confirm
- x) Eliminate

1. Dispose
2. smell/stench
3. more/much/a lot
4. From
5. Grade/ class/quality
6. Themselves
7. Enriched
8. And / or
9. greatly/immensely
10. By

1. By
2. To
3. For
- 4 Its
5. During
6. What
7. Is
8. Protection
9. From
10. More

1. But
2. Released
3.
4. Whose
5. Admission

6. Contend
7. Disadvantaged
8. At
9. Forces
10. Remedial

- i. Many
- ii. Routine
- iii. That
- iv. Difference
- v. Far
- vi. Out
- vii. Harmful
- viii. Against
- ix. If (capital I)
 - ix. Suffer

- 1- When
- 2- Thorough
- 3- The
- 4- Lays
- 5- Essential
- 6- Guard
- 7- Habit
- 8- These
- 9- Such
- 10- To

1- Unique

4- to

5- being

6- about

7- a

8- if

9- avoid

10- who

11- younger

12- chore

13-

1) is

2) putting

3) correct

4) guarantee/give/grant

5) active

6) this.

7) To

8) Comparison

9) situation

10) decision

1- the

- 2- declared
- 3-when
- 4- spoke
- 5- on
- 6- their
- 7- yet
- 8- and
- 9- announced
- 10- ministers

- i) most
- ii) through
- iii) But
- iv) in
- v)Sick
- vi) Animals
- vii) Fence/wall
- viii) Out
- ix) latrines/toilets
- x) Germs

- 1. eat
- 2. times
- 3. their
- 4. park

5. sometimes
6. the
7. is
8. bare
9. away
10. erosion

- 1- the
- 2- declared
- 3-when
- 4- spoke
- 5- on
- 6- their
- 7- yet
- 8- and
- 9- announced
- 10- ministers

1. Biden
2. Hasn't
3. Wonder
4. On
5. Cost
6. When
7. But

8. Email

9. Sends

10. a

PAST KCSE QUESTIONS ORAL SKILLS

1. 3. Magnificent bull

a) i) The singer achieves rhythm in the song above through repetition of words i.e. “white like”like e.t.c.

Identification 1 mk

Illustration 1 mk

ii) To enliven the performance of the song one would do the following

a) Employ gestures

b) Body movement

c) Mimicry

d) Dramatization

e) Use of appropriate tone variation

f) Accept any two well explained aspects of performance

iii) The last line would be said with falling intonation

☐ 1mk each correct max 10mks

☐ All answers must start with small letters except

☐ If candidate uses commas with alternatives don't award

☐ Penalize wrong spelling

b) Underline silent letters

i. Rendezvous

ii. Eulogy

iii. Tourism

iv. Phlegm

v. Condemn

c) i) Tongue twister

Sound patterns

- Alliteration – repetition of consonant words
- Assonance – welcomed Wendy
- Identification ½mk illustration ½mk

ii) Function of genre

To practice pronunciation

For entertainment

To practice fluency in language

d) – Conduct background research on the topic

- Be confident and convincing
- Accept any other speaking skill

e) This is an open question; teachers should accept responses that are courteous and correct

2. (a) (i)– clearing throat

- clapping the hand
- sing a short song as a prelude (2x1=2mks)

(ii) Performance – use tone variation from the pure narration style to that of dialogue i.e. rising intonation (1mk) accompanied by appropriate facial expression (1mk) /gestures in the questions asked by the mother-in-law

OR – Rising – falling intonation appropriate facial expression in the old man's answer/speech (1x2=2mks)

(iii) Active listening – nodding head

- Laughter
- thumping of feet
- clapping
- Use of voice e.g. (mhh?) (3x1=3mks)

(iv) End story – using falling intonation (1mk)

(b) (i) Gestures – 'where is the birds'

Facial expression – where is she ee

Voice variation – where is she ee (any three =3mks)

Body movement – They would move and dance as they look for the bride

Dramatic pauses – pause from 1st to 2nd stanza

(ii) Authenticity – Original meaning

- Local flavor (any 2)

- - Aesthetic beauty (2mk)

(c) (i) **Respect**

(ii) Review

(iii) Investigate

(iv) Consolidate

(v) **Calculate**

(vi) Divide (each $\frac{1}{2} \times 6 = 3$ mks)

(c)(ii) fear (ii) altar (iii) All (iv) serial (v) nun (vi) eight (6 x $\frac{1}{2}$ mk)

(d) (i) Fight off nervous by taking a deep breath and thinking that, that was a chance to practice publicspeaking.

- Try to look calm and confident

- Be careful to organize your thoughts logically

- Say things that are appropriate to the audience

- Jot a few points before speech for reference

- Be brief

- Try to remember points said by others to avoid repetition (any 3 = 3x1=3mks)

(ii) -Project your voice

- be audible

- more closer to the audience

- pronounce words properly (any 3x1=3mks)

(e) (i) **Short –comings include:-**

- Lack of eye contact – avoids eye contact

- Not alert – misses questions asked

- Confusion evident =- answers wrongly

- Doesn't concentrate – mind wanders (any 2= 2mks)

(ii) Listening skills to adopt include:

- Maintain eye contact
- Concentration – avoid distracters (physical or emotional distracters)
- Correct sitting posture
- follow any use of non-verbal questions by the speaker to grasp message better
- Be an active listener i.e. nod head in agreement, laugh at jokes etc
- Be alert at all times (any 3 =3mks)

3. ORAL SKILLS (30MARKS)

i. a) The eavesdropper's part can be acted out like he is hiding somewhere and then shoots up and speaks in a loud angry or sarcastic tone.

-Dramatize and mimic the various persons who are giving the varied opinions about the man

-Talk in a low tone when he is telling the wife that they would leave the next day.

-Act the eavesdropper's part as he sits in a clearing by the huts with an intention of eavesdropping

b) (i) He would speak in an angry/sarcastic tone

ii) a) Ship

b) Pool

c) Buck

d) Height

e) Barn

iii)a) Re.bel

b) Re.spect

c) Ma.nage

d) Con.tact

e) Ac.cess

iv)

- ☐ Begin from the starting point of the person begin directed
- ☐ Make the directions simple and clear
- ☐ Make the directions precise and concise

- ☐ Present the directions step by step in the correct sequence
- ☐ Use sketches and maps
- ☐ Refer to land marks and printers such as left, right, behind etc
- ☐ Suggest the approximate distance from one print to another

v)

Before going for an interview consider:

- ☐ The nature of work/job you are attending the interview for
- ☐ Appropriate skills/competence expected
- ☐ Qualifications and relevant documents/testimonials etc
- ☐ Location of the interview
- ☐ Time for the interview
- ☐ Dress to the occasion
- ☐ get relevant information about the company

4. 3. a) i) rhyme Life Ablaze

Strife Amaze

Repetition- I seek

½ mark for identification

½ mark for illustration

ii) Diphthongs

Life

Strife

Ablaze

Amaze

Sight (any four, ½ a mark each)

iii) I would say it with a falling intonation to indicate my final decision to go for a peaceful country life. It is a declarative statement 2marks

b)

i. Fury

- ii. These
- iii. Have
- iv. Harbor
- v. Committee

c)

- i. This is a tongue twister 1 mark
- ii. The use of alliteration e.g. freaky Fred
- iii.- Entertainment
 - Improves pronunciation and enunciation
 - Creates humor
 - Informative
 - Enhances fluency in language use

d)

- i) They were taught verbally, orally (without reading)
- ii) The guest of honor asked us to listen to him attentively/ sympathetically
- iii) Politicians must now do what they say
- iv) Daisy has the ability to speak easily and persuasively (1mk each= 4 marks)
- e) I would book an appointment with Ngugi Wa Thiongo on phone, through e-mail or ordinary mail

I would conduct a thorough research about him to acquire a detailed background of the writer

I would conduct leading questions about himself and his works

I would stick to major issues according to our editorial policy

I would give room to callers to ask him emerging/ supplementary questions during the programme

I would take notes during the interview to keep alert and be relevant during the entire session.

I would prepare in advance all the necessary recording apparatus and support personnel to make recording of the programme possible

I must be punctual (at the time) and venue of the interview to receive my guest

Any 6 one mark each

5. (a) (i) low, blow/rest, breast/nest, west/west, breast/blow, go/sea, me/moon, soon A mark For each pair max. 2mks

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

- Repetition
- Alliteration
- Assonance
- Consonance
- Use of regular syllabic patterns

(iii) – Lullaby 1 mk Any feature of a lullaby evident

6. 3a) i) -It is a tongue-twister✓1

ii)-Development of oral skills✓1

-Used by children during play✓1

-For entertainment✓1 (Any 1pt =1mk)

iii) Alliteration✓1 i.e. how high up has he heaved (id-1mk

iii-1mk (1x2=2mks)

iv) -Usually short i.e. One sentence✓1

-Repetition of a particular sound i.e. ‘h’ sound✓1

(Any 2pts 1mk each) 1x2 =2mks

b) i) Prophet

ii) Meat/Meet

iii) Pool

iv) Doe

v) Quay (1mk each 1x5=5mks)

c) -Settle down early enough before the talk begins

-Prepare and make ready writing materials

-Take down notes that are relevant

-Ask questions to clarify points not well understood

-Maintain eye contact

-Maintain good sitting posture/sit upright

-Avoid fidgeting on your chair

-Be alert/avoid distractions (1mkeach-1x5=5mks)

d) (i) -The poet creates rhythms by: using rhyme in the poem i.e. lit/it ,will/hill/still√1

-Use of alliteration i.e. without a wish, without a will√1

-Repetition i.e. I, sky√1 (any 2pts =1mk each ; Total=2mks)

ii) Silent√1

To emphasize the magnitude of the silence in the night√ (Id-1mk ; Exp-1mk)

iii) a) a short pause in line 1 where the comma is used

b) a long pause in line 3 where the full stop is used(2mks)

e i) -What is your name?

-What do you want?

-What did you want to tell him?

-He is never in school. (½mk each ½ x4=2mks)

ii) Peter: Hello, I am peter, who are you?

Peter: How may I help you?

Peter: Sorry, he is not in school. May you please leave information?

Peter: Sorry, he is out to attend a family function.

iii)a) Eulogy-E√

b) Phlegm-g√

7. 3. (a) ORAL SKILLS

(i) sight / cite

(ii) o,oh!

(iii) right, write

(iv) Rode/ rowed

(v) Blue

(b) (i) Maintain eye contact

(ii) Ask question at the end of the speech for clarification

(iii) Appropriate sitting posture

(iv) Avoid audio/visual distractions

(v) Read for familiarity

(vi) Taking notes

(c) (i) Noun – our annual **import** dropped by 20% due to drought (1mk)

(ii) Verb- He will **import** a new car next week (1mk)

(iii) Noun – The Maragua milk **produce** has gone down owing to low rainfall (1mk)

(iv) Verb – Brazil normally **produce** quality footballers (1mk)

(d) (i) a child/ a son / a daughter (1mk identification)

(ii) ‘broken’ and ‘gourd’ – they are content/information word (1mk)

(iii) Use of alliteration as in /b/ in ‘blind’ and ‘bat’ /l/ like a little (identification (1mk)
illustration

(1mk)

use of repetition in ‘I’ ‘your

(e) (i) - enter a stage with a song

- Pose a question

- Use a riddle/proverb

- Cough, clear voice

- Use a tongue twister

- Sit upright/stand confidently before the audience

(ii) Say ‘No’ with a rising intonation and the rest of the sentence with a falling intonation (1mk)

(iii) - use tonal variation e.g. rise at No

- Use varying facial expressions e.g.

