

2006 K.C.S.E EXAMINATION MARKING SCHEMES
ENGLISH (101)
PAPER 1 (101/1)

Paper 1017 1 is intended to test the candidate's ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks. In a factual essay, attention must also be given to the format, tone and ability to follow instructions.

Examiners should not hesitate to use the full range of marks for each essay. In a two-essay paper, it is the final, total mark that counts. It is important to determine FIRST how each essay communicates and in which category A, B, C or D it fits

- DCLASS The candidate does not communicate at all. 01-05 or his/her language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails 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
- D03 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 communicates understandably but only more or less clearly He/she 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 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 sentence construction.

- C08 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 and repeated at times
- C+ 09-10 The candidates 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, spelling, tenses, spelling.
- B CLASS** 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.
- 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 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 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 the ability to make us share his/her deep feelings, emotions, enthusiasms. 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 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 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 arguments 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, culture. This ability to communicate his/her 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/she deserves. A very definite spark.

Question 1

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

Question 2

- 1) In
- 2) Exception
- 3) Lacked
- 4) Most
- 5) Changed/reversed/alterd
- 6) Potential/ability/ capacity
- 7) Suited/friendly/appropriate
- 8) But
- 9) Are
- 10) Fast/quickly/rapidly

(10 mks)

Questions 3

a) i)

- Drumming
- One could begin by posing/asking a question “Do you know why chameleon is shunned?” “Do you know why people die?”
- Clapping of hands.
- One could begin with an illustrative/Summarizing riddle or proverb.
- One could begin with a puzzle or challenge to set the minds of the audience focused.
- One could begin with a song (2mks)

ii)

- Use of emphasis by lowering voice when narrating how Ngo’ngruok soiled the offering. This should be said in slow and deliberate way.
- Vary the tone of voice when uttering Nyasaye’s words. These should be said in an authoritative, awe-inspiring and thunderous voice
- Use gestures when referring to the insult(....this insult”) by Nyasaye
- Use pause between the first and the second sentence to create suspense.

(4mks)

- Pay attention to how or whether they respond to the narrator’s use of facial expressions and gestures. The audience’s look of interest and keenness.
- Pay attention to how/or whether they respond to the narrators tonal variation and use of pauses. Audience nodding in agreement
- Observe their response or otherwise to any question formed by the narrator.
- Observe their sitting posture and level of concentration to the narrative e.g leaning towards narrator, using gestures (4mks)

b)

air
whether/wether
bass
morning

(4mks)

- c) i) died, pride
Knew, few, dew
Spread, said
Do, too (2mks)
- ii) Only five
They emphasize her tender age. (2mks)
- iii) One would say the last two lines as a question, hence use a failing intonation. Should be said with a sad tone showing disappointment or regret. (2mks)
- d) Sample Conversation
- e) You: Excuse me office. I would like to report the loss of my luggage in which there was.....
(2mks)

Police Officer:

You: My name is Ruth Kerubo Magara. I am fro Kituto
Secondary School P.O. box 2222X Kituto (2mks)

Police Officer:

You: I boarded/got into/took a bus, KTT 526X at Baringo Shopping Center at about 11.00 a.m My blue metal box was put in the boot/luggage compartment among several others belonging to students from other schools. Some of these students alighted on the way. On arrival at Kituto town at 1p.m. I realized that my box was missing. However, there was a similar one that was unclaimed. Here is a lost of all the items in box. (handing over a list)
(3mks)

Police Officer:

You: Thank you very much, officer. I appreciate your help (1mk)

24.1.2.2 English Paper 2 (101/2)

- a) The evidence is that consumption per capita is higher by 'nearly 70 percent'. Also, life expectancy, child mortality and educational attainment have improved significantly.
(2mks)
- b) Although the author lauds the progress made, he is not overly impressed by it because more than one billion people in the developing world are living in poverty. There is therefore no room for complacence.
(2mks)
- c) The author mentions Japan in order to show how far behind sub-Saharan Africa is lagging in terms of life-expectancy.
(1 mk)

- d) What is odd is that the region accounts for less than a third of the world's population and yet nearly half of the world's poor people live there. (2mks)
- e) The relationship between poverty and a high population is that the poor are more likely to have large families.
- Large families will exact too much pressure on the environment, leading to its degradation.
 - Such an environment cannot support the population and this leads to spiraling poverty.
- (3mks)
- f) She (he) is less educated, and has less access to a remunerative activity. (1mk)
- g) A girl is twice as much disadvantaged because as a woman, she has to do more work. Also, she gets less education and fewer opportunities for gainful employment. As a child, she lacks adequate nutrition, health care and education. (3mks)
- h) The author argues that although the developing world has significantly improved economically it has a long way to go, since many of its people live under absolute poverty. This poverty is unevenly distributed geographically and mostly affects women and children. To combat it, governments need specific information about the poor. (51 words) (4mks)
- i) Staggering- shocking.
Compromised-adversely affected. (2mks)

2. a) It refers to the bomb that exploded and blew up a bus at the East African trading company (formerly OTC) (1mk)
- b) The repetition of the word "whisper" creates emphasis, and captures the mood of fear, secrecy and the persistence with which the rumours spread. (3mks)
- c) This refers to the time when Paulina's son, Martin Okeya was shot dead during riots in Kisumu. The riots erupted when the residents stoned the presidential motorcade to protest the assassination of Tom Mboya. (4mks)
- Tribal groupings (KEM)
 - Land alienation.
 - Poverty and growth of slums.
 - Existence of detention camps.
 - Violence
 - Propaganda: rumours, lies.
 - Corruption.
 - Oppression/suppression.

- Resistance.
(4mks)

e) Mr. Mwamgale remarked bluntly in parliament that, that time they could not be told that Njenga had done it.

(1mk)

f) It was first claimed that he had gone to Zambia and even registered in a hotel, and the clerk checking flights did not refute this. The body was mutilated to disguise it, and when it was taken to the mortuary the attendant did not dare talk about it. To keep the secret, some police officers were transferred and others sent on leave. Some people were bribed and those who still asked questions were eliminated.

(6mks)

g)

- The mortuary attendant got a body of the same size and weight and characteristics but pretended not to have recognized it.
- The airline clerks checked flights to Zambia but pretended not to have realized that J.M was not in the list.
- Even the terribly sharp children, who knew many incidents of assassination pretended not to know what had happened.

(3mks)

h) His photographs were put side by side with those of the pope and that of sacred Heart.

- The book about him was reprinted
- His parliamentary speeches were reprinted
- A gramophone record was banned

(3

mks)

3. (a) The person is probably in prison/ detention or some form of confinement. The persona is longing to get out. "When I get out he or she has been held in inhuman conditions.

(3 mks)

(b) By " touch " he/she means being treated like a human being, loving and being loved. "Touch" means the freedom to express his or her emotions freely, spontaneously. "touch" the literal, physical touch. (3 mks) (gets only 1 mk)

(c) During the seven years of confinement, the persona has been treated like a pariah. He/ she says, I've learnt to know the meaning of untouchable. The persona has also been brutalized. He/ she was subjected to extreme violence. " fierce mad fists, beating..." Finally, the persona experienced utmost indignity. He/ she was humiliated and denied any form of privacy" Searching – arms up, shoes off, legs apart Probing away all privacy."

(any two illustrated points 2 marks each = 4 mks)

- (d) The word “paws” vividly describes the beastly behaviour of the tormentors. Animals like hyenas and lions have paws which they use to tear their prey to pieces. The word reveals the cruelty visited on the persona and the attempts to disfigure and mutilate him/ her physically and emotionally. (2 mks)
- (e) The poet uses repetition to emphasize his message. The word “touch”, for example is repeated more than ten times- both to explain the kind of touch that is desirable and that which is resented. Also emphasis through the enumeration and the pauses. (one Two...) (2 mks)
- (f) Prodding – poking, jabbing (1mk)
Indifferent- callous, inhuman, beastly) (1 mk)
- (g) The poem reveals that human beings abhor confinement, brutality and all forms of degrading treatment. On the other hand, people crave for human warmth, affection, privacy and freedom. When one is denied the latter, one in a way “dies”. The persona says: “ I want to feel alive again.”

4. (a) (i) would have (ii) were (iii) has (3 mks)

- (b) (i) Professors should give their students opportunities to develop their skills./ A professor should give his or her students opportunities to develop their skills./ As a professor you should give your students opportunities to develop their skills,

(ii) My sister was appointed the chairperson/ chair of the water project committee in our village,

(iii) The fire fighters took long to arrive at the scene of the accident.

(3 mks)

- (c) (i) lit (ii) incidents (iii) its (3 mks)

- (d) (i) The visitors were entertained by the choir
(ii) The health officer will close café unless we keep our environment

- clean./ Unless we keep the environment clean, the health officer close our café.
- sit straight,
- (iii) The patient could neither stand without support nor
 - (iv) Had it not been for the captain's quick action, the school team would not have won the game ./ Had the captain not acted fast, the school team would have lost the game.
 - (v) Jomo Kenyatta, the first president of Kenya, was a great orator.
 - (vi) The legend teaches us, that Me Katilili was a powerful leader

(6 mks)

24.1.3 ENGLISH PAPER 3 (101/3) 2006

Paper 103/3 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. In a factual essay, attention must also be given to the format, tone, and ability to follow instructions.

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(The marks indicated below are for each essay in a 2 – essay paper)

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C-06-07 The candidate obviously finds it difficult to communicate his 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 sentence construction.

C 08 The candidate communicates but not with consistent clarity. His/ her linguistic abilities being limited, he / she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English links are weak, incorrect and repeated at times.

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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.

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Question 1 (a)

Points of interpretation

- ❖ Must be a story
- ❖ Must end with the sentence given
- ❖ Must present a credible scenario suggested by and leading to/ culminating in the ending sentence given

The narrator should outline what had landed him/ her in the situation they find themselves in and what has occasioned the realization and change of attitude.

Question 1 (b)

Points of interpretation

- ❖ Must be an expository or discursive composition

Question 2

Introduction

Racial and religious prejudice leads to certain people being treated as second- class citizens

- ❖ There is suffering and misery in countries such as the US, the UK and Israel in which racial and religious minorities are discriminated against.
- ❖ A prime example in Africa was South Africa during the time of apartheid. The black majority were subjected to all manner of racial injustice and oppression
- ❖ The Sudanese in the south of the country have until recently fought a bitter war with their northern, compatriots because of racial and religious prejudice. The southerners are black Africans who are Christians and the northerners happen to be Arab Muslims.
- ❖ The Jews have historically been subjected to discrimination in European countries, both as a racial and religious minority. During World War II, six million Jews were exterminated by Hitler's Germany. (*any general reference to racial prejudice e.g. any of the above 2 marks*)

- I. In the *Merchant of Venice*, Shylock lends money at an interest. In other words, he practices usury, a profession that is frowned upon by Christians who are nevertheless compelled by circumstances to borrow from him.
- II. Antonio spits on Shylock because he is a Jew (presumably because Jews were said to have spat on Jesus) Even, when he borrows 3,000 ducats from Shylock, he tells him to lend it to him as an enemy. He is unwilling to make peace with a Jew. Shylock, therefore, lends him the money on those "enemy" terms
- III. From his own testimony, Shylock suffers intensely because of his nationality and religion. The Christians in Venice do not treat him as an equal human being
- IV. During the trial, Shylock is stripped of all his wealth and compelled to convert to Christianity. Before the trial, he had already "lost" his daughter to a Christian. The daughter had robbed him and eloped with Lorenzo. Shylock is therefore, left without his money, without his daughter and without his religion
- V. For his part, Antonio experiences a lot of anxiety as he waits to have a pound of flesh cut off from him. He knows the Jew, who is prejudiced against Christians, will not show any mercy. He must prepare to die and the waiting is agonizing.
- VI. The country of Venice also discriminates against dark skinned people. Portia would hate to be married to the prince of Morocco, a Moor. She is extremely anxious when the Prince is making his choice among the caskets. The prince of Morocco chooses the wrong casket, but the implication is that he would

have had a miserable marriage if he had chosen the right casket.

(6 points x 2 mks – 12 mks)

- VII. From the foregoing, we can conclude that the misery depicted in the play is a mirror of the potential racial and religious prejudice has to wreak have on a society.
(12 mks)

(Grammar and presentation 4 mks)

Question 3 (a)

Introduction

- ❖ In the introduction, prison conditions should be talked about in general. An attempt should be made to define the term ‘dehumanizing’
(2 mks)
- ❖ In Nawal’s story solitude. The inmates are deprived of privacy. For example, they are forced to relieve themselves in the full view of everybody. This is humiliating
- ❖ They are also deprived of silence and solitude. For instance, the author is denied the solitude she craves by the constant quarrelling between Boduur and her colleagues or by the recitation of the Quran by the same Boduur. Fawqiyya’s discussions do not help the situation either.
- ❖ The inmates are not allowed to develop their talents. The author has to write under very uncomfortable and secretive conditions. She sits on an upside down jerry can next to the toilet when everybody is asleep. For paper, she is forced to use a tape- like toilet roll which she places on an aluminium plate.
- ❖ They are also denied the opportunity to communicate with their loved ones, no matter how harmless the communication is. Against prison regulations, an inmate is subjected to a body search, and when an innocent letter to her family is found, the prison authorities become very angry. They claim that somebody illegally possesses a paper and pen in the cell.
- ❖ This leads to an attack on all the inmates during which their personal belongings and beddings are searched. Worse still, they are stripped off their hijaabs and cloaks. This is an affront on their dignity and decency as Muslims women.
- ❖ Any form of the protest, justified though it may be, is met with brutality.
During the search, the hair of one of the Munaqqabas is uncovered in front of male prison administrators. This is an abomination to a Muslim woman. When she protests, she is

thrown into the disciplinary cell and beaten thoroughly. She is gravely injured on sensitive parts such as her head, neck and spine. Out of malice, her tormentors even crash her glasses, rendering her practically sightless, indeed, Fawqiyya states that protesting in any way will only invite more repression.

(10 x 2 = 12 mks (Grammar and presentation 4 mks)

The prison conditions outlined in this story are illustrative of conditions in prisons in most of the developing world. Whatever gains may have been made in some countries have not invalidated this presentation. In fact, in male prisons and remand homes, apart from the brutality visited on inmates by prison warders, fellow inmates molest and even sodomize others, especially newcomers.

(2 mks)

Questions 3 (b)

Introduction

Jealousy occurs when:

- ❖ Parents show open favoritism towards some of their children and when those who are not favoured know it.
- ❖ There is conflict between step- children caused by the realization that they belong to different mothers/ fathers
- ❖ One child does better than another in school, and especially if the clever child is younger
- ❖ The issue of inheritance is not sorted out fairly, and especially when the parents declare some of their children as heirs to the exclusion of others. (any general reference 2 mks)
- ❖ Odie in John Ruganda's shreds of tenderness harps on the fact that Wak, whom he hates, is only a stepbrother and that they were born of different mothers.
- ❖ Odie dislikes Wak because, according to Aim, the latter was their father's favourite.
- ❖ Odie is jealous of Wak because the latter did better in school and was able to successfully complete his university course. What makes matters worse is that Wak is younger than Odie. Odie was expelled from the university after a riot, and he feels that his father could have helped him enroll in another university.
- ❖ Another source of conflict and jealousy between the two siblings revolves around the issue of inheritance. Wak was meant to inherit their father's property, but Odie grabs all

of it when Wak is forced to go into exile. Odie, therefore, tries to jealously safeguard what he has grabbed.

- ❖ Odie feels that Wak is a coward and traitor just because he fled the country to save his life.
 - ❖ Stella their sister is left of all these arrangements and although she is not portrayed as being jealous, under different circumstances she could have been.” John Ruganda’s play is silent on the issue of women’s inheritance of their father’s properties
- Odie is jealous of Wak because of the relative comfort they lived in exile as refugees and what settlement they are entitled to in order to return home. (6 x 2 = 12 mks)

(An appropriate conclusion 2

mks)

Question 3 (c)

Introduction

Overview on developing countries and the problems of migration as caused by:

- ❖ Poverty
- ❖ Poor infrastructure e.g. bad roads and lack of electricity
- ❖ Unemployment leading to the search for jobs in developed countries
- ❖ Under- employment and poor remuneration in developing countries
- ❖ Search for educational opportunities
- ❖ Examples from Kenya - migration to the US, the UK and other European countries.
- ❖ Pollad’s Nover, Homestretch, is about Jamaica’s migrating to the UK and the US coming back

Causes

- (i) Poverty: Jamaica itself is depicted as poor, developing country, with bad roads and generally a poor infrastructure. It exports bananas to the developed countries but this industry is under threat because of the competition from Latin America. Besides, the banana industry is now monopolized by the rich, the small-scale farmer has been squeezed out. (pg 18, 21 – 22; 39; 150 – 151)
- (ii) Employment: Uncle David and his wife Edith migrated to the UK and lived and worked there for 3 years – David doing menial jobs and Edith working as a nurse (pg 6; 28 – 29); 57; 72)

- (iii) Education: for her part Brenda goes to New York to live with her father and to get a supposedly better education (pg 55;66;69;73;89;177- 178)
- (iv) Good life: Many people wanted to go to the states as America promised a good life for migrants. The author says, 'Everybody wanted to go to the state' – (pg 55-56)
- (Any two causes – 3 mks each)*

Effects

- (i) **Exploitation / overwork;** When the novel opens, the two have just returned to Jamaica. David is in a wheelchair, having suffered a stroke in the UK, others die because of being overworked to the point of death (pg 6-8; 28- 29; 32)
- (ii) **Loneliness and Racial Discrimination'** The two are happy to be back after 30 years of loneliness and racial discrimination in UK (pg 31; 32- 33)
- (iii) **Culturally biased curriculum.** Although the blacks go out for education, they are subjected to a culturally biased curriculum. In the US, Brenda is subjected to a culturally biased curriculum and although.
- (iv) She is basically bright, she does not do so well in Junior High. (pg 58 – 62)
- (v) **Discrimination in the UK:** Brenda follows her father to the UK and encounters another brand of racism. British racism is depicted as being more covert. As for fellow Jamaicans, they resent her because she speaks with an America accent. (Pg 75 – 77; 88- 89; 137)
- (vi) **Discrimination at home** As a result of these experiences, Brenda has been radicalized to the extent of being bitter and hypercritical , even towards her homeland Jamaica. She suffers intensely from feelings of rejection. (pg 51 – 54; 88- 89)
- (vii) **Sense of solidarity:** because of racism , migrants from the black world develop a sense of Pan Africancism. In the novel, Brenda falls in love with Milton, a Nigerian student in Britain. Their passionate and enduring love creates the African Connecting in the Black Diaspora. (pg 102 – 106; 114 159)
- (Any 2 effects 4 marks each)*
(Any appropriate conclusion 2 mks)
(Grammar and presentation 4 mks)

THE YEAR 2007 KCSE EXAMINATION SAMPLE MARKING SCHEMES
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English paper 1 (101/1)

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- C-06 – 07 The candidate obviously finds it difficult to communicate his 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 sentence construction.

C+09-10 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 and repeated at times.

C +09- 10 The candidate communicates clearly but in a flat and uncertain manner. Simply 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, spelling.

B CLASS 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. Sentence are varied and usually well constructed. Some candidate 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.

B- 11- 12 The candidate communicate fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally.

B 13 The sentences are varied but rather simple. Straightforward. 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 the ability to make us share his/ her deep feelings, emotions, enthusiasms. 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 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 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 communicates not only information and meaning, but also and especially the candidate’s whole self: his / her feelings, tastes, points of view, youth, culture . This ability to communicate his/ her deep self may express itself in many ways, wide range of effective vocabulary, original approach, vivid 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 a very definite spark.