- Dramatize

any correct three award 1mk each

Identification 1mk/ illustration 1mk

(f) - Good morning, Madam (must be ‘Madam’ (if ‘Sir’ award 00)

- Fine, thank you, Madam (if without ‘thank you’ deduct ½mk)

- What is your name; please (1mk)

- Thank you (very much), Madam (1mk)

N/B: If more four grammatical errors –IAD – 1AD4GE

8. QUESTION 3: PART ‘A’ ORAL NARRATIVE

(a) Pause and rising intonation (1mk)

b) Oral skills:

i) Tonal variation to distinguish the difference, character i.e. the narrator, the girl and the mother

ii) Singing the song

iii) Use of gestures e.g. digging, covering hole with a cow’s hide etc

iv) Use of facial expression e.g. surprise after the girl is discovered; portray weak and distinguish girl, etc. (4mks)

v) dramatization-mother quickly filling the hole with soil

(any 2-1mk for identification, 1mk for illustration

(No mark for illustration without identification).

c) 1st song-low intonation (weak/pleading tone to show despondency/helplessness/despair/stress) (1mk)

2nd song-higher intonation (confident tone/force/tone of malice/condemnation) (1mk)

d) -Gesture of surprise

-shaking of head in disbelief

-clicking in disgust

-a sigh of relief (any 1=mk)

e) Falling of intonation to show finality (1mk)

PART B

a) (i) tongue-twister (1mk)

ii) alliteration-/sh/widely used at the beginning of words (2mks)

iii) it is used for entertainment

-enhance once fluency in the use of a language

-help one learn to promote words properly (3mks)

b) (i) -poor turn taking by the members; they don’t go through the person chairing the discussion, e.g. Tom, Noreen and Lilian after Kabonyi is invited to make a suggestion

-improper interruption by Peris when she failed to allow to complete his statement

-poor or lack of negotiation skills .the spirit of give and take is not shown by any of themembers as all think their suggestions are the best

-rudeness by Kabonyi - He trashes Lilian's suggestions as 'stupid'.

-impolite disagreement by Noreen when she says she dislikes 'Shreds of Tenderness'

(any 3 well explained) (3mks)

(ii)-Noreen says " excuse me Apepo"

-Peris apologises for interruption peter and says "sorry"

-Noreen says "please Peris..."(2mks)

PART C

a) -didn't pay attention to non verbal cues e.g. gestures, facial expression and body movementthat enhance understanding

-didn't set a listening objective e.g. questions he would need to answer during the speech

-didn't take notes during the listening therefore he had nothing to refresh his memory

-He may have allowed other things to distract his attention

(Accept any 4 reasonable responses) (4mks)

b) The examples offering by the candidates must show their understanding of the concept of personal space *e.g.*

-not going through another person's drawers, desk or box without permission

-not listening in on private conversation or phone calls

-not going through someone's letters or writing without their consent

- getting into a person's room without permission

-moving too close (physically) to persons one I not intimate withA1

(accept any two well explained examples) (2mks)

c) Circumstances that may cause interruption

-If you didn't hear what the speaker said

-When you strongly disagree with the speaker

-When you strongly support the speaker

- When you wish the speaker to clarify unclear issues

-When you want to make an additional to the speaker's point

-When the speaker has misinterpreted certain known facts

(Accept any 4 reasonable responses) (4mks)

9. b) (i)

- ☐ Repetition e.g. pinch, pinch ,pinch.
- ☐ Rhythm-enhanced through repetition.

ii)

- ☐ Voice
- ☐ Tempo
- ☐ Gestures
- ☐ Costumes
- ☐ Painting and décor
- ☐ Movement and patterns (Any two, 1mk each (2 marks))

iii)

- ☐ Wear relevant costumes e.g. jungles.
- ☐ Hit the drum where necessary.
- ☐ Have an attractive and relevant décor.
- ☐ Apply a relevant make-up e.g. facial paint to capture the theme of your poem.

(1mk each, total 4 marks)

iv)

- ☐ Repetition pinch ,pinch, pinch
- ☐ Rhythm (Any two,1 mark each total. (2 marks))

c)

- ☐ Be audible.
- ☐ Make use of gestures.
- ☐ Vary my tone to sustain their attention.
- ☐ Use facial expressions.
- ☐ Involve the audience. (1 Mark each. Total 5 mks)

d)

i) won-der

ii) ho-ney

iii) draw-back

iv) town

v) e-du-ca-tion (For any correct 1 mark each. Total 5 mks)

e) i)

Mrs. Stima:.....

Mr. Obwaya: yes! Why not? They even need to be added more time(✓ ½mk)

Mrs. Stima:

Mr. Obwaya: I agree with you but you know, we may think we are assisting the children but findwe are destroying them.✓ ½

Mrs. Stima:

Mr. Obwaya: to me entertainment is part and parcel of learning. it is absolutely necessary✓ (½ mk)

Mrs. Stima:

Mr. Obwaya: students need time away from their books. Let them ventilate their steam.

Furthermore, they are responsible as they are grown-ups.✓ (1mark)

Mrs. Stima:

Mr. Obwaya: but they need.....✓ (1mark) [the ellipses are important for this point to score. they show interruption. if no ellipse or dots, award “0” mark.

Mrs. Stima:

Mr. Obwaya: What! It can’t be! You are invited for trouble✓ (½ mk)

NB the exclamation mark is necessary to show shock.

Mrs. Stima:

ii)

☐ Would you please✓ ½

☐ I am sorry✓ ½ (total=1mark)

10. 3. a) i) Repetition – to and fro (2 marks)

Faster

Alliteration – billows breeze (2 marks)

World whorls

ii) To enhance the rhythm

To make the poem more interesting

To make the poem memorable (Any 2 = 2 marks)

iii) With a falling intonation

They are all wh- questions (2 marks)

iv) Blue – blew

Wear – where (2 marks)

b) i) Whine - wine

Mown – moan

Lays – laze

Weather – whether

Dough – doe (5 marks)

ii) Tout

Tot

Tore

c)

- Good grooming

- Maintaining eye contact

- Use of appropriate posture/ to show confidence

- Use of relevant gestures/ facial expressions

- Good command of language

- Mastery of content

- Talking to audience instead of reading (Any 4 = 4 marks)

d) i) – Makokha is rude- he does not show courtesy to Munonga – his prospective father-in-law. He says “I hope you are not going completely blind”

- Makokha is a poor negotiator- he demands for Lavender instead of requesting e.g. I have come to take her away

- Makokha lacks in good turn-taking skills. When Murunga says “Did you say my Makokha doesn’t allow him to finish/ wait for his turn to speak
- Makokha has poor listening skills. He misunderstands Murunga when he says “What is the world coming to?” (4 marks)
- ii) Your daughter Lavender and I are in a relationship and I have come to humbly request your permission for us to get married (Accept any other polite form) (2 marks)
- iii) When Murunga says “What is the world coming to?” Makokha deliberately misunderstands and says “I hope you are not going completely blind. The world is going nowhere. This reveals Makokha’s contemptuous/ arrogant/ disrespectful attitude towards Murunga (2 marks)

11. Oral skills

- a) i) - The forest fires
- The streams
- The fiddle and fife
- ii) Repetition
- iii) Alliteration: ... watch with wonder...bathe...brown blades...bending...e.t.c.

Rhyme: return/ burn

Eyes/ skies

Streams/ dreams e.t.c.

- iv) – alliterating sounds

- rhyme

- Rhythm

- b) i)- Subject is boring

- Presenter is boring

- Topic may be irrelevant

- Audience may be feeling hungry

- Presentation may be too long

- Speaker may not be audible

Any 4x1=4

ii) – ensure topic is relevant to the audience

- Research on the topic

- time speech so that it isn't too long

Maintain eye contact with audience

Make sure I am audible

Make use of gestures and facial expressions (1ny 4x1=4mks)

c) i) Wet – whet

Soar- sore

Would- wood

Tied- tide

One-won

You-ewe

ii)- Gain – a

- Helipad- h

- Resist- s(1st one)

- Rhy- hy

- Tomb- b

- Deliver- e (1st one)

d) i) Only the tout was young

ii) Both the tout and the driver were young

e) - Lack of identification

- Lack of courtesy – doesn't greet

- Rudeness – “What do you want?”

- Interruption Any 3x1=3

12. ORAL SKILLS

a) i) repetition – rain, rain

ii) rhyme – sprinkle, tinkle

iii) alliteration – splish, splash, splatter

iv) onomatopoeia – lighting – flushing, thunder crashing

v) assonance – mushy, muddy, hurly, burly

Any two = 2 marks

ii) aabba aaccda aaeeaff agg

hhaffija (2 marks)

It is an irregular rhyme scheme (1 mark)

iii) With a falling intonation (1 mark)

b) i) A spun (1 mark)

ii) - To entertain

- To sharpen wit

- To teach pronunciation Any two 2 marks

iii) - Your bob took our Bob's bob, if your Bob does not return our Bob's bob, we shall bob him on the eye

- I will book your book to read

- Lie here and lie

c) i) wicked

ii) world

iii) this

iv) turn

d) i) Gestures

ii) Facial expressions

iii) eye contact

iv) dramatization

v) body movement

vi) posture Any four 4 marks

d) ii)- i) In order to understand the information being given

ii) So that one can avoid making mistakes

iii) To help one get correct instructions

iii) - i) With a falling intonation

ii) With a rising intonation

iii) With a rise – fall intonation

e) i) I am sorry

ii) Excuse me

iii) I do apologize

ii)- i) May I pass please

ii) Allow me to pass

iii) Please give way

iv) Excuse me please

iii) - Sorry for losing your relative

- Please accept my sincere condolence

13. (i) Writing the material down as it comes from the performers and the

(ii) Use audio-tape to record the voices e.g. for songs, proverbs riddles tongue twisters and narratives.

(iii) Filming / video recording the performance and interviews

iv) Memorizing the material Any 2 x1 mark each for an explained

(i) When two strong camps/ parties /people are at war the innocent / weak subjects suffer.

Shows communities practise livestock keeping (½ mk) The mention of bulls

☐ Family (paper fight/ dispute the children suffer.

Politics government and opposition when they fight or are antagonistic. citizens suffer)

½ a mark for identification

½ a mark for explanation.

(i)The lily in the valley below

Any 1 tick after illustration

☐ Rhyme scheme - aa bb cccc

Dramatize e.g. use compass points to show cast a torch to show the heat and the wondrous glow

- Dress in the colour white red, yellow, pink

- Gestures and mimicry— express bright light beauty shining through higher

Lily, valley, below V

(i)z (ii)n (iii)e (iv)g ½ a mark each total

seat — Bumb / buttocks

- chair

Feat — measurement unit of length

- plural of foot

N/B:- If both sentences are correct a candidate scores 2 marks if only one is correct give a zero.

Any four of the following well explained

Rocking in the chair

Conversing with neighbours

Frequent walking in and out of the place of address

Dosing off

Continuous/ frequent yawning

Chewing ones' nails

Drumming the chair or desk

Looking at the watch frequently

Looking outside

Looking at passers - by Any 4 marks each

Annalist

Serge

Cession

Threw.

Stirling .

Cymbol . ½ a mark total

Language must be courteous if not penalize 4 a mark each .

Students' responses must flow I not penalize a mark each.

Penalize grammatical errors i,e spellings

- capitalization

- punctuation ½ mark each,

14. (a) JANE: Hello mum/mother I am fine

Have you recovered?

JANE: Yes mother/very much so mother.

I was on top of my class when the mid-term exam results were announced. (2mks)

JANE: I am told Carol is joining the university of Nairobi. Is it true? (2mks)

JANE: Next month mum/mother please clear arrears for me

JANE: Thanks/ I will be grateful

How is Daddy? (2mks) (2x5=10mks)

(b) (i) Stanza 1 – ways a

dove b

praise a

love b

Stanza 2 – Stone c

Eye d

One e

Sky d

Stanza 3 - know f

Be g

Oh f

Me g

Rhyme scheme is ababcdedfgfg

N/B Accept abab scheme a regular rhyme scheme

(ii) ‘very’ to emphasize the fact that nobody but himself noticed her beauty and loved her.

N/B- Accept ‘few’ for a similar reason.

(iii) - **Facial expression** – to express the sense of loss

- **Gestures** to emphasize loss

- **Tone variation** – stress the feeling of loss

-**pace**- slow pace for effect

(accept any other performance feature which must be tied to the stanza) (2mks)

C. (i) Kettle

Cattle

(iii) Nose

Knows

(iv) Gape

Cape

(v) Abattoir

Tour

(vi) Zoo

Coup

(v) Whale

Hail (Accept any 5 pairs = 5mks)

(d) /s/ /z/

Conscious measure

Motion seizure

Brush explosion

Special fusion

Ocean cushion

(mark ½mk each correct – ½ x 10=5mks)

(e) - Gather information about the topic e.g. through library research, questionnaires, interviews of observations

- Focus on the topic, purpose of the speech and audience (why are you writing it and what do you intend your audience to learn/gain /do?) Appropriate to a particular audience

- Choose a pattern of organization that is likely to captivate the audience. Put emphasis on the introduction and conclusion

- Select words and expressions that communicate clearly and precisely the message you want to convey

(4mks)

(f) – Gesture

- facial expressions

- Dramatization

- Body movement

- Eye contact with audience (5mks)

15. ORAL SKILLS

1. i) Alliterations – Clasps crag, crooked

ii) Onomatopoeia – thunderbolt

iii) Rhyme e.g. hands crawls lands walls (Any two 2mks)

2. Gives musicality to the poem making it memorable and enjoyable. (2 mks)

3. Thunderbolt this is because it captures the meaning of the line and vividly captures the strength of the eagle. (2mks)

4. I would fold my hands into a fist to vividly show how the eagle flies. (2 mks) or dramatize flapping of the eagle's wings.

a) Riddle

Entertain

Educate

Sharpen wits

5. Come - Calm

Aren't - Aunt

Need – Knead

Way – weigh

Oral – Aural

6. i) – Understand the message.

- One can synthesize the message and know how to respond.

- It enhances the relationship between the speaker and the listener.

- You learn more about what is being said.

ii) Facial expression.

- Used to enhance meaning. An example of facial expression – eye contact/frown.

iii) Gestures; the use of hands e.g pointing a finger at somebody.

iv) Body posture – standing position. – Sitting position.

7. i) Excuse me please – ‘could you lower the volume of your radio.’ **Or**

Excuse me please ‘lower the volume of your radio’.

ii) I am sorry, ‘I cannot accompany you’ **Or** I am afraid ‘I cannot accompany you.

iii) I am saddened / shocked to learn of the death of your beloved mother. Please accept my sincere condolences, I am sorry.

16. a) (i) abab cded fbgb

The rhyme scheme is irregular though the second and the forth lines in all the stanzas rhyme

(ii) Another sound pattern used is repetition. The repeated words and phrases;

– ‘my old man’

-‘old man’

-‘old’

This is meant for emphasis

(iii) Third last line: **My ma died in a shack”**

I will stress **ma died** and **shack**

This is because they are content words

(iv) I would say the last line in a low falling tone to indicate the sad tone of the poem

b) (i) can

(ii) come

(iii) sod

(iv) robe

(v) hard

c) a) Are you serious?

b) You must behave yourself

c) I am going shopping

d) He can’t do that, really!

d) - One must wait for pauses, it is the most appropriate time to speak

- Note when the speaker may use either falling or raising intonation to indicate they have finished Talking

- When the speaker asks a question

- One must observe the speaker to see if the body language indicates they want to change roles

- When the speaker uses fillers/hesitations such as: you see-----, you know---, I mean--- etc

- Strategies to adopt include:

- Correct sitting posture e.g. leaning forward

- I would tell him to maintain eye contact with the speaker

- Ask her to follow any use of non-verbal cues by the speaker

- I would ask her to make brief notes of the presentation

- Ask her to respond to the speaker's rhetorical questions, jokes etc through nodding, laughing etc

- Identifying with the topic being discussed

- Advice her to try as much as possible to concentrate by being keen and avoiding any destructors.

17. a) It is about a person complaining about the disturbances caused by the noise which making the surrounding environment uncomfortable to stay in

b) i) Alliteration: pound, push, pull and plunk

ii) Repetition:

Listen a

Comes a

Plunk b

Listen a

Comes a

Gush b

Peace c

But b

Slurp b

Accept other illustrations

Rhyme helps to emphasize the message and create musically in poem

d) Loudly; in order to emphasize the message

ii) Bawl Ball

Whale Wail

Draft Draught

Missed Mist

e)

iii) a) - Make an appointment the politician (Interviewer)

- Set time for the interview

- Inform the interviewee and the listeners about the interview i.e. Announcement

- Ensure all support materials and personnel are ready and functioning e.g. machines, writing materials e.t.c.

- Set specific objectives for the interview

- Have a copy of proposed constitution

- Read and understand the proposed document, especially the contentious clauses

- Set the interview questions in systematic and clear manner i.e should be precise

- Accept any six and any other appropriate answer/ point

b) - Begin the interview with introduction e.g. personal details, and the purpose of the interview

- Make the topic of the interview clear

- Allocate appropriate time to each event that would take place during the interview

- Make the necessary materials available

- Ask specific questions of the interview

- Manage the time allocated

- Make reference from the proposed constitution

- Give the interview appropriate time to respond to questions

- Asking for clarification where necessary

- Allow for the final conclusion both from interviewee & interviewer

iii) - Use of drawing e.g. map to illustrate the direction

- Use of compass direction e.g. move West, South, Turn left right

- Use of physical infrastructure e.g. roads, buildings, streets, avenues e.t.c.
- Use of geographical appearance e.g. mountains, rivers, forests e.t.c.
- Illustrating means of transport e.g. train, matatu e.t.c.
- Indicating the distance either accurate or approximations
- Use of sign posts
- Indicate time frame
- Source of assistance in case of difficulties
- The language should be imperative
- Accept any six, each point should be accompanied by explanation
- Accept any other appropriate answer/ point

PAPER

PAST KCSE QUESTIONS ANSWERS

COMPRESSION

1. 1. He felt that they were betraying Iranian culture and tradition 1 mk
2. Female – She attended a girl school in which Dr. Farrokhrou Parsa was a principal only girls attend a girls school
3. Separate doors to check on their adherence to the strict dress code
 - Forbidden to go out unless their whole body I covered by clothing except face and hands
 - i) Cannot be police officers, judges and pilots/ clergy
 - ii) Because her wrist had shown from under her sleeves while she was writing on the black board
4. - Corruption on earth
 - Warring against God
 - Expansion of prostitution
5. - Gender discrimination
 - Women discrimination
 - Violation of women rights

Explanation: Women are looked down upon and there are laws to ensure this
6. - Police security

- Judges (courts, judiciary)
- Pilots (aeration)
- Mps (parliament/ politics)

7. A situation that the women are in is supposed to make them powerless but it ends up making them powerful because any defiance from them is a strong political statement. The regulation of women lives has also affected the men

8. She feels that treatment of women is unfair. They have been censored; rendered powerless and invincible

9. i) Censored – Removed and assumed as not part of the society

ii) Emblematic – Represents/ symbolizes/ signifies/ typically

iii) Alleged – Somebody says that one is; not proved

iv) Leftist – Persons who support left wing (socialism/ social change)

v) Espoused – Supported

10. Iranian women/ Gender discrimination in Iran/ freedom of women in Iran e.t.c.

2 . (a) It is streamlined through societal of need and people social needs brought about by historical,economic, religious, cultural and ethical factors (2mks)

(b) Comments such as omen are weak and cowards, gentle , nurturing and caring while men are bread winners, decision makers and generally aggressive/association women with certain roles and men with certain roles (2mks)

(c) The hybrid system is where roles are shared equally, help given out where necessary to **supplement** each other's efforts **but/however**, the case of reversed roles is where men are **made to** cook, wash clothes,clean the house, utensils and baby sit (The contrast must be brought out) (2mks)

(d) Research has shown most millionaires in the US are women; widows of men who died young from diseases related to overwork (2mks)

(e) Cautious, sensitive /concerned; he says reports on reversed roles should not be inflammatory; should not threaten the social fabric; concerned about men where feminism thrives (2mks)

(f) Not fixed but changeable gender is learned through socialization (1mk)

(g) The author is supportive/appreciative/encouraging 1g (identification)

(i) Men should be prepared for feminism approach

(ii) Time for gender equity has come

(iii) Girls perform better than boys 1c

(iv) Ladies are more preferable than men by employers due to hard work, honesty, loyalty and cost effective

(v) Women to take up responsibilities with caution and cease to be victims of inferiority complex
1hj

☐ must be 55 -65 words

☐ must be in continuous prose if not 50% deducted from the total marks

☐ penalize for expression errors ½ at every sentence 1mk for identification plus any 5points =6mks)

(h) (i) Inflammatory; – provocative/provoking anger/annoying /causing anger

(ii) Sobriety – sense /sensitivity

(iii) Feminism approach; – ways by which the rights and opportunities can be given to women (3mks)

3. a) Because he is expecting to be assigned some work. That was where the farm was√ (1mark)

b) It made him draw back to the past memories√(2marks)

c) He was a white man√ (1mk) and Densu was twelve years old√ (1mk) (2mks)

d) He did not take a bath √ (1mark)

e) The stranger is disliked (by the people) √ (1mark)

☐

1a ☐ ½mk

☐ ½mk

☐ ½mk

☐ ½ f

☐ 1mk b

☐ ½ e

☐

f) Akan√(1 illustration)-when the white man stopped asking him about the Akan names of things√(1mark)

g)-For companionship √1a

-No longer interested in Akan language√1b

-At first he wanted to attract Densu√1c

NB/ must be in note form if not deduct ½ mk from the total (4mks)

h) Patients√-all the time waiting to be assigned some work√1

Determined-learned the language very fast(any one well illustrated 2mks)

i)-Implore, inquire (1mk)

-Top cover of trees (1mk)

-Pointing or prodding with a finger (1mk)

-Isolate/ignore (1mk)

-Not clear, not understood (1mk)(1x5=5mks)

4. a) They should bring them up in such a way that they understand their roles as leaders, providers and protectors 2 marks

a) - They should encourage them that the challenges are doors to opportunity, stepping stone to greater success 2 marks

- They should believe in their abilities 1 mark

ii) – They must not allow to be pushed to become what they are not interested in

- They should make their own choices

- They should learn from their mistakes 3 marks

c) They will have inadequate time to nurture her sons and be a homemaker. It will also make their sons learn that their father is irresponsible

d) It is to remind the career women who shun their domestic roles/ duties that these roles should take precedence over their careers/ achievements 2 marks

e) Suggested points 4 marks

ROUGH COPY

- Mind your language when talking to him to avoid belittling his masculinity

- Try praising him for a change

- Relate the duties you assign him to his masculinity

- Reassure him that you believe in him in times of crisis

f)

- Male children feel happy/ satisfied/ contented when parents take note of or praise their masculine qualities

- Masculine- Qualities typical of men/ related to male

- Bossy- feeling superior 3 marks

5. UNSEEN TEXT

1. Weather and rocks interact/ to replace work out soil 2 mks
2. Man accelerates soil erosion creating imbalance where soil is eroded faster than nature can replace it
3. The American Dust Bowl is perhaps the most frequently quoted example of soil erosion 1 mk
4. Mentioning examples of soil erosion cases from all over the world e.g. America, Africa (Tanzania), Asia, Middle East e.t.c.
2 mks
5. The downfall of civilizations 1 mk
6. Usually: Adverb Thoughtless: Adjective 1 mk
7. The animals are wild; domesticating them is not realistic in the real sense of the word, as we know it
8.
 - a. Terracing
 - b. Contour farming
 - c. Strip ploughing
 - d. Grass growing
 - e. Allowing growth of weeds
 - f. Cultivating leguminous crops 5 mks
9. i) Renew - replace
ii) Barren- bare/ without vegetation
iii) Pace – speed at which something happens

6. COMPREHENSION.

MARKING INSTRUCTIONS:

- a) Deduct ½ a mark from the total of every answer with an expression error, except in (g) and 1(h)
- b) Affix capital letter 'E' to the penalized mark. It is advisable to underline the errors in order to justify the penalty.
- c) Penalize once in each answer.
- d) Insist on complete sentence except in questions 1(h) and 1 (g)
 - a. It is about unemployment (1mk)
 - b. They are those who are mentally and physically capable and willing to work but cannot find work (2mks)
 - c. They would by using votes to ensure that leaders who cause political trouble do not rise to/are voted out of power by using/through their votes, citizens can ensure that politically troublesome leaders do not rise to power (any one point 2 marks)=TOTAL (2mks)
 - d. Citizens, through their votes, have the means of ensuring that such people do not accede to power (2mks)
 - e. -The leaders are false/not real/fake
-The leaders/the people elected do not live to the expectations of the people /electorate
-The leaders /people elected do not satisfy what they are elected for. (any ONE, 1mark=1mk)
- f. a. -The African government are to blame (for the unemployment)
-The African governments hold the blame for the unemployment situation
- b. -The African government would support local industries but they do not
- c. -They would improve infrastructures but they do not
- d. They would enhance efficiency by sound policies but they don't
- e. -They would improve security but they don't.