Question 1

Points of interpretation

Must be a formal letter. The format of the letter must include the following

- ❖ Sender’s address
- ❖ Addressee address
- ❖ Forwarding address (though head teacher)
- ❖ Date
- ❖ Salutation
- ❖ Reference/ topic/ subject
- ❖ Body
- ❖ Closure
- ❖ Signature/ name of writer
- ❖ Designation of writer (10 mks)

The body of the letter must have the following

- ❖ Mention of the title and name of author (2 mks)
- ❖ Synopsis of winning entry (book) (4 mks)
- ❖ Appeal for publication and formal request to publisher(4 mks)

Question 2

1. acquire / develop. Perfect
2. over
3. easier
4. ranging
5. but
6. indifferent
7. too
8. steps/ initiative/ measures
9. little
10. by

(10 mks)

Question 3

- (a) (i) In a low, conspiratorial tone, and use a pointing gesture with the right hand (1 mk)
- (ii) Considering the excitement in the girl, he should have given more landmarks, including types of trees, to assist her, just in case she forgot to turn right (1 mk)
- (iii) In a deep, guttural, evil - sounding tone. The first question in a falling intonation (question starts in a wh- word) The sound question in a rising intonation with finger- pointing threatening gestures. (2 mks)
- (iv) The first four lines in a soothing tone to lull the ogre into waiting and the last line a higher pitch so that the warrior's lover can hear.(2 mks)
- (v) The first part before the comma said in a lower, more subdued tone, the second part said more quickly, more forcefully and at a higher pitch – to show that the rescue has come. (2 mks)
- (vi) With a sigh of relief, clapping, celebration, jubilation, applause (1 mk)
- (b) Plain bury you father see bread
Plane berry ewe farther sea bred
- (c) (i) suc.cess
(ii) chal.lenge
(iii) ad.vice

(iv) ap.proach (4 mks)

(d) In order to capture the audience attention, I would do the following

- ❖ Maintain eye- contact
- ❖ Adopt a posture that is authoritative because this might elicit a positive response
- ❖ Do something unexpected like referring to a specific person by name without embarrassing them
- ❖ Begin with a surprising question
- ❖ Clap or ring a bell
- ❖ Start by telling a joke or relating an anecdote
- ❖ Begin with a famous quotation or a proverb (any 4 x 1= 4 mks)

(e)

- ❖ Does not prepare to listen, does not adopt a listening posture
- ❖ Interrupts several times, does not adhere to the rules of turn-taking in the conversation
- ❖ Does not empathize or put himself in the shoes of his daughter in order to appreciate where she is coming from
- ❖ Full of his own self- importance, this prevents him from reaching out to his daughter
- ❖ Absent- mindedness, changes the topic abruptly, thereby interrupting the flow of the conversation.
- ❖ Preconceived ideas about chemistry; doesn't give daughter chance to explain
- ❖ Unwilling to see his own shortcomings as far as listening skills are concerned, where he says " I heard you", he believes he was listening
- ❖ Insensitive; does not realize he has hurt his daughter by not listening to her.

(8 mks)

ENGLISH PAPER 2 (101/2)

Question 1

- (a) You can improve your life by eating the right food at the right time
(1 mk)
- (b) Since they are quickly digested and absorbed, carbohydrates make one hungrier sooner. They greatly raise blood sugar and subsequently one's appetite, leading to loss of energy. (27 words)
(4 mks)
- (c) Free radicals, if not neutralized , damage arteries and body cells. It is these damaged arteries and body cells that cause high blood pressure and cancer.
(2 mks)
- (d) Antioxidants can be consumed in the form of pills and food
(2 mks)
- (e) Don't nutritionists, in fact recommend that we eat five portions of fruit and vegetables a day?
(1 mk)
- (f) The attitude of the author is one of admiration, marvel. Fascination/ wonderment. He is highly impressed by the effectiveness of calcium as a weight – cutting measure for he refers to it as a 'star' and says it has some magic (3 mks)
- (g) One can use excess energy by taking a high – calcium diet or going to a gymnasium
(2 mks)
- (h) The irony is that you can actually eat more in order to lose weight. Usually, eating more leads to weight gain
(2 mks)
- (i) Daunting: difficult, challenging
Baggage: excess weight
Down a mountain: eat a huge amount of food (3 mks)

Question 2

- (a) Antonio is referring to Shylock's accusation that he calls him a dog/ a cur.
(2 mks)
- (b) - Because Shylock is a Jew
- Because he lends money at an interest, he practices usury
- Antonio apparently thinks usury is bad business, that is, those who practice it get easy money
(4 mks)

- (c) Why are you so nasty? I really desire to be your friend and to win your love. I am willing to forgive and forget your insults and even give you the loan you want without interest. All I ask for in return is respect and understanding from you.
(4 mks)
- (d) ❖ The part nearest to his heart
❖ So that he dies soonest (2 mks)
- (e) ❖ The friendship is genuine, apparently selfless
❖ Bassanio does not want Antonio to sign the bond just in case Antonio loses his life in the process. He would rather do without the money
❖ As for Antonio, he is ready to sacrifice for his friend and is optimistic that he will get his money in time.
(4 mks)
- (f) ❖ Manipulating: manipulate their emotions by making it appear he is being friendly and arguing that the pound of human flesh is of no use to him
❖ Evil: he wants to kill fellow human
❖ Vengeful: he wants to take revenge
❖ Callous: calls his workers an unthrifty knave (4 mks)
- (g) ❖ Antonio agreed that he would seal unto that bond
❖ Antonio told Shylock that he would seal unto the bond
❖ Antonio accepted to seal unto Shylock's bond (2 mks)
- (h) The last speech is ironic because in spite of the optimism expressed, rumor arrives that there was a shipwreck and his merchandise is lost. This then creates a problem for him and precipitates the conflicts in the play. (3 mks)

Question 3

- (a) The poem is about a bird is caged. It is confined and denied freedom. It cannot enjoy the ordinary pleasures of nature- the sunshine, the breeze or the perfume from flowers. The bird struggles to liberate itself and hurts itself in the process. At another level, the poem is depicting the misery of those who are denied freedom. They suffer physical and psychological torture. The persona sympathizes with the victims and condemns those who conspire to subject others to a life of slavery/ detention. Imprisonment/ confinement.
- (b) (i) In the first stanza, the poet focuses on the feelings of the prisoner, feelings

of alienation from all that is natural and desirable, feelings of nostalgia for days when he or she enjoyed freedom.

- (ii) The second stanza describes the attempts by the bird (or prisoner) to escape. The struggle is bloody. It seems that efforts to escape are met with brutality. Words like “blood”, “pain” and “scars” reflect the torment undergone by the victim
(2 mks)
- (iii) The third stanza focuses on prayer. Other means have not yielded results, so the bird (or prisoner) appeals for intervention from other sources. Perhaps a superior force will step in and liberate the bird.
- (c) The persona sympathizes with the caged bird. A word like “alas” expresses pity. The persona also graphically describes the feelings and sufferings of the bird. This elicits pity from the reader. Bird feels....” He/ she has put himself/ herself in the shoes of the bird. The persona speaks as if he/ she shares the pain experienced by the bird. The persona says, “... a pain still throbs....” As if he/ she can feel the pain. The persona also has feelings of hope, hope that the caged bird will one day experience freedom.
(4 mks)
- (d) From the poem, it is possible to infer that the persona has had a very tough life. He/ she has probably suffered at the hands of cruel oppressors, been denied freedom and tortured. This is why the persona says. I know....” The persona probably fought and prayed for freedom. He/ she may have suffered physical and psychological injury
(3 mks)
- (e) The simile in the first stanza is “..... the river flows like a stream of glass”. The simile is used to show what the bird yearns for but cannot have. The river represents a life of freedom, flowing without obstruction. It stands for natural beauty that the caged bird is denied.
(2 mks)
- (f) (i) And the faint perfume from its petals steals. This means that the flowers produce a sweet smell that gives much joy. However, in its cage, the bird cannot have such luxury while other birds out there enjoy the perfume.
(2 mks)
- (ii) and they pulse again with a keener sting: this line refers to the excruciating pain suffered by the bird as it tries to free

itself. Every time it beats wings, the old wounds become sore and cause much pain. (1 mk)

Question 4

- (a) (i) denial
(ii) Heroic
(iii) Activate (3 mks)
- (b) (i) The spread of HIV – Aids can be controlled by educating the public
(ii) The man whose cattle destroyed the maize in the school farm was Arrested
(iii) Mount Kilimanjaro is higher than any other mountain in Africa/ no other mountain in Africa is higher than mount Kilimanjaro. (3 mks)
- (c) (i) is
(ii) waits
(iii) begun (3 mks)
- (d) (i) would
(ii) had been
(iii) when (3 mks)
- (e) (i) what
(ii) which
(iii) While (3 mks)

ENGLISH PAPER 3 (101/ 3)

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. In a factual essay, attention must also be given to the format, tone and ability to follow instructions.

Examiners should not hesitate to use the full range of marks for each essay. In a two essay paper, it is the final, total mark that counts, it is important to determine FIRST how each essay communicates and in which category A,B,C or D it fits.

- D CLASS The candidate does not communicate at all. His/ her language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit English words he/ she wants 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. Questions paper or some words from it simply copied.
- D 03 Flow of thought almost impossible to follow. The errors are continuous
- D + 04-05 The candidate communicates understandably but only more or less clearly. He/she 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 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 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 and 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, spelling.

B CLASS 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 candidates is at ease with the language.

B – 11 – 12 The candidate communicates fairly and with some fluency. There may be little variety in sentence structures. Gross errors are still found occasionally.

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 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 the 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 humor. Many items of merit which indicate that the candidate has complete command of the language. There is no strain. Just pleasantness, clever arrangements, felicity of expression.

A 16- 17 The candidate shows competence and fluency in using the language. He/ she 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 communicates not only information and meaning, but also and especially the candidate whole self: his/ her feelings, tastes, points of view, youth, culture. This ability to communicate his/ her 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/ she deserves. A very definite spark.

Question 1 (a)

Points of interpretation

- ❖ Must be a story
- ❖ Must begin with the given sentence
- ❖ The candidate must present a credible scenario emanating from the sentence given
- ❖ The candidate should clearly narrate the events consequent upon his/ her departure from home and which must impact his/ her life in such a manner as to alter it completely
- ❖ The narration might look back on the previous dreams the candidate had and how this has been rendered untenable given the changed circumstances.

(20 mks)

Question 1 (b)

Points of interpretation

- ❖ Must be story
 - ❖ The story must illustrate how the candidate or the persona has had learn though the hard school of experience
- (20 mks)

Question 2

Introduction

Healthy relationship are built through trust, tolerance and compromise. We ought to accept the fact that none of us is perfect

and learn to make allowances for one another. If we do not exercise patience towards each other, we keep hurting the very people who are closest to us. Paullina and Martin cause each other much pain.

Illustrations

Paullina and Martin lead miserable lives because they are intolerant with and suspicious of each other.

- ❖ When Paulina gets lost for two days after being discharged from hospital, Martin falsely accuses her of being a prostitute. He refuses to listen to her explanation and beats her badly. (pages 21- 23)
- ❖ Martin beats Paulina again when he finds her sobbing for fear that she lost another pregnancy. He did not trust her word. This brutality no doubt puts a strain on their relationship in fact, he sends her packing home to Nyanza.
- ❖ When Paulina returns from upcountry, she senses that things are not quite right. First there is a strange scent (page 33) and then Fatima appears and taunts her (page 34). “But Paulina’s heart sank and she did not rest well.” (page 34) with such goings on they begin to drift apart.
- ❖ Martin’s intolerance is evident when Paulina suggests that they shift to a better house. We are told that “ Martin would grow angry.” He begins coming home late and drunk. (page 34 35)
- ❖ Paulina is suspicious of Martin’s and Fatima’s relationship. When Fatima comes and invites Martin for a stroll, he “freezes”, the discomfort and unease that Martin exhibits confirms his infidelity. Paulina remembered that Martin never took her for walks any more. He has even ceased escorting her when she travels to Nyanza.
- ❖ Martin has use threats to force Paulina to remain faithful. But “ she did not ask him for any pledge of faithfulness in return. What would be the use?” (page 45)
- ❖ Martin suspects that Paulina is bewitched. This, to him explains her childlessness and he thinks it justifies his cheating on her. (page 49)
- ❖ Owing to the mistrust between them, Pauline relocates to Kisumu, She hears that “ Martin was living with a coast woman and he did not write at all any longer.” We are told that “ something had died in her” (page 52)
- ❖ Their relationship all but dies. They both seek comfort and companionship in adulterous relationships. Martin begins relating with Fauzia and Paulina with Simon (Pages 51- 53)

Conclusion

Although Paulina and Martin reunite, the spark is gone. Trust, they try to revive their fondness for each other and rediscover comfort in each other's embrace, but they have had miserable days. Their intolerance of each other and suspicion have given a bountiful harvest of misery, betrayal and loneliness. (20 marks)

Question 3

- (a) Candidates must state what they understand by the term “all that glitters is not gold”. All that glitters is not gold”: there is a contradiction between the surface and the level deeper (reality) the surface implies positive, even glamorous aspects, while the reality is gloomy.
- ❖ The church seems like a haven for the villagers, particularly for the women but it is not. The preacher is a pathetic “beggar”
 - ❖ Compare the preacher's external show of piety and his pastoral responsibilities with his preaching about “hell and brimstone whenever the collection needed boosting”. (page 94) and his love of other people's food- Pastoral visits coincided with meal times” (pg 93)
 - ❖ Yet the poor people have to pretend to be hungry for the word but grateful for the distraction Mme lady provides with her late entry (pg 92) at the end of service “they rushed outside..... with sheer relief that their duty was done and they could get back home to their usual chores.” (pg 95)
 - ❖ The church does not offer practical solutions to problems, as one would expect “what the church needed was a condom distribution centre as well as HIV/ AIDS counseling sessions”
 - ❖ Mme Lady's plight shows that all that glitters is not gold
 - ❖ She enters the church with feigned apology and respect for the preacher, yet she does not respect him and feels work as a pastor is useless.
 - ❖ Mme lady wears a mask of strength (pages 92- 93) and aggressiveness, yet she is brittle and vulnerable
 - ❖ Her very name Mme Lady is a contradiction of her situation
 - ❖ “Madame” and “lady” do not always have to be simultaneously, but here they are used satirically. Both terms imply that the addressee is well respected. A lady is put on a pedestal of respectability.
 - ❖ On the surface Mme Lady is such a woman on a pedestal; she is beautiful, she is wealthy still on the surface she is

- loved by her husband and is never denied anything – she is driven to and picked from church
- ❖ On the deeper level Madame Lady is na ordinary female victim of domestic violence and hatred.
 - ❖ Her husband hates her so much that he cannot restrain himself from beating and humiliating her in public
 - ❖ This habit of bringing her to and from the church is not of tender loving care as would be expected. It is a denial of Mme Lady’s need for freedom
 - ❖ Consider glitter of appearance and reputation versus the reality of domestic violence. Mme lady cannot leave her husband because “ what about my reputation and his? Everyone looks up to me” (pg 99)
 - ❖ Consider the symbolism of dark glasses as a mask of the vulnerability that is Mme Lady’s lot
 - ❖ Consider the symbolism of her physical barrenness as representing the barrenness of her life on a deeper level
 - ❖ On father’s day- glitter of words for the men “ we in the country are blessed with wonderful men who care about their families.” (pg 100)
 - ❖ When Kimanja hits Mme Lady in public, the above glitter is seen as sheer pretence. Notice that at the end, the man loses the trendy name “Kim” and becomes simply “Kimanja”, his real self.

Conclusion

At the end of the story , the preacher is forced to see the reality and real issues affecting his flock. He sees Mme lady as “ an ordinary broken woman who wore façade out of fear,
(page 102) (20 mks)

(b) The effects of coups d’etat

- ❖ There is loss of lives in the play, we learn of the death of Odie’s father
- ❖ There is reign of terror, confusion, mayhem and people live in constant fear. This is dramatized by Odie and Wak towards the end of the play from pg 107
- ❖ Political instability
- ❖ Shortage of basic commodities like salt, sugar, etc as Odie laments on page 79
- ❖ Many people are forced to flee and seek refuge status where they live in degrading and frustrating circumstances as in the case of Wak who had to flee.
- ❖ Loss of property
- ❖ Family breakdown, for example on page 84 Odie describes their situation- the father had died, the mother was in

hospital. Wak had to flee to the bush and Stella was in school

- ❖ Breakdown of infrastructure (pg 77) it is described how building had been bombed, roads were damaged and so on. (20 mks)

Introduction

- ❖ People generally experience problems in relationships and especially when they are in love but if the lovers are lucky, these problems are solved and there is a happy ending to their romance. You feel good when you come to this happy ending, and you eventually forget the difficulties you experienced.
- ❖ In homestretch Brenda Smith falls in love with a law student from Nigeria called Milton. Brenda is from Jamaica and is studying English
- ❖ Contrary to the myths about African men, that is, they come on strong, Milton takes time to nurture the friendship and the love.
- ❖ The two lovers get to know each other well
- ❖ The two meet when Brenda is suffering from low esteem. “up come this man who makes her feel she is the best thing since sliced bread”. (pg 102)
- ❖ Both are post graduate studying in England – Brenda doing her MA in English and Milton an LLM
- ❖ Milton is tall, dark and handsome- the ideal man; and unselfconsciously so.
- ❖ He is interesting and funny and well read
- ❖ Then a cable comes from Nigeria to the effect that Milton ailing another would like to see him
- ❖ Milton flies back to his country leaving Brenda devastated
- ❖ Much later, he writes saying there are family reasons why he can't return
- ❖ Brenda manages to retain her sanity through struggle – with tears and tranquilizers
- ❖ At the end of the novel, however, Milton writes to say his “mother died last week of a heart attack” and that he is coming to London and would like to see Brenda again to explain what happened.
- ❖ Brenda is excited/ ecstatic and is looking forward to the meeting

Conclusion

In love, all is well that ends well
mks)

(20

K.C.S.E MARKING SCHEME 2008
ENGLISH PAPER 1

- a) Notice
- Must be a notice. If not, deduct 2 marks AD
 - Must bear the label NOTICE 1 mark
 - Must be on the logo/state the name of the club issuing the notice a the
 - Head/top Heading must have name of the club 1mark
 - Must be state that it is meant for the members of the named club 1 mark
 - Must state the date (and day) and time of the meeting 1 mark
 - ½ m for date and ½ for time
 - Must be written in forma, precise language 3mks
 - Write L at end essay mark against H
 - 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

Memo or letter 2 AD

If the notice and genda appear on one mark normally

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)

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
8. Date of final performance

**SECRETARY
(UDC)**

No mark for border

2. Cloze test

1. greatest/biggest
2. Involve
3. and/but
4. a
5. towards/toward
6. away
7. Continually/usually/frequently, often/
8. Others
9. terms
10. However (10mks)

- 3 a) i) mail
ii) Cue
iii) higher
iv) blew
v) eight (5mks)

- b) i) pay, day
grief, relief
end, friend
release, peace
bought, thought
best, interest (3mks)

ii)

This is a poem in which the persona expresses regret and despair for something foolish he or she has done in a moment of reckless excitement. Whatever it was has resulted in a lifetime of suffering and gloom. The tone should bring out the sorrow, desperation as well as resignation the tone is likely to be solemn or somber or poignant identification. (1mk)

iii)

The punctuation in the second stanza three years of pause. The dash represents a significant pause, creates suspense because it is not easy to anticipate what the persona will say next. The comma is a short pause which gives the speaker time to catch his or her breath. The full stop is a final punctuation mark and in this stanza, it seems to tell us that the speaker's fate is sealed, final. There seems to be no possibility for appeal Ironically, only death will bring some relief.

(3mks)

iv)

The last line of the poem would be said in a voice that expresses surprise or even shock at the realization of the pride the persona has to pay. Perhaps the voice would be raised, the eye wide open and the words 'God and "Interest"' articulated with a lot of emphasis. The exclamation marks show that this line would reveal the fact that the persona still cannot believe what has happened
(2mks)

c. i) The audience's behaviour would indicate that the speech has been going on for too long; or that the people think they will be late for something, else; or that they are tired, bored or uncomfortable. The behaviour would be a signal to the speaker to end the speech. The speaker could be inaudible, inconsiderate or boring
(3mks)

ii) In order to continue listening attentively, I would try to mentally summarize the speaker's key points; remind myself of the importance of the talk and how the information can help me; take notes and try to paraphrase what the speaker says. I could also try to anticipate what the speaker would say next. Maintain eye contact with the speaker. Avoid daydreams and distraction.
(3mks)

d. To establish rapport; to set the stage for negotiations; to break the ice given that both the seller and the buyer are strangers

e) i) Feigns a lack of interests in the commodity and even says he can go to another seller. This is intended to encourage the seller to negotiate more seriously and not to take advantage of what might be the seller's desperation he listens to the seller and he is willing to meet her halfway. He adjusts his from 150/300 to 250/350 He apparently emphasizes with/understands where the seller is coming from and her need for money i.e her need to pay fees and maintain her business. Creates goodwill, becomes friendly towards the seller/creates a good atmosphere for business negotiations and even for longer lasting relationships.