(Either point (a) 2mks AND 3 of b, c, d, e, 1mk each=5MKS)

g. a) exploitation of Africans making them even poorer✓1a

b) Cheaper goods are allowed in the country✓1b

c) Local industries cannot compete, hence they collapse✓1c

d) Unemployment is always the consequences✓1d (four points, 1MK each=4mks)

h. i) ease-make less severe/alleviate

ii) accede-take high position in/to leadership

iii) patriotism-love for one's country (each 1 MK=total 3mks)

7 . (a) Precautions taken include:- (8mks)

- The examination centres are manned by supervisors and invigilators who are qualified teachers of integrity.

- Armed police officers man the centres

- Senior officers are in-charge of the stations that the examinations papers are kept.

- Candidates are thoroughly searched before they get into examination halls.

- Bags containing question papers are opened by the supervisor in the presence of all candidates, invigilators, security officers and centre head teacher

- Any surplus papers are sealed and kept in full view of candidates during the particular papers entire duration

- At the time of sitting for the paper, candidates are under hawk-eyed invigilators

- Answer booklets are sealed in the presence of all candidates, invigilators and head teachers.(8mks)

(b) - Examination cheating is caused by lacking of moral integrity or moral deprivation in the society

(2mks)

- The parents and teachers have failed in their duty of moulding the youngsters (2mks)

(c)The education institutions have the ability to instill morals and ethics because:

- Schools play a crucial role in transmitting values

- School going children spend more time with teachers than with any other persons.

- Learners take anything said by the teachers as the gospel truth and not even parents can make them think otherwise (3mks)

(d) Stringent (1mk)

(e) - Manned –controlled

- Hoaxes – untrue/tricks

- Guzzling – consuming a lot of money

- Buck – passing- shifting, blame or responsibility

8. COMPREHENSION

a) To motivate their student (1) to turn into top performers

(In the national examination)(1)

b) a-a car (1a)

b-a motorcycle 1b

c-a generous cash reward (1c)

(Must be in note form if not deduct ½ from total mark)

c) Must score an 'A' (1)

(if 'A' is not in quotes no mark)

d) The board had challenged candidates with an **enticing offer**; (1)

Anyone who had got an 'A' would receive **a motorcycle**, (1) one-year **comprehensive insurance cover** (1) and **sh.5000** (1)

e) Unless I get one, I will not go straight into the bodaboda business

OR

I will not go straight into the boda boda business unless I get one (1)

f) **Whereas** the reward motivates the student to be top performers, their level of motivation could easily come crashing down once they step out into a world where money is scarce. (must be irony if not no marks) (3)

g) Rewards are good (1) as long as they are **relevant and sustainable** (1mk)

h) Not only school boards but also old boys and girls associations are willing to spend millions on incentives for the students (1mk)

i) Enterprising youth-young, industrious people(1mk)

Challenges of everyday life-ups and downs faced in life(1mk)

Disorientate- make unstable.(1mk)

9. a) If an author has genius, he suffers the penalty of genius. If he has only talents, various care and worries make life extremely miserable. He takes great pains to compose. He meets with continuous disappointments at his inability to express himself. He is also faced with the difficulty of gaining the public ear. A literary life is, therefore, mostly an unhappy one.

b) Young writers hope that they will become famous if they just throw that poem at the world's feet. They believe that they have only to get that novel printed to be acknowledged at once as a new height in literature.

c) No. Editors and publishers are a practical body of men; they conduct their business in the hardest times of a profit and loss account. They cannot therefore be sympathetic to young authors.

d) Whereas they are expected to place the best literature before the public their main interest is making profit.

e) It would be generally difficult for a young author to have his book published. After his book is brought out, he should be prepared to face hostile critics.

f) Keats is mentioned in order to show the damage that savage criticism can do to a sensitive writer.

g) A writer should be silent when criticized.

h) Because editors and publishers are only interested in making a profit.

i) Men of letters-writers a new light in literature – an important writer.

Chastisement-torture, punishment.

10. a) The root of tribal and racial misunderstanding is ethnocentrism (1 mark)

b) Because customs in each society evolve to meet specific needs (1 mark)

Illustration: Nomadic tribes of Brazil and Australia kill their old in order to avoid being delayed as they move in search of pasture and from attacks (2 marks)

c) The irony in the way the nomads treated their old is that they thought it to be kind to kill their own old ones. They preferred to kill their own (old) if they burdened them than to let them be tortured and killed by their enemies. The bottom line is the old would have died, why kill them yourself (3 marks)

d) By contrasting how the old are treated in Kenya and Brazil/ Australia, the writer shows that there is no standard criteria, of treating the old across the world. Thus we should not be ethnocentric (2 marks)

e) The writer's attitude is that the treatment was justifiable because it helped them to meet a need: Feed their animals in new field and avoid the enemies (2 marks)

f) Old people are held in very high esteem, here in Kenya as in many parts of Africa

g) Ethnocentrism

h) i) Root – the cause/ origin

ii) Exalt – uplift, hold in high esteem

iii) Inconceivable – unthought-of unexpected/ unimagined

iv) Apparently – clearly, without doubt

iii) Discord – disharmony, friction

11. a) Ethnocentrism/ practice of putting ourselves at the centre of everything and finding others by our standards □ 1 (1 mk)

b) - Customs in each society evolve to meet specific needs/ needs unique to that society □ 1

- Nomadic tribes of Brazil and Australia used to kill their old to avoid the difficulty of mourning with them/ in order to save them from torture □ 2 (3 mks)

c) It is ironical for the nomadic tribes to claim that they were saving their old from death by killing them

d) He uses contrast to prove that there can be no universally accepted way of treating the old/culture evolves to meet specific needs □ 2 (2 mks)

e) He supports/ appreciates the practice. □ 1 He argues that “the old were a burden and if captured, □ 1 would be tortured to death; it was kinder to kill them (2 mks)

f) a) Culture evolves to meet specific societal needs □ 1

b) Different environment will have different cultures □ 1

c) No culture is inferior/ superior to another □ 1

d) People should learn to appreciate other cultures □ 1

- Mark up to 40 words

- Deduct a glimmer for grammatical mistakes

- Award ½mk for every point in note form

g) i) Root – cause/ origin (1mk)

ii) Exalt – praise/ make something look better than it is/ uplift/ hold in high esteem (1mk)

iii) Inconceivable – Unfathomable/ unheard of/ under stable/ incomprehensible

iv) Putting ourselves at the center of everything- making ourselves look better or more important than all other people

v) With down with scorn on – Treat other people as if they are worthless

12. a) Rules govern the organizational structure of an institution, its composition, its powers and the rules which regulate its management ✓ 2 marks

b) In a unitary constitution the central government retains the principal powers of state; there is no delegation of powers to the provinces ✓ 2 while under a federal constitution

(The contrast must come out through use of words such as 'while' e.t.c.) 4 marks

c) Kenya has a constitution that has the following qualities:

- It is a written constitution ✓ 1

- Flexible ✓ 1

- Unitary ✓ 1 3 marks

d) Candidates choice: Written constitution ✓ 1 / unwritten

Reasons for unwritten Reasons for written

✓ - It is contained in a number of sources e.g. statute law, case law e.t.c.

- Supported by the law so that any other law that is inconsistent with the constitution cannot prevail

✓ - Flexible - Found in one document

✓ - Can be amended easily - Not easily amended

(Choice – 1 mark, 3 reasons each, total 4 marks)

- Must be in note form evident through use of numbers, dashes, bullets e.t.c. if not penalize by reducing ½ mark from total scored

e) Only as a result of a long and cumbersome procedure can a rigid constitution be changed ✓
(Any spelling or grammatical error should be penalized by ½ mark)

f) In Kenya, we have a separation of powers but only to a certain extent, don't we?

(Without comma, ½ mark

Without question mark 0

Capital D in don't ½ mark)

g i) Cumbbersome procedure – a long and taxing process

ii) Void – useless, irrelevant

iii) Ultra vires – Irregular, null and void

iv) Block- Stop, hinder the progress of

v) Referendum – process of seeking the acceptance of the public for a constitution

13. (a) They are assumed to be in the drought stricken rural areas (2mks)

(b) (i) Having one meal a day

(ii) Adults are restricting the food rations they consume

(iii) Some are running into debt

(iv) Some are moving elsewhere

(v) Some are saving whatever they have (3mks)

(c) Arise in larceny and other petty crimes (1mk)

(d) Rising food prices have made matters a lot worse (1mk)

(e) They are giving the least help to the urban poor. They have less enthusiasm for funding and implementing non food interventions (2mks)

(f) (i) Drought

(ii) Reduced earnings resulting from the loss of employment after the election violence

(iii) Rising food prices

(iv) HIV and AIDS

(v) Displacement due to post-election violence (4mks)

g) They don't engage in farming

(h) - Alleviate – reduce

- Larceny – stealing

- Donor dole- aid

- Sugar coating – to down play the bitter truth (4mks)

14. a) The most tragic fact is that while physical maturity develops naturally with the passage of time, mental maturity does not.

b) - Parental guidance during childhood.

- Environmental conditions under which one grows up.

- Personal attitude/individual effort.

c) According to the author, a mature man is one who is responsible and who is aware of what is acceptable and correct.

d) Performing – doing, learning information, discover.

e) Does he?

- f) Possibilities are: on the contrary, on the other hand, nevertheless.
- g) Quotation from authority.
- i) For example Gautama Budhaa, Aristotle and Harry
- ii) Use of repetition – in 5th paragraph; Aware as he is and he is aware.
- iii) Use of analogy – in 3rd paragraph
- h) He is contemptuous - - he refers to them as dangerous and says that “they cause much harm.”

15. (a) The grandmother’s recipe of remaining young is to keep oneself busy doing things that interest oneself instead of idling around and becoming sentimental and personal about other people

(b) - One must look forward to the future, yet the past is impossible to ignore 1a

- ☐ Often, the attractive issues of the past are difficult to ignore 1b
- ☐ One must control interaction with the youth 1c
- ☐ One’s own children often lead one to taking a personal interest in the affairs of young people

1d

☐ The constant awareness of one’s duty to the young conflicts with the wish to remain emotionally detached. 1e

MARKING INSTRUCTIONS

- o Must be in note form if not, deduct (a mark from the total score)
- o Notes are detected by use of dashes, dots, use of roman numbers e.t.c
- o No penalty for faulty expressions
- c) Impersonal interest helps the individual who is growing old to avoid becoming burdened with the emotion of too much attachment to the youth (2mks)
- d) The simile is ‘an individual human existence should be like a river (1mk). Like a river on its course to the sea or its destination, the individual’s life is packed with action (1mk)

e) Even at the old age of ninety-two, the writer's great grandmother was so active that her descendants could not ignore her presence, for she actively made it felt (2mks)

f) It is because the future still holds a great deal for him (1mk) and that death will deprive/deny him of all these possible opportunities (1mk) (2mks)

g) "It was in this sphere that long experience was really fruitful, and that the wisdom born of experience could be used without becoming a burden." (1mk)

N/B: Ignore the quotation marks

h) Vitality- great energy/liveliness

Melancholy – sad

Rushing passionately – moving fast/steadily

Clinging to youth- constantly seeking the company of young people (4mks)

16. a) Its long slender body allows it to slip down burrows and find prey while they sleep □ 1
thus reducing the risk of injury when attacking prey the same size as itself □ 1 (2mks)

b) It is secretive and primarily nocturnal □ 1 (1mk)

In burrows, it sleeps □ ½mk catches food □ ½mk, avoids predators □ ½mk and harsh weather □ ½mk. It also gives birth to its young □ 1mk (4mks)

c) i) Black – footed ferret is smaller than domestic ferret □ 1a

ii) Domestic ferrets have creamy colored fur while black footed ferrets have dull yellow fur that is slightly darker on backside □ 2b

iii) Domestic ferrets have dark hair tips, feet and fur while black footed ones have black tail tips and fur around eyes □ 2c (5mks)

N.B – The contrast must be there for each to score

- Must be in PROSE FORM. If not, deduct 50% from the total score.

- Deduct a glimmer (-) once in a sentence for faulty expressions

- Maximum number of words, 75. Put two parallel lines (//) after the 75th word

d) Most of them died of distemper prompting scientists to capture the remaining ones (3mks)

e) A strong smelling fluid from that scent glands under the tails can be discharged if these animals are frightened (1 mk)

f) To get its main diet, prairie dogs, which are found in those places (2 mks)

g) i) Discharge – send out liquid/ allow liquid to escape

ii) Odour – smell

iii) Nocturnal – active at night (3mks)

EXCERPTS - ANSWERS

1.