Any three one mark each

(3mks)

ii) That business negotiations in particular and negotiations in general require give and take; and this happens in this transaction this particular transaction generates goodwill between the buyer and the seller

negotiations should result in a win-win situation the seller gets a reasonable price for her chickens and the buyer gets the chicken he is looking for, also at a reasonable price the two are ready and willing to meet half way as a result of the good will, the two people have become friends, they get to know each other's names and apparently look forward to another interactions

2 points (identification +illustration)

(4mks)

**K.C.S.E 2008 MARKING SCHEME
ENGLISH PAPER 2**

Question 1

- (a) Little/ very little/ hardly/ since by the time one's grandchildren are old, one is likely to be dead/ have died
(2 mk)
- (b) Bosnia and Serbia are mentioned to show that civil wars in Europe are treated as isolated cases while in Africa they are treated as a continental war (2 mks)
- (c) The word is put within quotation marks to indicate that the writer does not really believe that the people are experts/ if they were, their predictions would already have come true
(2mks)
- (d) Had all the predictions made about the impact of Aids been correct most African countries would have been entirely depopulated by now (1 mk)
- (e) No/ African is not more corrupt. It is just that the Western media generalizes the few cases of corruption while in America, blame is apportioned appropriately.
(3 mks)
- (f) This is because African stories are considered to be of little importance also such journalists are impressionable and so readily buy the stereotyped image of Africa/ they/ such journalists are already prejudiced (4 mks)
- (g) The author says, "while we feel irritated" (this suggests that he is an African. More important) he says, will see Africa as we (2 mks)
- (h) Silver lining- a blessing/ a lucky turn of events/ only good/ positive thing
Story - miserable, pitiable, without hope/ pathetic
Irredeemably- completely, incorrigibly, absolute/ hopelessly
(3 mks)

Question 2

- (a) Just before this extract Martin had beaten Paulina and locked her up In the house (after she had been away for two nights) when she lost her away from hospital)
(3 mks)
- (b) The police inspector finds Paulina locked in a cell without a charge, takes pity on her and decides to take to Ahoya's residence for safety as it was a nightfall. Ahoya, an elderly white lady, took her in, fed her and gave her a place to sleep. Very early in the morning they set out in search of

Martin/ Martin's house and soon enough they found him leaving the house for work. (4 mks)

- (c) (i) Dazed- unable to think clearly/ stranded
Dumbfounded/ dumbstruck/ confused/ stupefied/
stunned/ bewildered
(ii) courtesies- pleasantries/ greetings/ small talk/
friendly talk/ casual exchange.

(d) Paulina thinks that Martin does not love her/ she says the first time. He used to love me (2 mks)

(e) Paulina thanked Ahoya and told her she did not need anything
Paulina politely told Ahoya that she did not need anything
(1 mk)

(f) Timid/ nervous/ fearful It takes Ahoya a quite a while to make

Paulina open up

Naïve/ innocent/ unworldly Had thought that since Martin loved her he

would never beat her

Caution/ prudent/ careful She finds out who is at window before opening lest Martin had sent a visitor to test her. (5 mks)

(g) She views wife beating as a natural thing that most wives who join their husbands in Nairobi go through
She views it as a trivial thing since it is not the end of the world/ she views it as something not to make a woman regret.

She views it as something that should not make a woman regret being in marriage.

(4 mks)

(h) A staunch Christian mid- wife who had been called in to examine Paulina when she was lost and just come from hospital/ she used single. Has chosen to remain single

Identification = 1mk

Role she plays = 2 mks

(i) Emphasizes the fact that Paulina is too young to have been married. She has just been earned off. Leads to the last part which emphasizes the sympathy/ Amina expresses for her.

Portrays a community that practices unity marriage/ it explains Paulina's sympathy.

Questions 3

(a) The poem is about a major disturbance e.g. political disturbance such as coup detat political upheaval, ethic clashes e.g. traumatic experience/ turbulence at personal level such as divorce, tape, death of a loved one. Return to apparent fence (3 mks)

(b) The greenery implies peacefulness/ peace whether at the individual or political level. The yellow sots implies possibility of danger or turbulence. Things are not as tranquil or peaceful as they seem
Red is imminent violence/ turbulence. Up heaved

(c) Any two of the following
Personification e.g. rests, “occupies” fleeing”
Symbols e.g. “pond” for country of one life, “stone” for the cause of the turbulence and leaves a permanent scar/ reminder/ aftermath
Repetition e.g. “ripples” “the red”
Onomatopoeia e.g. splash, ripples, rushing.....
Alteration e.g hand in hand convey harmony”
“reflection regain” “stirring surges”

(d) sad/tragic/ pessimistic/ ironic/ stoical/ resigned/ identification
although life may seem calm and peaceful on the surface, there is a possibility of disturbance or turbulence
(3 mk)

(e) the cause of the turbulence/ ripples is permanent

(f) Surges- move forward in a wave – like manner
Fade- lose strength/ vigour
Tranquil – calm, quiet, motionless (3 mks)

4. (a) (i) sister – in law
(ii) pronunciation
(iii) run/ been running
(iv) doubtless/ deliberately/ undoubtedly
(v) least/ littlest

(b) (i) Little did I know that there was trouble ahead
(ii) How tall she is
(iii) There was very little likelihood that our national team would lose the match/ the likelihood that our

national team lose the match was small/ there was very little likelihood of our national team losing

- (iv) Come with me, will you? A
- (v) Wanjiku told Onyango that she would join him after a short while/ in a few minutes

- (c)
 - (i) however/ nonetheless/ even so/ however
 - (ii) in fact (infact)
 - (iii) Consequently/ hence/ therefore/ as a result/ thus/ subsequently
 - (iv) so (if comma uses, after so, ignore
 - (v) if (if any punctuation used after if aware)

MARKING SCHEME PAPER 3 2008

3. (a) The villager comes to town, finds it shocking. According to the villager, the town people are:
- (i) **Lazy:** p 14 they are afraid of manual work unlike the villagers who can work in the firm for long. Instead of owning a small place in the village and farming for better living, look at what they do. Always afraid of manual labour, he digs from sunrise to sunset.
- (ii) **Dehumanized and have no sense of pride:** p14 tout barks all day like a crazy dog p 15. “Do these men wake up in the morning to tell their wives they are going to work?” like monkeys” bewildering people who stares out of the windows. Tell their wives they have gone to work? Like the monkeys which stared.
- (iii) **Lack insight:** pg 14 they do not realize that their attitude towards manual work forces them to spend a lot of money buying their food from the farmers. He digs from sunrise to midday, sells six bags of coffee for a lot of money and serve because he doesn't have to buy food like they do.
- (iv) **Noisy unnecessarily noisy/ rowdy:** pg 15 “not even at wedding and feasts or even/ drinking parties- had he heard so much noise.”
- (v) **Unhealthy competition:** pg 14 they were so many of them. “how can they make money withy such competition>” all to attract customers

Hasty pg 15 “why are town people always in haste?... it is because they are living and working with the white people who always hurry as if they are afraid they won't make it to outhouse?”

Love of lust for money and will go as far as using dishonest means to acquire if pg 16 villager wonders if the medicine- seller's Mumbwa is genuine or it is genuine/ just another way for the town people to earn money” pg 16,) driver)... The more crowded it is the more – money to be made pg 14

Political they lack the capacity to look critically as their lifestyle and see how is suicidal pg 15 “that is how they kill themselves. Students responsiveness

Candidates should give at least one reason for agreeing or disagreeing

Expect 6 well developed illustrations and mark 2:2:2:2:2:2

3 (b) **Definition** “ a play within a play” refers to a situation where the characters in a play create another play “ play” or scene where they dramatize something. It is acting a sub- play within the main play. Ruganda uses this technique a lot in *Shreds of tenderness*. There are several examples of a play within a play. *Treat this as a suggestion there are other possible approaches that the candidate can give us.*

Examples

I. Termites

Stella joins Odie in an act where he is addressing the termite in a jar as “ your majesty”. They plot how to kill him and dispose of him. This happens in the earlier part of the play. Pages 4-5 and 37 – 47

II Shakes Spear

On pages 50 – 51 Odie and Stella act as Shakespear’s Othelo and Dede mona

III Electoral Process

Stella, Odie and Wak carry out an Electoral process where they elect Wak as chairman, (page 59- 61)

IV Return home

Odie dramatizes Wak and his wife in exile, Wak planning to return home

(Pg 73 – 75)

V Constables

Wak and Odie act as police constables harassing a woman refugee. (Stalla) whom they regard as suspicious (pg 87- 97)

VI Muslim

Wak and Odie play refugees with Stalla acting as an immigration Officer (Pg 99)

VII. Coude’tat

They dramatize a coup d’etat that just taken place (pg 107)102 – 109)

Conclusion: The technique of a play within a play is very effective because the writer

manages to write a play with only three characters. On the other hand, it is sometimes confusing when a character changes his or her identity

Accept any 3 developed points mark out of 4:4:4 maximum 2 mks if missing contributions

3 (c) Introduction

Relationships between children and their step- parents are often problematic and are sometimes characterized by tensions. This is especially true of stepmothers and their stepchildren and our oral literature is full of stories of the cruel stepmother. Examples cruelty between stepfathers and their stepchildren are rare; but we come across cases of stepfathers sexually molesting/ abusing their stepdaughters

I. Cruel step mother

In homestretch, Brenda Smith, when she goes to New York, lives with a cruel stepmother an African woman called Johnnier. This stepmother has a daughter called Lyn, who is mean to Brenda

- pg 56, 62, 65, 66... Lyn announces that she would never wear peoples cloths
- II Maid**
“ Brenda is treated like a maid in her own home; and her father Ivan Smith, does not appear to know what is going on. Pg 56 got the feeling that when she landed that she was there to be a maid
- III Competition**
We are told “True everything the story books says, Johnnie regarded Brenda as competition, especially for her gentleman’s money” (pg 56) Further, we are told “ Brenda needed a buffer against day to day.
- IV Antagonism**
But her lather didn’t provide it. He didn’t seem to be aware of any but her physical need” (57) 89
- V Conspiracy**
Brenda also feels there is conspiracy against her mother, who is in Jamaica. For example the day she doesn’t iron her father’s shirt properly, her stepmother tells her : You mother ain’t teach you to iron shirt?” (pg 57)_ fixing the Brenda parent the wrong way you don’s have this in Jamaica.
- VI No win the stepmother interprets Brenda’s silence as insolence. Thus putting the poor girl in a no win situation pg 57
- VII **Step sister Lyn** jealousy of the stepmother rubs onto her daughter; Lyn hates her stepsister. The difference in their physical appearance makes matters worse. Though they are of the same height, Lyn is 50 pounds heavier than Brenda pg 58
- VIII **Performance:** partly because of these incurable jealousies, Brenda’s performance in school deteriorates Pg 59, 60, 61 62, 66. she wasn’t doing well in the regular classes....
- IX **Stepdaughter:** The relationship between Brenda’s father and his stepdaughter seems of tension, but when husband and wife eventually separate Lyn goes with her mother pg 56, 59

English paper 1

Marking scheme year 2009

2. CLOSE TEST

1. accuse
2. against
3. effort/ attempt
4. lighter/ fairer
5. marks/ blemishes/ blotches
6. subject
7. naturally
8. those
9. and
10. guilty

3. (a) (i)

- It is repetitive and hence memorable
- The refrain by the audience/ reinforces the message
- The involvement of the audience through refrain and other means such as dance, empathy and gesturing makes them own it.
- The use of a apostrophe – direct address to the rain
- “ab, thou rain. I adjure thee fall...” This makes it dramatic and memorable

- Its simplicity and universal appeal/ makes it dramatic and memorable
- Its simplicity and universal appeal, makes it easy to remember

Adjuse- To request or command somebody solemnly to do something

- It is all encompassing- involves and involves all the people, the children the young, men and women.