1 Aoro has been suspended√ from school for being at loggerheads√ with the house captain√ and the head prefect. √

2 Aoro son to Mark Sigu and Elizabeth Awiti

3 They are twin brothers

4 Elizabeth:

i) Observant.....She was able to observe that Aoro was not at home on a normal school outing/holidays

ii) Hot tempered.....When Mark arrived at home he met her grim

iii) DisciplinarianShe suggests that Aoro should be sent to an approved school.

Mark:

i) Keen.....Reads Aoro's again and again

ii) Patient..... He is not quick at punishing Aoro

iii) Responsible.....Calls his family together in the evening

5) Biblical simplicity.....makes the ease to understand

Dialogue..... Brings out the character traits of those taking part

6 The letter was handed to him (by her)

7 Mark had to sweat in order to win her.

Her male colleagues would try to throw love notes to her room but she never gave in

8 He fears them“What letter?” stammered the boy—wishing he were elsewhere”.

9 (a) picking onalways having something against him

(b) grim.....extremely annoyed.

10 He/she told/begged/pleaded with him/her/them not to waste his/her time

2. (a) . **Before this**

Nyabera had gone to philipo to inquire about the new religion. She had then gathered her things and decided to leave her daughter with her mother n Yimbo. Shei informs her mother of her decision to seek the new religion .Her mother encourage her to go ahead and join the new

religion and forget her bitters. Immediately after this Nyabera travels to Aluor mission and join the new religion

(b). Nyabera had suffered a lot in her life because her children had died mysteriously leaving her with only girl child. (Ant) Her husband had died. Ogoma Kwach who had inherited her had gone to his family

(c). (i). Both had lost their husbands through death

(ii). Their children had died

(iii). They were both sonless

(d). (i) Akoko

- philosophical – Bitterness is poison to the spirit for it breeds nothing but viper.....”

(ii). Nyabera

- Bitter – ‘ You know my wife a painful wound and much as my heart fills with bitterness ‘

- Religions – Decides to seek solace in the new religion “May Never protect you”

Identificant

(e). Dialogue – “Mother I have decided

Simile – “but bitterness drops on the spirit like aloes

Use of Non – English Were

(f). Theme of religion – Nyabera decides to seek new religion....

Theme of human suffering - “ You know my life is a painful wound

3.

a) Place this excerpt in its immediate context (4mks)

Awiti Elizabeth begins a relationship with Mark Sigu; she introduces the matter to Akoko and Nyabera; Akoko invites her relations and negotiation is fixed. Mark Sigu comes also with his relations. They meet, talk and are entertained. They agree on just a token as a bride price. The talks are concluded and Akoko calls Mark for a close talk, they joyously talk. Later on in the night Akoko dies.

b) Identify and illustrate any three thematic concerns evident in this excerpt (6mks)

Love and friendship: Awiti and Mark fall in love and marry; Family ties and relations: Akoko's close relatives must be invited for the negotiation so is the family of Mark Sigu. Changes; Mark and Awiti want to marry yet they do not know one another's family background; religion:

Awiti's mother is said to be converted to Christianity and went to live in the mission; Education: Awiti is said to be an educated girl and is a teacher.

c) Describe the character of Awiti as brought out in this excerpt (2mks)

Hardworking; she studies very hard and becomes a teacher

d) Apart from the case in this excerpt, explain where again there is compromise in the bride price later on in the novel (2mks)

Wandia's mother does not demand any bride price but only asks Aoro to stay in peace with her daughter.

e) In one sentence, paraphrase the statements below (3mks)

"Brothers, people of Seme. My name is Oyange Silwal. The girl Awiti is the only child of my late brother Okumu. We are from Sakwa from the village of Gombe.

Oyange Silwal tells the people of Seme that Awiti is the only child of his late brother Okumu and that they are from Sakwa from the clan of Gombe

f) We only came because we have faith in our son who has always been a reasonable man. Provide a question tag for the above statement (2mks)

We only came because we have faith in our son who has always been a reasonable man, didn't we?

g) 'You will therefore forgive us brothers because we do not know you and you do not know us' In light of what happens in the novel, why is the speaker begging for forgiveness (2mks)

Because it is not customary to get into marriage negotiations without full knowledge of one another's background.

h) Identify any two stylistic devices evidently used in this excerpt (2mks)

Rhetoric questions: Is she a thief or a witch? Is she lazy or shiftless? Might there be consanguinity between you and her? Who is her mother and father?.....Direct address
"Brothers we greet you and bring you man greetings.

i) Give the meaning of the following words and phrases as used in the excerpt (2mks)

Consanguinity; -close relationship

To irrigate his throat – to take a drink so as to talk with ease.

4. (a) Owuor returns his journey only to find an empty house

He tries to inquire from neighbors and from his children what had happened

He gets very angry/locks himself up in his 'simba'

He sermons the council; 'jodongo' to convene the following day (3mks)

(b) Nyar Asembo alleges that Akoko is unable to conceive regularly/her rate of procreation is slow

She accuses Akoko of practicing witchcraft against her son

She also accuses Akoko of standing between Owuor and his marriage to other women by casting a spell on him

c) "The Girl child" This refers to AKoko

She is the source of the family tree (river) that extends for many generations for her, Nyabera, Elizabeth and her great grandchildren. Akoko is the source of life. She represents women as natia, Awiti, Vera and Wandia

As a source, her family survives due to the determination, wisdom, hardwork and clarity of vision as a girl-child

She plays a role of those who have been wise in their time, pioneers through whose daring actions bring progress to the whole society (2mks)

(d) Oyier says that they are saddened by the disappearance of Akoko but in the real sense he capitalizes on this opportunity to advance Owuor's mother's quest of getting him (Owuor) marry another wife. Oyier calls him a "misumba". This is meant to hurt and humiliate Owuor so that he can marry another wife

(e) Look for the following points

Owuor Otieno

(i) Wise Foolish

(ii) Reasoning Irrational

(iii) Faithful Immoral

(iv) Responsible and Irresponsible

(v) Generous greedy

(vi) Tactical tactless (4mks)

NB- Contrasting words and phrases must be used. If not award 0 mark

One character trait of Owuor must come from the excerpt but that of Otieno from elsewhere in the novel

Award any relevant trait well illustrated

(f) It expresses the importance of the first wife (Akoko0 to Owuor Kembo. Just like a central post holds up a hut, the “Mikai” prevents a homestead from falling apart. Akoko supports her husband and gives dignity.

(2mks)

(g) Without her, or if she were stupid only Were could rescue such a man from being blown away from among the people like so much chaff

(1mk)

(h) Tradition-If a man dies, his body lies in his house before burial in the right hand side of Mikai’s house. The council of ‘Jodongo’ arbitrates in marriage disputes

Position of ‘Mikai’ is protected by taboos Losing a ‘mikai’ is like losing one’s right hand (mikai refered as a ‘jewel’)

The society is polygamous

It was a taboo for a man and such a chief to be a ‘misumba’ bachelor

(2mks)

(i) Involved in marriage negotiations/solved marriage disputes

Arbitrate in social matters/judges cases

Assists the chief in running the affairs of the community

Assists in the removal of a bad chief

(3mks)

NB- Notes are shown through letters, arrows, a star, a dash, a dot and use of incomplete sentences. If not in note form, deduct half a mark from the total score

(j) :”Mikai’, Chik’, Misumba,

Effectiveness

Has aesthetic value

Gives the story its local flavor thus providing variety

Add color and flavor to the novel

It authenticates and pin points the setting of the novel as Kenyan

It injects life in the narration thus making the story enjoyable

It provides a social and geographical setting (2mks)

(k) Solemn/serious /grave/somber/melancholic mood. “My fathers.....it is a shameful thing from my wife to leave.....prevent it” (1mk)

5.

(i) The quarrel is sparked off by Becky's constant criticism of Mary their sister due to Mary's closeness to their father. Mary seemed to be allowed to do things more than the others and Becky tried to take out her frustration on her. □2

(ii) Both Vera and Becky are rude / impolite / discourteous. □1 Becky refers to Vera as an ugly witch while Vera calls Becky a stupid girl. □1 Both are emotional. □1 They shout and scream at another. □1 (Vera is crying).

NB: Comparative word(s) must be used; if not award 0 mark.

Should be in continuous prose. Two points each.

Identification – 1mk illustration – 1mk (2 x 2 = 4mks)

(iii) Sibling rivalry □1 – the whole thing blew up and the two started screaming accusations and counter accusations. □1 Violence □1 – then she grabbed her sister. □1 Discourtesy / use of abusive language, it is immoral to trade insults, e.g. “you ugly witch”, “you stupid girl.”

Identification – 1mk Illustration – 1mk (2 x 2 = 4mks)

(iv) Vera sacrificed when she declined to join a good National school in order to be with Becky in a district school. □2 (2mks)

(v) Dialogue / direct speech – ‘you hate me’ ‘I sacrificed ...’

Metaphor – the uncontrollable dams that were in her eyes.

Rhetorical questions – “when would she ever learn not to take everything so to heart?”

Identification – 1mk Illustration – 1mk (2 x 2 = 4mks)

(vi) (a) Vera has all along shown more maturity, level headedness and selflessness unlike Becky who is selfish and unreasonable. □2 (should be complete to earn 2 marks)

(b) She does not like to show her emotions so plainly / or she wouldn't want to show Becky that she has got to her and has succeeded in hurting her. □2 (should be complete to earn 2 marks)

(vii) They restored a semblance of normality. □1

(viii) The examination results are published. □1 Vera gets a first division, Becky a second division and Tony a perfect score of thirty six points. □1 (2mks)

(ix) Angry / violent mood □1 – “you hate me You ugly witch...” □1 (2mks)

6. (a)

(i) The farm that Akoko is weeding is at Aluor mission. (1mk)

(ii) According to the excerpt, Owuor was confused by grandmother's reaction because he had thought his secret was well kept but realized that nothing could escape this astute woman.

(2mks)

(iii) The name Akoko gives Owuor after he informs her of his dream vacation is Owuor Kembo.

(1mk)

(iv) The reason she gives for changing Owuor's name is so that his grandfather's name Owuor Kembo shall be among the people for as long as the young Owuor lives. (1mk)

(b)

(i) Loving: Maria realized that she loved her like a mother. She noticed his loving gaze, his helpful ways and consistent attention.

(ii) Sensitive: The author says, "Owuor is a sensitive boy...."

He had been hesitant to tell Akoko because he was afraid that "he might cause her pain."

(iii) Courageous: Akoko tells him, "you would not be my grandson if you were a coward."

(iv) Focused & determined: Maria believes he is too young and should wait a little but he says, "Waiting will not make me change my mind."

(c)

(i) Simile: He has been as jumpy as an ant.

Effect: Shows Owuor was restless. (3mks)

(ii) (a) Poem / psalms: "Out of the depths I have cried.

If thou should mark iniquities who shall stand?"

(b) Dialogue: "Maria, I think God is calling me to Priesthood." He said quietly.

"Have you spoken to your grandmother?"

Any two correctly illustrated aspects:

1mk for identification; 1mk for illustration. (2 x 2 = 4mks)

(d) Christianity: The roles evident in the excerpt.

(i) It emancipates the believer. Maria is eventually relieved after listening to the Psalm which assures her of forgiveness. We are told she "forgave herself – the last step in self acceptance."

(ii) It alienates the believer: Owuor, the only male heir of the late Chief Owuor Kembo's lineage and therefore the one expected to reclaim the stool of his ancestors, is drawn to the new faith. Christianity makes his peoples' ways 'strange' and alien to him. He chooses Christianity over chieftdom. He says "waiting will not make me change my mind.

I know that I have no choice in the matter but I hate to this to her."

NB: Accept any other correctly illustrated role.

(1mk for identification, 1 mark for illustration) (2x2 = 4mks)

(e) Two expectations Akoko had for her grandson before his calling (to priesthood) were:

- ☐ That he might one day sit in the Chief's stool that his father (Owang Sino) and his grandfather (Owuor Kembo) once occupied.
- ☐ That he would marry and provide many sons to ensure the continuity of Owuor Kembo.

(1mk each = 2mks)

(f) Rewriting sentences in modern English:

(i) I have cried to you O Lord. (1mk)

(ii) If you, Lord, should mark iniquities / sins, which shall stand? (1mk)

(g) - Astute – very clear and quick at making decisions.

- Flabbergasted – extremely surprised or shocked.

- Consistent – having the same behavior all through.

7. (a) Akoko had run away from her matrimonial home following a quarrel between her and her brother and mother-in-law. ☐¹ Accompanied by a council of elders.

(Jadong'o) Awuor go to Yimbo to negotiate her return. ☐¹ Awuor has just addressed the gathering and sat down. ☐¹ Soon after her return Akoko conceives and Owang'sino is born ☐¹. Before (2mks)

Now (1mk)

After (1mk)

(Total 4mks)

(b) Owuor is full of wisdom since he:-apologizes to the wise men of Yimbo and Sakwa because of the matter. ☐¹

- Says he was absent when his wife left/had gone on a journey/had attended a friend's burial. ☐¹

- Says he has always treated Akoko well/they've lived in peace and friendship. ☐¹

- States that Akoko's decision was rash and irresponsible and should be warned.

- He has already dealt with the two concerned/responsible. ☐¹

- He pleads with the council to bring the matter to a speedy end. ☐¹

(any 2) (1 x 2) = 2mks)

(c) Aloo is:

(i) Wise – He uses a proverb “who knows the goodness of -----

(ii) Just – He displays a sense of justice in that he says he has listened to both sides.

(iii) Discerning/observant – “I have known you since childhood/I know your virtues”—

(iv) Understanding – “Let there be peace and understanding”.

(any two well illustrated traits)

(1mk for identification, 1mk for illustration (2 x 2) = 4mk)

(d) Themes.

(i) Marriage/family – negotiation for Akoko’s return to her matrimonial home.

(ii) Tradition – pouring of libation to ‘Were’ (god) of the eye of the rising sun.

(iii) Conflict – the insult to us and our sister was grievous ----“

(any two well illustrated themes 2 x 2 = 4mks)

(e) Figures of speech.

(i) Sayings/proverbs □¹ - who knows the goodness □¹---- it means that it’s only Owuor who knows the goodness of his wife. □¹

(ii) Local dialect □¹ - maro, kong’o, Were – they are used for authenticity/local/cultural flavour.

(iii) Rhetoric questions □¹ who knows -----

- To show that Owuor values Akoko his wife highly.

(f) Awuor has spoken words full of wisdom, hasn’t he?

(Comma must be there, the tag must start in lower case/small letter and the question mark at the end. If any misses don’t award).

(g) When Akoko dares her brother-in-law to fight her.

(h) That those who had offended/insulted □¹Akoko – her brother and mother-in-law were distant relations □¹ to the people of Sakwa.

8. THE RIVER AND THE SOURCE

a) Strange men in strange dresses .Long garb reaching his ankles and a skull cap –had arrived in the village .The children, who were naked, thought this was funny.

b) The chief thinks sirikal is a person /the chief is part of the sirikal but he does not know it.

c) The local dialect “Wolololoyaye!/mama yoo !/Biuru une!”

- Injects life into the narration making it enjoyable.

- It adds local flavor and provides variety.

- It provides social and geographical setting.

d) First there is excitement when people see strangers dressed in a funny attire. Then there is tenseness as the elders notice the strangers look sad /solemn (They conclude that they cannot be bearers of good news.

e) Theme of change –a new form of government is in place.

f) Strange men –respectful/ courteous –they greet the chief in a respectful manner Wise –they first give background information before breaking the bad news. Older men-observant /discerning –they notice that faces of the strangers are sad and conclude that they cannot be bearers of good news.

g) The message is that:

- A clan of Jo-jerman and Jo-ingreza had been hard at war against each other.

- Young people had joined to help and from the chief's village, Obura, Ambere Kongoso and Nyarochi Siwal, had gone.

- They went to fight Jo-jerman in a place called Tanganyika

- Only Nyarochi survived and is a beggar at Kisumu.

- The government /the white people had given a bracelet as a 'thank you' in memory of the fallen men

h) Solemn-sad /serious

Garbed –dressed /adorned

9. THE RIVER AND THE SOURCE

i. -Owour Kembo dies and his son Owang Sino becomes chief.

- Owang Sino also dies – Owour young brother Otieno Kembo becomes chief.

ii. The injustice that Akoko suffers from her brother-in-law Otieno.

a. He tries to grab Akoko's personal wealth. √1

b. There is a clear indication that Otieno Kembo had no intention of giving up the chieftom when young Owour, Akoko grandson came of age. √1

iii. (a) Akoko loses her husband and the same applies to Nyabera. √1

(b) Akoko's two children Obura and Owang die young and the same applies to Nyabera's children except Awiti. √1

iv. -Akoko does not remarry like her daughter-in-law after the death of her husband. √1

- Akoko could fight for her rights, “ in any case, she was not the type to fight for her rights. √1 2 marks

v. (a) She wanted the serikal to force Otieno Kembo to relinquish the chieftdom to young Owour when he came of age.

(b) The Whiteman came with Taxes, new religion, money and education. 3 marks

vi. (i) Metaphor√1 – she felt the weight of injustice that women.....√1

(ii) Proverb √1– it was disquieting to have all one’s eggs in this one tiny frail basket. √1 2 marks

vii. (a) she gives birth to Awiti. √1

(b) – Awiti gives birth to children- Becky, Vera, Aoro and other children. √1

- Becky given forth two children with new white husband. √1

- Aoro marries Wandia and have children. √1

- This shows the river gains momentum/ rejuvenates from Awiti. √1 4 marks

10. (a) before the extract, there were the marriage negotiations of Awiti where her husband to be Mark Sigu talks with Akoko. At night Akoko passes on. 2mks

After the extract, the family goes back to their hut dejectedly after Akoko’s burial ceremony and Elizabeth takes a pot and goes to the river. She sat on a rock, her feet dangling in the water within the reach of any wandering leech but she did not care. 2mks

(b) (i) loss and pain - Akoko’s death.

Maria had lost several of her family members.

(ii) Tradition - requirements of chik demand that a married woman be buried in her husband’s ancestral home to the entrance of her house.

(iii) Religion - the funeral mass was celebrated by two priests and six deacons. Akoko was buried in the ‘limbo’, the hallowed buried ground which the church had prepared. (any 2 well illustrated - 4mks)

(c) (i) Personification - death was there, just waiting, never satisfied, a true glutton.Effect - to form an image of how death had taken many souls.

(ii) Rhetorical questions - how could she just die like that and leave them?

Effect - to make the reader see and understand how important Akoko was to her grandchild and her daughter.

(iii) Use of local language - chik which means tradition.

Effect - it gives the setting of the novel i.e. its authenticity.

(iv) Direct address - 'May our departed sister Veronica rest in peace of Christ.'

'Amen', responded the gathered faithful.

Effect - It breaks the monotony of narration.

It creates a rapport between the priest and the congregation.

(any 2 well illustrated - 4mks) – Do not accept dialogue as stylistic device.

(d) Elizabeth is:

(i) Emotional - her eyes were red and swollen with weeping and still full of disbelief. She was devastated and in a dangerous mood.

(ii) Loving - She loves her grandmother Akoko so much that she could not come to terms easily with her death.

(iii) Naive - She had no comprehension of the dying process.

(iv) Reflective - She quietly thought of why her grandmother had to die when there was her (Elizabeth) wedding to be arranged and great grand children to be enjoyed.

Accept any other that is relevant. any 2 traits - 4mks

(e) (i) different kettle of fish - Elizabeth was different from Maria.

(ii) glutton - someone who eats too much.

(iii) inkling - an idea.

(iv) impunity - liberty or immunity from unpleasant consequences. 4mks

(f) didn't she? 1mk

(g) the statements reveal that Akoko was a reasonable dependable and steadfast character. 2mks

(h) step into - become involved or to continue with what Akoko was doing. 2mks

ORAL NARRATIVE

1

i) Fable

ii) She thought tortoise was too slow and could not make it in race

iii) It was too hot

iv) She lay down for a nap

v) - Mimicry

- Voice variation

- Gestures

- Facial expression

- Body movements

- Pauses

- Costumes

vi) He knew he could beat hare

vii) She got to the finish line before hare

viii) Respect others

3. (a) – Hospital beds , crawl with maggots

- Doctors lack gloves

- Irresponsible medical staff – oxygen room man on leave’

- Lioness of a nurse (any 2pts 1x2 =2mks)

(b) It raises a moral question on whether some human beings lives are more important than others because of positions, held in society.

-It builds suspense in the poem (total 3mks)

(e) - Boiling / metaphor – to become a major concern

- mountain (metaphor)- Overstated issue

-Lioness (metaphor) – Ironically a nurse is supposed to be so human yet this image implies she is war like (any two – 2mks)

(d) (i) It deals with corruption from judicial officers who ignore the plight of the down trodden and side with the powerful and moneyed.

(d) (ii) – Like in the second stanza where two suffered under inefficient hospital services so does the victim suffer inefficiency in the court

- Like in the second stanza where Kassya’s child died out of staff irresponsibility, so does the judge irresponsibly acquit the child abuser on unreasonable grounds.

- Like in the third stanza where the nurses dismiss the weak and bully the emaciated, so does the judge side with the rapist and punish the 7-year old.

(e) Oozed – bled /produced

Emaciated – thin/very sick

Translucent – watery/ unhealthy/ scald-like

(f) – Whatever comes to light when one is tipsy can only be said to have grown in proportions that it has become the order of the day. The stanza suggest that these have painfully become part of our life and we no longer question them/ we risk being considered mad/petty for pointing out these injustices.

Scores – they are injustices

- they have become part of our life /accepted

- We fear being regarded me/petty for printing them (total 3mks)

2. a) a beach boy√1- a man staying along the coastal region on the breachon the coast....√1 (2mks)

b) The lady is compared to a thief became the man found himself in care without his Awareness√1and by the time he came to terms with love√1the lady goes back to where she has come from√1 thus leaving him empty i.e. Without a cover the thief leaves one without property√1 (4mks)

c) Talks about the acceptance of the lady and the intimacy√1 that did not last because the lady has gone back to where she came from√1 (3mks)

d) Simile√1-her hair....√1.create a mental picture of the lady's physical appearance personification√1- peeping weeds whispering coconut towers-helps in creating√1 a mental picture about the intimacy that had been developed. metaphor√1- her eyes a pair of brown-black beans.....creates a mental picture of the attractiveness of the lady√1

NB/Identification and illustration of the style 1mk-significance 1mk. 3 styles illustrated and their significance 3x2=6mks

e) She is a European√1 as described in the 3rd stanza the appearance of her hair and even the eyes√1 (2mks)

f) One who was naïve and knew not much about the tricks of the white girls√ (1mk)

g)-Tourism√1-lady is an a tour and the beach

-Coastal farming-coconut, cashew nuts etc

NB/ anyone well illustrated economic activity (2mks)

3.

- She has been likened to a coward ghost
- A nestles bird that enters any net
- A black jack
- A parasitic climbing plant

b) Theme of immorality – the prostitute exposes her body to lusty eyes. She infects diseases to the young and old alike. She seduces the bosses and tourists too.

c) Of hatred: The poet describes the subject in such terms as “a black jack, a poisonous pest, and that she walks with borrowed steps”

d) Repetition- There I see her coming

Simile – Like a black jack

Coming like a nestles bird

Alliteration- A poisonous pest

- hostile hawks

e) The speaker hopes to see the prostitute change her ways. He also hopes that the people the prostitute preyed on also change. He says “when the immigration birds are back in their nets”, or when they dug it constantly fed on is washed with DDT”. It expresses the mood of hope. = hopeful/ optimistic

4. ORAL LITERATURE

1. Trickster narrative – the clever young man saves his father and emerges the hero

- Human tales/ folk tale 2 mks

2. Characteristics of oral narratives

- Opening formula – there once lived.....