(ii) By use of:

- Tonal variation
- Facial expressions
- Voice variation in tempo, mood and volume
- Apostrophe- direct address to the rain, as if it were a god
- Involvement of the audience in dance, refrain and posturing
- Decide when to involve the audience beyond the refrain
- Rehearse thoroughly before the performance (may be using surrogate audience)
- Dress appropriately
- Use musical instruments e.g. drums
- Gesture movement and posturing

(a) (iii) – Use of conventional formula of attracting attention e.g. clapping hands, clearing throat, creating rapport

- Costumes to be used should be attractive and appropriate

- Preparing part of the audience to know how to respond
- Keep the environment free from external distraction & Interference
- Get prior information on the category of the audience
- Tell the audience in advance how to respond
- Prior presentation before the actual day
- Mastery of the content
- Consulting an expert to confirm what you have done is correct

(Any 4 well illustrated points 1 mk

each)

(b) Searching the topic facts and being up to date

Planning the speech jotting and arranging

Rehearsing before mock audience

Pronunciation & audibility

Psyching yourself/ convincing you “yes you can”

Presentation (appearance)

Knowing which side to be for

(Any three points)

- Give 0 for only one correct word
- MK per correct group of words
- To for any 2 correct words

3. (c) Charm Chandelier Chrysalis

Bench chauvinism charisma

Chore Parachute choral

Disregard anything after three words. Draw a line after three words

(d)

(i) It was and not anyone else who wrote the love poem for you

(ii) What I did was to write the love poem for you. I wrote (not typed, copied)

The love poem for you

(iii) It was for you and not anybody else that I wrote the love poem

(e) Teacher: You are the class monitor of form Two East, aren't you?

You: Yes I am, Madam

Teacher Why was your class shouting and screaming?

You I am not sure, Madam. The noise started at the back of the classroom.

Teacher How can you, the class monitor, not know? (1 mk)

You You see madam. I sit in front and by the time I turned to look, the boys at the back were already on top of the desks and some were trying to jump out of the window

Teacher So, what did you, as the monitor do?

You I ran out, Madam

Teacher You ran out?

You I am sorry madam, but it seemed like there was great danger in the middle of the class. I had to run for my life

Teacher When the noise subsided. What did you find out?

You I was told there was a snake

Teacher A snake?

You Yes, madam, I later found it was a toy snake

Teacher Whose toy snake was it?

You I don't know madam. Nobody has come to claim it

(1 mk)

Teacher You can go now, but I need to know whose toy snake was

You Thank you madam, I will go and find out (1mk)

ENGLISH PAPER 2 MARKING SCHEME

1. (a) This was because the book was too good to be attributed to a female

Author (2

mks)

(b) In France, women were at least allowed to venture into the field of science but were denied space to excel in England. However, they were totally prohibited from all scientific pursuits

(3 mks)

(c) Perhaps not surprisingly, the one woman who crashed the barriers erected against her gender Italian Laura Bassi

(1 mk)

(d) A professor was expected to lecture on regular basis, pursue his or her studies and conduct research

(3 mks)

(e) They paraded her to visiting scholars like a prized commodity. They were using her to impress visiting scholars

(f) She began offering private lessons in experimental physics

- She began promoting new tonian physics at a time when it was relatively new in Italy.

- She corresponded with the leading physicists of the time.

Thus she broke the restrictions placed upon her.

(g) It is to show that she led a normal life as expected of a woman by society but still, to her credit managed extraordinary accomplishment in the field of science. The big number of children demonstrates how extraordinary she was if she managed to bring up such a family and still excel in scholarship beyond all expectation.

The Contrast must be brought out in each case

(h) Crudition- knowledge / expertise

To a degree- to some extent

Find herself at home – excel in something/ develop expertise in an area/ be comfortable or at ease in a discipline.

(3 mks)

2. (a) In the additional office of the people's Messenger/ newspaper

(2 mks)

(b) His scientific report on the Baths

(1

mk)

- The report says that Baths are polluted with bacteria that cause diseases. Such as typhoid and gastric fever/ the paths pose a danger to public health.

- The effluent from the tannery that flows into the baths has infected the water in the conduit pipes/ the same polluted water oozes out onto the shore.

(2 mks)

- (c) Hovstad is the editor of the People's Messenger and Aslaksen is the printer.

Dr. Stockman's article was going to be published in the People's Messenger.

These two are therefore the ones responsible for the "risks" of publishing this article.

(3 mks)

- (d) The mayor Peter Stockman has just warned them against the risk of publishing this article and poisoned them against Dr. Stockmann.

- The repairs being suggested by Stockmann would take a long time and would cost money
- The baths are the "nerve centre" of the town and therefore, implementing Dr. stockmann's recommendations would paralyze the economy of this town.
- The money would have to be paid by the tabe payers (transport)

- The tourists industry in this town would be adversely affected

Any four (4 mks)

(e).

- Impatient and impetuous; he doesn't consider the consequences of his scientific activism on his family and on society as a whole.
- Idealistic, he wants the best for his town clean water and good governance and is prepared to sacrifice for the general good
- Naïve about the effect of his discoveries on the masses; thinks they will honour him
- overestimates the intelligence of the masses: thinks they will demonstrate in his favour
- Too trusting/ too optimistic
- Modest: doesn't want to be honored
- Overzealous about his town

(f)

- The people don't demonstrate in his favour instead they later break the windows of his house.
- The people turn against him and denounce him as "an enemy of the people"
- They heckle him at the meeting he addresses later

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- He revises his view of the masses and later thinks they are incapable of understanding
 - The man who counted on the support and solidarity of the masses later concludes that “the strongest man is one who stands alone”

(Any four points 4 mks)

- (g) That he will print his article that they will not support him/ that they don't agree with his views

(2 mks)

- (h) Interrupted by Mrs. Stockmann – (retained as it is)

(1 mk)

- Mr stockman is worried about the effect of her husband's activism on their family
- She is intervening on behalf of her family because she believes Hovstad and Aslaksen have duped her husband
- She wants to curd what she regards as her husband's recklessness or his reckless idealism

(2

mks)

3. (a) We know that Hare is not contented because we are told he was always

trying to show that he was stronger than his friends.

(b) It's ironical that Hare is asking to be respected, because he himself is treating others with a lot of disrespect he does not deserve it.

(c) Hippo's attitude towards Hare is contemptuous to him. Hare's gloating is childish and laughable that is why he says. Go home and eat for a few years Before you start dreaming (3 mks)

(d) Upto that moment. Hare had no clue about what he would do to tricks/ outsmart/ outdo Hippo.

(e) Elephant is shocked by hare's insolence. He cannot believe what hare is telling him. Elephant also feels foolish and disrespectful. Lastly just like Hippo, elephant thinks hare is being childish.

(f) By doing what hare tells them, Hippo and elephant prove that they gullible / the fact that they believe that the hare is actually involved in the tug of war is surprising / they are simple minded. It also proves that hare is no match for them/ he is cunning. It clearly shows that size and intelligence aren't synonymous

(g)

(i) Imprudence folly/ senselessness

(1 mk)

(ii) Taking root becoming attractive/ appealing/
germinating/

developing/ establishing/ forming

(iii) Lumbered..... Walked with difficulty

(1mk)

3. (a) Shocked/ hurt/ puzzled

(b) Cannot believe

(c) Hare- alish

(d) Hare disrespected

(e) Hare childish

(f) Cheated/ tricked/duped

4. (a) (i) Privilege privilege

(ii) Tendency tendency

(iii) Embarrasses Embarrasses

(iv) Knowledgeable Knowledgeable

(b) (i) She realized what a serious blunder she had made (4
mks)

(ii) Should you change you mind call this number

(iii) Neither of them is known to me (3
mks)

(c) (i) off

(ii) among / amongst

(iii) For

(iv) In to

5. (a) (i) Students

(ii) Heroes / heroines

(iii) Editors in chief

(iv) Father Law's / father in laws

ENGLISH PAPER 3

POINTS OF INTERPRETATION

1. (a) Must be a story. If not deduct 4 marks AD

The story must illustrate the saying – either how truth/ truthfulness releases one from guilt or can exonerate one, or how lying or distortion of truth or deceitfulness can.

Plague ones guilty or even lead one into trouble. Not only with other people, but also with the law. Either way, the story must naturally lead to or emanate from the saying.

If merely a philosophical discussion, treat as irrelevant and deduct 4 mks AD

- (b) Must be a story. If not deduct (4 mks)

Must begin with the given sentence. If not deduct 2 mks. AD

Candidate must present an approach – avoidance situation they are involved in

On the one hand they planned to rise early and execute a plan or set out on a journey. On the other hand doubts and hesitations have set in. The candidate must show what it is the planned to do and why the “wondering” and how or what they resolve it (to do) if not treat as irrelevant.

2. **Introduction**

- Reconciliation is the process of making friendly or bringing together people who have had differences. It can also be defined as

a process of resolving difference between people or parties that have disagreed or have unresolved issues.