Fantasy – father living in a hole

- All except one killing their fathers 2 mks

3. Chief - Brutal/ wicked – ordered all fathers killed

- Cunning/ tricky – tricks others to kill their fathers

- Wise – discovers the one who had not killed his father

- Scheming – wants the old/ elderly killed so that he remains the only wise old man 4 mks

The young man – Wise – Didn't kill the father (2mks)

4. Moral lesson – i) We should make wise decisions/ independent

ii) We should respect the old (2mks)

5. Livestock rearing – mention of the cow (2mks)

6. Styles

- Repetition

- Fantasy

- Opening formula

Identification – 1mk, illustration 1mk (4mks)

7. Chief wanted all clever people killed so that he can easily rule the foots

5. a) It is about meeting(s) relationship(s) in a place/somewhere/thereafter/after this place/beyond this physical world√1

Illustration: a....if I saw you in heaven

b....beyond the door there is peace √1

c....there will be no more tears in heaven

IDENTIFICATION, 1MK. ILLUSTRATION, 1MK

ILLUSTRATION WITHOUT IDENTIFICATION=ZERO (0MK) = (2MKS)

b)i. it is personification.√1

ii. Time has been given human qualities of√1

iii.a) limiting life in the world√1

b) Super being-nobody has power or it√1 either of the two for 1mk

IDENTIFICATION-1MK

ILLUSTRATION/EXAMPLE-1MK total (3mks)

ILLUSTRATION-1MK

c.) a.-beyond the door there is peace√1

-meaning in the new world there will be no disturbance√1

b. -no more tears in heaven√1

-there will be no death/there will be no pain/there will be no suffering√1

Identification in each case total (4mks)

Illustration 1mk in each case

d.)1.The implication is that they seem to suggest that the persona has doubt about how he would be treated in heaven✓1

2. They seem to suggest that persona might be treated the same way he has been treated here on earth✓1

3. He is wondering whether things will change in the unknown world or not✓1

any 1mk each=total (2mks)

e.) He seems to imagine that life in heaven is so good that people like him are not worth enjoying it

OR

He imagines life in heaven is so good for the likes of him

OR

He feels he does not deserve it

OR

He is very sinful.

Any ONE of these TWO MARKS=Total (2mks)

f) a. his wonderment about their relationship in heaven

b. whether their relationship in heaven will be same or not

c. whether the person who has gone will be changed or not

d. his strong relationship to enter heaven

e. when he knows he does not deserve it/to be there in heaven

f. his determination to enter heaven even when he knows he does not deserve it/to be there in heaven

(Any four 1 mk each=total 4mks)

g.)i. Hold my hand-support me/help me/greet me

ii. Break the heart-cause pain/discourage

iii. No more tears-no suffering/no pain (3mks)

6. (a) The person is an observer/trader in the market ----“but let me sell my tomatoes” (1mk for identification 1mk for illustration)

(b) It is about extravagance and promiscuity as seen in the life of a political figure who happens to be holding a doctorate degree and who lives a loose/careless life. (“---I hear the literate thighs of an undergraduate!)

(c) (i) Rhetoric question – ‘You see that Benz sitting at the rich’s end’?’

Effect – intensifies the contrast between the two different types of lifestyles/environment-one side simple/cheap – the market seller and the rich/effluent - rich’s end

(ii) Personification – You see that Benz sitting ---!

Effect. Intensifies the Benz’s hearty/charm as observed by the simple market woman.

(iii) Metaphor ---that mother of twins’

Effect: Emphasizes the big size/state of the vehicle since it has several gadgets.

(iv) Simile –‘It sails like a Liyato, Speeds like a swallow

Effect: Intensifies the speed of the vehicle

(v) Use of irony – ‘It belongs to the minister of fairness who yesterday was loaded with whisky.’

Effect – Undermining the presumed dignity of the politician.

(vi) Sarcasm – ‘But look at its behind, that mother of twins!’

Effect –mock at the big size of the vehicle

(d) Materialistic – “The glory of its inside---e.t.c”

(i) Observant/Nosy – “You see the Benz—”

(ii) Naïve –‘The glory of its inside ----‘

(e) (i) Refers to a sophisticated/complex/expensivevehicle – feathery seats, gold steering, T.V, radio e.t.c

(ii)The complicated/sophisticated nature of the vehicle is beyond their imagination

(iii) Its a mockery of the nature/size of the vehicle that the political figures use

(f) Tone – sarcastic/satirical – ‘but look at its behind that mother of twins’)

Attitude – contemptuous/disrespectful

Malicious – ‘who yesterday was loaded with doctorate at Makerere with whisky and I don’t know what ---,

(g) Small scale trade/hawking; 1--- those market women --- sell my tomatoes,

7. POERTY

a)-death(1mk)

-mutilation (1mk)

-famine/hunger (1mk)

-destruction (of villages and cities) (1mk)

b) Rhetorical questions (1mk) –the outcome?(1mk)

- Apart from the usual things?

Effects -provoke the readers mind into thinking (1mk)

Alliteration (1mk) -who knows what (1mk)

-somebody will have won

Effect -creates rhythm, interesting, memorable (1mk)

Note: no mark for illustration without identification.

c) Contemptuous /hateful (1mk)-we are busy collecting the dead (1mk)

d)i)There is hunger for the few who survived the war. Men who would have provided for their families also dead.(2mks)

ii) Homesteads completely destroyed (2mks)

e) Good people who would have ruled without corruption perish (1mk) and people from both sides lose their lives.(1mk)

f) Sad/melancholic (1mk)-new cities in despair (1mk)

-Busy collecting the dead.

8. a) It is an explanatory/aetiological narrative. It explains how the donkey became domesticated and why the zebra has striped skin. (1mk to classification, 1mk to reason. Total (2mks).

b) i) Economic activity is animal keeping. We are told men kept the donkey. Another economic activity is hunting. We are told about a hunter.

ii) Social activity is holding meetings. The donkey held a meeting to deliberate on their situation. (1mk for each activity. No mark for activity without illustration. Total (2mks).

c) Animals are given human qualities. The donkey called for a meeting to deliberate. The personality helps the reader to identify with the animals and their dilemma and situations.

d) The agenda was to discuss what they could do to avoid being captured by human beings/people. (2mks)

e) The attitude of the donkeys towards the Hare is one of admiration and respect. We are told that they decided to seek advice from Hare because he was cunning and clever. (2mks)

f) The donkeys struggle to be painted led to the pouring of the paint and this others could not therefore be stripped and finally were captured by people.

g) The other features of the oral narratives are:

i) Use of formula; there is opening formula: 'long ago.....' and closing formula: and there ends my story.

ii) Direct speech/dialogue-conversation between Hare and old donkey.

-The exact words of the hunter in paragraph one.

NB: Accepts any other valid feature.

(Any two illustrated features, 1 mk each. Total 2mks)

h) The donkeys are impatient and disorganized. They rushed and crowded around Hare and that did not heed his advice. (Identification of trait 1mk, illustrations 1 mk. Total 2 mks).

i) i) Beast of burden-animals used to work or carry loads.

ii) Illustration, exhibition e.t.c.

iii) Toppled-overturned. (1mk each. Total 3mks)

9. a) The persona in the poem is the poet. He writes about love affair from his own stand point (1

b) The persona hates the experience of being in love. He calls it a migraine, a bright stain on the vision (2marks)

c) Tone of anxiety, expectation, and eagerness

Illustration: Laggard's dawns listening for a knock, waiting for a sign (3marks)

d) Metaphor: Love is a bright stain on the vision Rhetorical questions: could you endure such pain..... ? (6marks)

e) He is in a romantic mood/ mood of romance

Illustration: Waiting for a sign

For a touch of her fingers

In a darkened room (3 marks)

f) The rhetorical feeling pain, could you endure such pain at any hand but hers? It is used to show that the symptoms of love as shown in the poem are overbearing on the lovers. That it takes pain to love (3 marks)

g) i) Migraine – chronic headache

ii) Laggard dawns – mornings that delay to come

iii) Searching – keen/ curious look (3 marks)

10. a) ☐ It is short and repetitive

☐ It is musical/ has a soft rhythm

☐ Song addresses a baby

☐ Song conveys a simple message Any 4x1=4

b) Identify and illustrate the speakers in the song

☐ Baby's father: "father will nurse you"

☐ The little bird: The bird tells the baby's father that baby's mother went to the river at early dew ☐ 1

c) The palm tree thorns will prick the baby ☐ 1

The bough of the baobab tree will break and crush the baby ☐ 1

d)

☐ Lull or soothe babies to sleep ☐ 1

☐ Entertainment ☐ 1

☐ Singer expresses attitude towards the baby and the family ☐ 1

☐ Teach babies about family ties ☐ 1 4x1=4

e)

☐ Repetition ☐ 1 Don't cry baby ☐ 1

☐ Personification ☐ 1 Little bird has human speech ☐ 1

☐ Direct speech Tell me, little bird, have you seen her?

☐ Soloist – chorus format 2 mks

f) Singer loves / adores/ the baby. He does not want his baby to be harmed

Oh no, no

For the thorns will prick my body 2 mks

g) Parents practiced division of labour ☐ 1 while the mother goes to fetch water, father looks after baby ☐

1

11. a) Dirge/ funeral song √ 1

Reason: Because it talks about death and mourning as shown by the line, 'we shall mourn because of you' √ 1

b) – Death has taken very many people and even though they are buried in the soil it does not physically show that in it there are so many people √ 1 as illustrated in the words. The earth does not get fat √ 1

- It also states that buried in the soil are also men and women of all calibers ✓ 1 as shown in the people listed such as chiefs, women chiefs, royal women e.t.c. ✓ 1 (4 marks)

c) i) Use of refrain/ chorus ✓ 1 mark

e.g. Listen O earth, we shall mourn because of you

“ “ “ die on earth? ✓ 1 mark

It emphasizes on the despair of the people as they continue to lose loved ones ✓ 1 mark

ii) Repetition ✓ 1 mark

e.g. ‘The earth does not get fat’ has been repeated ✓ 1 mark

It emphasizes the fact that there is no limit to the number that will be buried because the earth does not physically that it is full ✓ 1 mark

iii) Personification ✓

e.g. ‘The earth does not get fat’ ✓

The earth is attributed a human quality of eating or swallowing and not getting fat

It reveals the despair the people feel at the hands of death ✓

iv) The use of apostrophe ✓ in the conversation lines to earth

‘listen O earth

‘listen O you who are asleep.....’

This also expresses the desperation of the singer who addresses death as

if it would hear and respond, yet it cannot ✓

(Any 2 styles; identified – 1 mark

Illus – 1 mark

Comment – 1 mark

d) Resigned attitude/ attitude of hopelessness/ despair ✓ 2

This is seen in the fearful acceptance in the last line, ‘we shall all enter the earth’ ✓ 1

Identification – 2 marks

Illustration – 1 mark

e) – Leadership roles are taken by both men and women ✓ 1 e.g. chiefs ✓ 1

- Belief in the living dead ✓ as we see the singer addressing them as if they were alive: ‘Listen you who are asleep’ ✓ Any one 2 marks

f) i) Despite the many people who have been buried in it there is no indication to show that the earth has swallowed them ✓ 1 mark

ii) Everyone shall die and be buried ✓ 1 mark

iii) The dead are confined and cannot go out anywhere ✓ 1 mark

12. (a) - It is about a man/woman who is in exile away from home (1mk). He/she is missing various aspects of life at home (1mk) and strongly wishes to return/go back to his /her home (1mk)

(b) – Forest fires

- Streams

- Village music (fiddle and pipe/village dance)

- To ease his mind Must be in **Note** form and if **Not** award 50% of the total score should use numerals – 1,2 ,

3,.....roman - i, ii, iii,, dots, dashes e.t.c

(c) - **Alliteration** – watch with wonder (1mk)

- **Refrain** – The line – “I shall return” is repeated at regular intervals.

The same line qualifies as **RHYTHM** (award for any candidate who uses rhythm)

- Rhyme – e.g. line two, line four; these numbers are examples of rhyme

- No mark for illustration without identification. (For identification alone give 1 mark)

(d) Nostalgic /sentimental/longing (any one = 2mks)

(e) A cold environment devoid of sunshine rivers and with little time for relaxation and socialization. These are the aspects of life he is missing

(f) Sonnet (2mks)

(g) Couplet (2mks)

13. POETRY

Outcast

a) A sympathizer.

b) A child born and later left by the two parents because of his pigment an indication of infidelity. (4mks)

c) The child is an outcast because he does not know the father.

d) – Rhyme – accident, consent male – pale, safe – ive

- Simile – He roams the street of the town like a wind sown outcast.

e) Resentful – they bore a child whom they've run away from making him an outcast who roams aimlessly.

f) The boy is desperate and homeless because his parents have run away from him. The stanza emphasizes the plight of street children.

14. (a) (i) It was not until the teacher started the discussion that he found out how intelligent Omin was.