- Waiyaki is the voice of reconciliation in the River Between. However, he faces a lot of challenging in his attempt to reconcile the ridges.

Accept any relevant general introduction on challenges of reconciliation

(= 2 mks)

Content

(c) (i) Jealously / struggle for leadership

- Kabonyi is jealous of Waiyaki Pages 79, 89, 90, 91, 108, 113, 127, 140, 143
- Kamau his son is also jealous of Waiyaki Pages 61, 85, 86, 94, 104, 120, 126, 126, and 129.

The two discredit any attempt Waiyaki makes to reconcile the ridges

- Old rivalry between Kameno and Makuyu: pages 1, 2, 3 67, 106, 140

(ii) Mistrust

- Joshua mistrusts Waiyaki and does not take his warning; pages 112, 129, 132

- The Kiama also mistrusts Waiyaki especially because of the rumour that he is marrying Joshus's daughter, Nyambura: pages 127, 143

(iii) **Fanaticism/ Extremism**

- The Kiama gives oaths to ensure that the people remain pure in their customs;
Pages 85, 95, 109, 145, 146
- Joshua and Livingstone also become more strict in their religion: pages 28 – 32, 38 – 39, 51- 52, 56 – 58, 82 --- 84, 96 - 97

(iv) **Over confidence**

- Waiyaki is over- confident about his influence on the people. He thinks that the people are as enthusiastic about education as he is. He take too long to preach about unity. He gives Kabonyi the opportunity to talk to the people and thus discredit him. His outlook of unity is so idealistic. It is almost unrealistic pages 88 – 91, 105, 109 , 114 – 118, 124 – 125, 134, 137 – 145

(v) **Old Rivalry between Kameno and Makuyu (historical rivalry)**

There has been antagonisms..... like many sleeping lions.....became antagonists... like two rivals....leadership of this isolated region Pages 1,2 ,3, 52, 76, 140, 67 (one ridge is associated with producing leader)

(vi) **Cultural conflict/ clash**

- The two cultures cannot accommodate each other e.g. Waiyaki's education. Muthoni's and Nyambura's cases. The oath, etc pages 20 – 25, 29, 31, 36, 38, 41, 42 – 57, 69 – 70, 73

Appreciate the effort at Waiyaki effort

Thin Y

Fair Z Expect any 4 well developed points mark 3:3:3:3 = 12 mks)

GRAMMAR AND PRESENTATION = (4 mks)

Conclusion:

The process of reconciliation faces a lot of challenges. It requires that each of the disagreeing parties understanding that there is need to give and take.

(Accept any other relevant and plausible conclusion = 2 mks)

Can be candidate's opinion

3. (a) **Introduction**

Define tradition

- An established custom or practice
- Practitioner may claim that the custom has Devine authority
- Traditions are usually influenced by and or subscribe to religious beliefs

(Accept any other valid introduction = 2 mks)

How are traditions used to oppress women?

Content

(i) **The society expects women to have higher moral standards than men (pg 56**

- N'damba and her sisters are expected to uphold the family name
- When Nkodo Sahifu gets children of wedlock Baba is not offended. In fact he is happy he has grandchildren but his daughter Ajara nearly dies when procuring an abortion because she does not want to dishonour the family pg 57.

(ii) **Women are denied freedom of movement**

- N'damba and her sisters have to be accompanied by their younger brothers when they go out of the house. Pg 57
- N'damba father does not allow her to move into the house that the hospital has provided for her. Traditions require that unmarried women be under the custody of their fathers while married women be under the custody of the husbands. At no time are they expected to be on their own, minding their own business. Pg 160

(iii) **The society denies women freedom of association and choice**

- N'damba cannot have a boyfriend. Her brother even reads her letters P. 58
- Women cannot even chooses their own husbands. N'damba for example is being forces to marry Alhaji Hamsu's son as a third wife pg 59
- As far traditions are concerned. "Girls should get married and have children P 56

- The Society believes that women. Do not know what is good for them. Pg 160

(iv) **The traditions allow men to harass women and molest them physically, even batter them**

- Uncle Bardara beats his wife for very flimsy reasons pg 8
- Alhaji Hamsu's son beats his wives and children with efficient brutality pgs 9- 60
- Baba forces mama to grow fat because he loves fat women, although it is unhealthy to be overweight. Pg 58
- Ya yano's case P. 54

(v) **Women are not free to wear what they like**

- N'damba cannot wear her trousers Pg 7
- Her sisters admire her clothes but they cannot wear them P 61

(vi) **Society restricts women access to formal education P 56 - 57**

- Being a dris meant for man/ formal Education
- (Islamic Education is enough for girls under pleads Pg 53

Conclusion

- Traditions are used to a large extent to oppress women
- Accept any other valid conclusion. (Expect two illustrations for a point) 3:3:3:3

3. (b) **Introduction**

- The introduction should show awareness of the two reactions to a civil war, those who flee and those who stay on.

(Accept general or contextualized valid introduction which reflect both sides)

CONTENTS

- (i) Those who flee their country suffer a lot because they get disconnected with those they love. In the same way those who stay on are disconnected from those who flee. As Odie says “BROTHER a nice and endearing Family word full of warmth.... And shreds of tenderness.... But Guerrilla guns have put hole into it” Pg 68, 75, 114
- (ii) Civil war brings Fear and uncertainty to both those who flee and those who remain. When Wak gets back, he is afraid, he has to take Vodka to steady his nerves and when he knocks at the door his brother Odie is “shocked and petrified” Pg 77. There is fear and suspicion
- (iii) Civil war brings about mental/ emotional torture to both groups. Those who are tortured by the risks in the paths of escapes.

As- Stella puts

The Refugee on his path of escape crosses the river with “cross in the river and guards at the bank. Guns at the ready” (pg 86)

There is also the barism refugees suffer in a foreign country (pg 93,) p 28, 103 – 107, 80 – 37, 116, 117, 68, 15)

(iv) Both the stayees; and the returnees’ suffer from the breakdown of social structures which lead to escalation of crime and social evils.

In the home country this is a direct result of the civil war, in the country of refugees as a result of the influx of refugees pg 13-15, 103 – 105.

(v) Civil war leads to the erosion as social structures and breakdown of family ties

In sheds of Tenderness the civil war fuels minor siblings conflict between brothers and this affects both the one who left and the one who remained. P 118, 55- 57, 20, 21, 23, 24

CONCLUSION

Conclusion should round the essay by emphasizing that those who left are not unforgivable. "Cowards and deserter" (pg 15) as Odie says. They are bold enough to know that they are more useful to their country alive.

They suffer in the same way.

Four fully illustrated points (12 mks)

Position and language aspects (8 mks total (20 mks)

About the attractions of Jamaica (pg 181) this experience turns Anthony into a domestic tourists.

There is also site seeing by David. Brenda Edith P. 153, 164, 165, 167, 168

CONCLUSION

The conclusion should provide a summary of the efforts of encouraging domestic tourism accept any other valid.

(c) INTRODUCTION

The introduction should provide a definition of “domestic Tourisms” local residents visiting tourists attractions sites within their country/ spending their holiday time visiting other parts of their country.

Residents gets to know their country and appreciate what their country has to offer- the scenery the flora and fauna, the foods and cultures. They thereby contribute their economy and help in or appreciate conserving of their national heritage and local means. There are various ways of promoting this form of tourism. Accept any contextualized valid introduction.

- (i) One way of encouraging domestic tourism is getting people to team up to enjoy available facilities. There is more fun for groups than for individuals, loners. Charley and Myrtle in Homestretch encourage David and Edith to visit the “milk river bath. They enjoy the “ Stretch’ to the river together (pg 9, 17) David enjoys it so much that he contrasts it with the inaccessibility thing like “stretching your body and stretching your limbs in some medical water does not have a place there. (England}” pg 16
- (ii) Building patriotism- pride in one’s own country is another way of encouraging local tourism. Brenda came to Jamaica to find her Jamaican self pg 61 pg 88. Brenda felt one again with Jamaica and when this was accomplished, she was proud of her country and

marketed its facilities abroad though the same thing happen to David, Edith and Anthony pg 131- 137

- (iii) Publicizing local events that can attract tourists attention. After Brenda writes a feature on “Heritage week” Jamaica there is a charge not only in her but in those “West Indians” who read it. P 185, 137, 165, 94 Anthony’s letter P. 185
- (iv) Domestic tourism can also be encouraged by creating networks with locals who are overseas.
- In homestretch Brenda organizes trips for young people. “British of Caribbean parents” to enjoy “independence week” In Jamaica. David and Edith become part of this network. Pg 114- 115, 137, pg 114- 115.
- (v) Fundraising to sponsor and support domestic tourists can also enhance the venture. This may be in form of discounted rates of locals in Homestretch Brenda, Laura and Anthony raise funds to sponsor the youth club to tour Jamaica (pg 115: 185). The Success of this venture is crowned in the shortest chapter in the book (Pg 188) which has given the novel the title “Homestretch”.
- (vi) Taking time to explore what is available in one’s country also creates appreciation and interests in domestic tourism. After her tour of Jamaica with Anthony. Brenda writes back to Laura.

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ENGLISH PAPER 1 Year 2010

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!

2. cloze text

1. discharged
2. lucky/fortunate
3. through
4. swollen/bruised
5. had
6. however
7. then
8. unable
9. would
10. fact/reality/truth

- 3 a) (i) eyes/cries despising/arising
State/fate state/gate
hope/scope brings/kings

Any four pairs=(2 marks)

(possessed/least = half rhyme. But do not penalize)

- (ii) me/more
myself/my sullen/sings when/with with/what
thee/than sweat/such like/lack featured/friends
hymns/heavens scorn/state

Any two instances = (2marks)

(iii) I would lower my voice and say them at a lower pitch/Almost a whisper – with the appropriate. Knowing facial expression

(iv) The last two lines conclude the argument of the of the poem

Therefore to be read at a higher pitch, with more emphasis, more confidence, more slowly and more deliberately – perhaps with a knowing smile

b) Screeching, screams, being, crash, groaning, scratch.