(ii) If Achomo had not apologized the prefect would not have forgiven him.

(No comma ½mk)

(iii) The Principal congratulated the graduands and wished them the best in all they did(3mks)

(b) (i) apology

(ii) presumptions

(iii) credibility

(iv) strenuous (4mks)

(c) (i) owned up

(ii) turned down

(iii) Put up with (3mks)

(d) (i) pretty, large, blue, cotton

(ii) handsome, short, light-skinned, young (2mks)

(e) (i) to

(ii) about

(iii) with (3mks)

15. a) The poem is about a child who has a lot of respect for the father as a child but as he grows up, he begins doubting/ despising his father especially when he reaches adolescence stage □2. When he is older, however, he realizes that his father was right and the virtues he advocated for ought to be followed □2 (4 marks)

b) The title is suitable □1 mk. When the child is young, he sees his father as a god – a mighty/ superior person □1mk. Then as time goes on, he is no longer a god to him but a foolish old man □1mk (3 marks)

c) The attitude keeps changing when he is young, he adores his father □1 when he reaches adolescence stage, and he starts despising him / seeing him as an old fashioned fellow with

nothing to 'offer' □ 1. When grows older, he sees his father as virtuous and remembers all that he told him. Here regards him as superior once more □ 1

d) i) Symbolism □ 1- 'god' is used to symbolize perfection, superiority and might □ 1

ii) Simile □ 1- as immutable as if brought down from Sinai / to show the importance and finality of the laws that his father gave

iii) Hyperbole □ 1- He fearlessly lifted me to heaven/ the picture of the height the person was lifted □ 1

iv) Repetition □ 1- 'shrank' □ 1/ To show the persona mewed his father 'shrinking' as a continuous process/ strange/ - repeated in various degrees: strange, stranger, strangest

v) Metaphors □ 1- made me a godling is just one more of the little men/ who creeps through life/ No knee - high □ 1

Any 3 stylistic devices

Identification 1mk

Illustration 1mk

No mark for illustration without identification (6 marks)

e) i) Parents – should tolerate their children □ 1

ii) Children – should respect their parents □ 1 (2 marks)

f) Immutable – unable to change

Outmoded – old fashioned / no longer modern

ANSWERS GRAMMER

1.

a) i) Flung

ii) Hung

iii) Dealt

iv) Leapt

v) Bore

b) Passage

i) Breathe

ii) Breathe

iii) Bathe

iv) Bath

v) Cloth

vi) Cloth

c) i) For

ii) from

iii) Of

iv) to

2. (a) (i) I am sure it must have been an exciting experience for her

(ii) People always want more; however; it doesn't matter how rich they are.

(iii) Every year, the boy jumped from school to school

(b) (i) Enmity/conflict/hatred/animosity

(ii) reconcile

(c) (i) "Jesus is on his way!" The Pastor remarked, jumping and clapping. Jumping and clapping, the pastor remarked, "Jesus is on his way!"

(ii) The prefect said, "The student is absent today"/ "The student is absent today" the prefect said.

(d) (i) Looked down upon

(ii) bring up

(iii) Come off

(e) (i) Truly

(ii) Maintenance

(iii) Grateful

(f) (i) to

(ii) to

4. GRAMMAR

- a) i) Grammer- grammar
- ii) Pronounciation- pronunciation
- iii) Maintanance- maintenance
- iv) Manouvre- maneuver

(Award ½ mark for each correctly underlined but spelt wrongly) (4marks)

b) i) Sudan has been declared by the Un security council. As failed state/Sudan has been declared a failed state by the UN Security Council.

ii) Will you? (No question mark 0)

iii) The boy is foolish enough to believe everything I tell him (3marks)

c) i) Taken in

ii) Call on

iii) Gave him away

iv) Hand in (4marks)

d) i) Aggression

ii) Endanger

iii) Tumultuous

iv) Illiteracy (4marks)

4. a) i) Sunk

ii) Maintenance

iii) Mayoral

iv) Domination (1mk @ = 4mks)

b) i) Cut down

ii) Turned him down

iii) Walk out on (1mk @ = 3mks)

c) i) He will come provided he is not ill

Provided he is not ill, he will come

ii) Joan whose mother is the president of Judo club, has severally friends who are ballet dancers.

iii) "See me tomorrow," the principal said

iv) The visitor strode on the carpet with his muddy shoes (1 mk @ = 4 mks)

d) a) i) Harry has arrived and the speaker is revealing

ii) Harry is informed of the arrival of the elder

b) i) My uncle stopped in order to drink

ii) My uncle left the habit of drinking Score independently 1mk = 4 mks

5. a) i) Omondi is such a weak student that he can hardly write meaningful 1 mk

ii) A cousin of mine has gone to the USA 1 mk

iii) A composition has been being written (by Jane) 1 mk

b) i) Walked out of 1mk

ii) Told me off 1mk

c) i) Shall we ? 1mk

ii) Will you? 1mk

d) i) Hang

ii) Cost

iii) Enlarge

iv) Imprison 4 mks

5. i) "Where has your husband gone?" the stranger asked my mother 1 mk

ii) The chairperson said that we shall meet the following week 1 mk

6. i) On a silver platter 1 mk

ii) Fly off the handle – to get angry 1 mk

6 GRAMMAR (15MARKS)

a) Wrong spelling=ZERO TOTAL(3MKS)

i) Payees

ii) Pronouncements

iii) Woolen

b)i. Succeeded in persuading her to go (3MKS)

ii. You must keep silent in the library or you must maintain silence in the library

iii. Riman has always been a staunch supporter of the college football team.

c) Wrong spelling=ZERO TOTAL (3MKS)

i. touch down

ii.made up

iii.look up

d) Wrong spelling=ZERO TOTAL (3MKS)

i. he is looking for employment in Nairobi

ii. This exercise comprises rigorous training in the morning

iii. Some last year, we agreed to improve our relationship with our neighbours

7. (a) (i) Neither the mother **nor** the daughter can take credit for it.

(ii) Karendi is the **prettier** of the twins

(iii) The warrior who/that was mutilated by the lion is recuperating from the attack.

(b) (i) Malnourished

(ii) Pronunciation

(iii) Indiscipline

(c) (i) Get along

(ii) Take back

(iii) Looks down upon

(d) (i) Pretty, large blue cotton

(ii) Handsome, short, light-skinned young

(iii) Beautiful, oral, mahogany

(e) (i) See eye to eye

(ii) hard nut to crack

(iii) Face the music

8. GRAMMMAR

a) i) Whether the board meets or not, I will present my complaint.

ii) Barely had she opened the gate when darkness fell.

iii) Either Mary or John has the keys.

b) i) The work was not done (by anybody)

ii) The thief was arrested (by the police)

iii) Rubbish is collected every day Thursday (by them)

c) i) Alonje said, "I will return next month."

ii) "Let us listen to him," Ivan argued "he sounds reasonable."

d) i) menacingly

ii) Are

iii) Incomparable

e) i) Security officer $\frac{1}{2}$

ii) Teacher on duty $\frac{1}{2}$

f) i) Takes after

ii) Put up with Wrong tense no marks

iii) Got through

GRAMMAR

9. a. i) Hassan neither complained nor reported to the police.

ii) But for my sister, I wouldn't have gone to school.

iii) Ibadan is the target town in Africa. (no comma). (1 mk each. Total 3 mks)

b) i) With no provision for the future.

ii) Stubborn/difficult to deal with. (1 mk each. Total 3mks)

c) i) Preference

ii) Eloquence

i) Collision (1 mk each. Total 3mks)

d i) Passed on/passed away.

ii) Let down.

iii) Calls in. (1 mk each. Total 2 mks)

e) i) The student knocked on the door continuously as the others watched.

ii) The child inflated the balloon so much that it burst. (1 mk each. Total 2 mks)

f) i) for

ii) at (1 mk each. Total 2 mks)

10. Grammar

a) i) Turned/ switched on

ii) Drop out of

iii) Make for

b) i) Oblivious of Abdalla's having two wives, Agnes accepted to marry him/ Oblivious of the fact that Abdalla already had wives, Agnes accepted to marry him

ii) He wondered why Akinyi always quarreled Edwin/ He asked Akinyi why she

(Akinyi) always quarreled Edwin/ He wanted to know why Akinyi always quarreled Edwin

iii) How handsome he is

c) i) If

ii) However

iii) Therefore

d) i) If today were Sunday, I would go to church

ii) We returned to school before 7.00 P.M

iii) I wish I was as well prepared for K.C.S.E as you were

e) i) Me

ii) She

iii) Her

11. (a) (i) Site

(ii) Sought

(iii) Stationery

(iv) Taller

(v) has (5mks)

(b) (i) The burglar was seen enter the house by the residents/the burglar was seen by the residents enter the house.

(ii) The water was drunk yesterday by him/ the water was drunk by him yesterday.

(iii) No sooner had all the teams arrived than the competition started / No sooner did all the teams arrive than the competition began

(iv) Not only are the boys playful, quick on their feet but also (but are also) curious and like to explore/ Boys are not only playful and quick on their feet but also (but they are also) curiousand like to explore.

(v) The tourist knows enough Kiswahili to understand what I say. (5mks)

(c) (i) by means of

(ii) in accordance with

(iii) On account of (3mks)

(d) (i) The one-day old chicks being sold by the hawker were ten in number

(ii) The hawker was selling chicks that were ten days old, but whose number is unknown (2mks)

12. GRAMMAR

a)

i. Okoth said that he did not know why she came

ii. This song was sung by Kibet

iii. I have some money

iv. That Nanjendo did so well in her exam did not surprise me

That Nanjendo did so well in her exam was not a surprise to me

(award '0' for construction errors)

b)

i. Precision

ii. Repetition

iii. Clarity

iv. Occurrence

(Wrong spelling award 0)

c)

i. But

ii. By

iii. Nevertheless/ however

iv. Whom

d)

i. “The River Between,” the teacher said, was Ngugi wa Thiongo’s first novel

ii. Tom had one great desire: to become a doctor

iii. “It’s a pity we have to live on charity,” he lamented

(Do not award if punctuation mark is wrong)

13. GRAMMAR

A i) Never before has the school performed well

ii) Spending a holiday at the coast is preferable to going overseas

iii) Mulwa, whose leg is still in a cast after last month’s match, will have to watch the match from the grandstand

(The two commas are compulsory, if missing – ½ mk)

iv) William’s mother told him that there was a little food left for him in the kitchen.

B i) Jairo is better educated than Saisi

ii) He has the tendency to visit people during late hours

iii) When she came in, it was all calm but all of a sudden the house became noisy

C i) Calls for

ii) Came to

iii) Make up for

D i) Means I took a short time to listen to the news

ii) Means the presentation of the news

E i) On

ii) With/ to

iii) About

14. A. Environmental, tendency, embarrasses, knowledgeable. (4mks)

B. i) She realized what a serious blunder she had made. (1mk)

ii) Should you change your mind, call this number. (1mk)

iii) Either of them is not known to me. (1mk)

C i) Off ii) Amongst iii) For iv) into i) students' ii) heroes

iii) Editors – in – chief iv) Father- in – law's

15. (a) (i) It was not until the teacher started the discussion that he found out how intelligent Omin was

(ii) If Achomo had not apologized the prefect would not have forgiven him.

(No comma ½mk)

(iii) The Principal congratulated the graduands and wished them the best in all they did (3mks)

(b) (i) apology

(ii) presumptions

(iii) credibility

(iv) strenuous (4mks)

(c) (i) owned up

(ii) turned down

(iii) Put up with (3mks)

(d) (i) pretty, large, blue, cotton

(ii) handsome, short, light-skinned, young (2mks)

(e) (i) to

(ii) about

(iii) with (3mks)

16. a) i) Neither the man nor the boys are to blame

ii) His paying the bill surprised me

iii) His coming to school late has been a concern for many people

iv) That he won the race is not surprising (4 marks)

b) i) Taken in

ii) Hand in

iii) Call on (3 marks)

- c) i) The burden was borne by the organization
- ii) The pilot was flown by the trainee pilot
- iii) The bicycle is being ridden by Tom (3 marks)
- d) i) Transitively
- ii) Intransitively
- iii) Transitively (3 marks)
- e) i) So kind
- ii) Quite skilful

THE END

I would like acknowledge and thank
OKOTH SELAH ACHIENG'
MASENO UNIVERSITY
Contact;
E-mail; selahokoth@yahoo.com