NB. Do not score for the idiophone: kru kru kru

c) i) passed -/pa;st/

ii) aunt - /a:nt/

iii) whole - /hδɹl/

iv) watt - /wΔt/

v) mail - /meil/

NB; Do not accept ant

d) i) psychology, receipt, corp, psyche

ii) debt, climb, dumb,doubt

iii) calm, palm, balm,could

iv) hymn, condemn

v) listen, soften, moisten,buffer

e) i) proper/clear pronunciation of words- to convey the right message.

ii) the right volume- projection

iii) the correct tone of words

iv) variation of voice

v) the right gesture accompanying the performance

vi) body posture

vii) proper articulation of words

viii) proper attire- to look presentable.

English Paper 2 Year 2010

- 1 a) Culture shock is the stress / discomfort/ sensory overload that a person experiences when he/ she arrives in a new culture / environment / country. (2mks)
- b) - Food
- language
- varied ways of doing things / shopping/ transport system / ring the telephone
- social behaviour / customs
- mode of dressing
- seeing new sights
- feeling a different climate (Any three - 3 marks)
- c) i) miss the jokes
ii) Can't make "small talk" / casual get-acquainted conversation
iii) can't shop efficiently (Any two = 2 marks)
- d) The person
i) has negative feelings about everything / critical
ii) actively rejects the new culture/buspicians / that people are unfriendly / that your landlord is trying to cheat you / that your teachers don't like you
iii) irritable / the food is making you sick / stomachaches / headaches / sleeplessness (3mks)
- e) i) the challenge of making friends
ii) difficulty in making "small talk" / carrying on a conversation
iii) difficulty in understanding how language is used / jokes
iv) difficulty in shopping / understanding the shopping system. (4mks)
- NB: Instructions: Answers must be in note for. Use of arrows, letters, numbers, asterix or incomplete sentences. Deduct ½ from total if answer is not in note form. Affix N to the penalized mark
- f) You are able to socialize easily / ask for help / learn the language / adapt quickly to new env/ have a positive attitude towards it (env.) / your confidence improves.
Any one =2mks
- g) i) alive – alert / elated / excited / jovial / aware / responsive / rejuvenated / active / animated / having vigour / spirited
ii) obsession – something you are crazy about / a preoccupation / an addiction / something you like a lot.
- h) You can / will overcome the difficulties and frustrations of adapting to life in a new land by staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible. (1mk)

OR

If either or both commas are missing = penalize by ½ mk. You need / should / ought to stay in touch with friends and family, keep a positive attitude, and, above all, learn the language as soon as possible if you are to overcome the difficulties and frustrations of adapting to live in a new land.

2 a) Waiyaki had been unable to sleep / sleeplessness / restlessness / many thoughts about his life passed through his mind. He felt that he needed to talk to someone / He decided to go to Makuyu and talk with Kamau (2 marks)

b) Muthoni, Nyambura's sister had run away to her aunt's home to be circumcised (against her father's wish). After the circumcision her wound would not heal. Waiyaki used to visit her regularly and during one of these visits Muthoni expressed her wish to see her sister Nyambura. Waiyaki decided to look for Nyambura (and request her to try and see Muthoni on her sick bed. He sought her) and found / met her (drawing water from River Honia). (4 marks) Expect all the 4 points.

c)

Nyambura keeps looking over her shoulder / in the direction of her home (fearing she might be seen talking to Waiyaki). Nyambura wondered whether to stop or go on.

- Waiyaki kept on thinking about what people would say if they saw them walking together.
- Waiyaki was at a loss and did not know what to say.
- Waiyaki would have wanted to touch Nyambura (just touch her hand or her hair but he had to control himself) restrained
- Waiyaki is said to feel a strange uneasiness
- His heart beat hard, beating out the darkness (any 4 instances 1 x 4 = 4 marks)

d) - Both are cautious / precautious / sensitive / none wants to be seen talking to the other by people from their different camps.
- Traitorous / disobedient / both are dis-loyal / they are against the beliefs of their leaders / Nyambura is dis-loyal to her father and his Christian beliefs / Waiyaki is dis-loyal to the people and the traditions of the tribe
- Both are living and friendly "something passed between them"
- Both are fearful – they don't want to be seen together (any two illustrated traits
– 2 x 2 = 4marks)
– Identification 1mk
– No identification zero

e) She asked him what he was going to do there.
She asked (me) what I was going to do there
Nyambura asked Waiyaki what he was going to do (1 mk)

f) i) The theme of love

In this passage the budding love between Waiyaki and Nyambura is witnessed. Although they do not declare that they love one another it is evident that they have deep feelings for one another. Waiyaki's heart beat hard, beating out the darkness and he looks at Nyambura as the embodiment of serene beauty / "something passed between them as two human beings, untainted with religion, social conventions or any traditions."

ii) Theme of Education

Education is an important theme in the novel. In this excerpt Nyambura asks Waiyaki whether he is still teaching / Waiyaki invites her to his school the following day after classes. "Are you still teaching."

- vi) Betrayal – both betrayed expectations of their sides by talking and falling in love
vi) Alienation – Waiyaki says its not a crime for not to be circumcised
- iii) Theme of conflict / Divisional / Disunity
The conflict between the Traditionalists and the Christians. Waiyaki who is seen as the representative of the traditionalist is afraid that he might be seen talking to an uncircumcised girl while Nyambura is also uneasy about being seen talking with Waiyaki / she keeps glancing over her shoulder, afraid that her father might see her talking with Waiyaki.

Expect any 3 total marks 6mks

identification
Illustration

g) i) The author uses personification

The moon is said to be awake / gaze. These are attributes that are only associated with human beings.

ii) Dialogue / conversation / Direct speech

The dialogue between Waiyaki and Nyambura when she asks him whether he is still teaching and he replies that he is still teaching and invites her to his school

This is used to create interest and make the story interactive

iii) Omniscient narration

The author describes in detail what emotions go through both Nyambura and Waiyaki as they walk alongside each other. Nyambura for example thinks that Waiyaki wants to see Kamau so that they can discuss their activities while Waiyaki on the other hand is thinking of how he could touch her hand or her hair.

“Again Nyambura glanced over her shoulder in the direction of home. She wandered to stop...”

iv) Vivid description

The author describes the effect of the moon on the lovers. The whole land is lit by the moon and seems to gaze at the two.

v) Metaphor

The woman is Nyambura

- Magic of the moon

vi) Symbolism

- Magic of the moon

vii) Irony

- Waiyaki sees nothing wrong with Nyambura of being circumcised. Yet he is the representative of tradition

Any 2 well illustrated points = 4mks

Identification

Illustration

Illustration alone = zero

viii) Authorial intrusion

“Above them the moon gazed and lit the whole land.”

Flash back

“Then Nyambura had been a fairly tall girl with well-formed features”

Honourable – His heart beat hard, beating out the darkness

- For More Free KCSE Past Papers Visit www.freekcsepastpapers.com
- 3 a) The poem is about a long distance truck driver who is tied to his job / grieves for his first truck / though the work is difficult, he is unable to leave and do something else/ has inadequate time for his family (2mks) NB. Part 2 can score on its own
- b) The first trucks seem to have given the person a lot of trouble, yet he cannot get it out of his system. He says he grieved when he “lost” it/ cant forget (2mks)
- c) The dilemma is that his work is tough and it keeps him away from his family, but he is unable to choose something less stressful. Sustaining her job or quitting it and search for a local job (2mks)
- d) i) **Personification.** The persona refers to his first truck as his “first love”. The pronoun “she” is used to describe it and he talks about “when we parted” as if he had been separated from another person. ‘she played the bitch with me’.
- ii) **Metaphor:** The persona describes his feelings about the loss of the first truck as a wound. It shows how sad he became when he could no longer drive that truck.
- iii) **Repetition:** Repetition of the line :I’m married to my wheel” emphasizes his obsession with trucks. ‘I have trunked’ ‘tranked’ Synecdoche: wheel / truck
- iv) **Rhyme:** lines two and four of each stanza are rhymed (b, d) wife, life: meal, wheel, started, parted, night, right
- v) **Alliteration:** ten-ton truck; when we were
Both rhyme and alliteration enhance the musicality of the poem and contribute to emphasize of the message.
- vi) Simile “But none was ever really like the first / ever had
- vii) Irony – the first truck gave him problems yet he grieved when they part
- e) i) travels long distances
ii) seems to dehumanize him “... I cease to feel”
iii) is sometimes lovely / think of his home / kids / out on the road at night
iv) doesn’t have proper meals
v) keeps him away from his family
vi) works long hours / forced to work at night 1 x 4 – any four (4mks) refer to instructions for 1E
- f) i) Sometimes I am numb / I do things mechanically like a robot / I am robbed of my ability to sense and think. (2mks)
- ii) If I can get good salary / it pays well or better (2mks)
- g) i) grieved – sorrowed (deeply) / saddened / moaned / mourned
ii) trunked – driven / hauled / streered / drove
NB overlook tense (2mks)
- 4 a) i) “What a beautiful country Kenya is!” the tourist exclaimed./
The tourist exclaimed, “What a beautiful country Kenya is!”/

The tourist exclaimed, "Kenya is a beautiful country!"

ii) "James, come here," Halima said / comma optional

Halima said, "James, come here,"

"James," said Halima, "come here" (2mks)

b) i) Full of sweat, they left the field / sweaty / sweating,

ii) The buyer really liked the powerful and comfortable car.
Powerful and comfortable, the car was really liked by the buyer.
The buyer really liked the car (:) powerful and comfortable
The buyer really liked the car because / since / for / as....

c) i) I/we

ii) me / us * interpretation

iii) her

d) i) flies / has been flying / was flying / flew / had been flying / is flying

ii) sung / had been singing

iii) hit

wrong spelling = zero (3mks)

e) i) That the couple takes care of so many orphans is amazing / that so many orphans are taken care of...

ii) Patriotism is what we need in Kenya

iii) My students neither drink nor smoke

(3mks)

f) i) blade

ii) dose / dosage

(2mks)

wrong spelling zero

English Paper 3 year 2010

2. Introduction should not be definition of terms (2mks)

- Mrs Stockmann indeed is the embodiment of reason in the play *An Enemy of the People*. She alone says the most reasonable things and acts as she ought in every situation we find her.
- She provides the support and moderating influence on her husband. She affirms her husband p. 3 “Yes, that’s just what Thomas says.” She is dutiful serves husband and visitors pp. 1, 11. She makes a point of knowing what her husband is working on “yes, that is what Thomas is always saying p. 4 Contradicts Mayor when he suggests Thomas has not ‘mettle’ to put ideas into practical use p.6 Mrs. Stockman is respected by both her husband and his brother the Mayor. Accept any other relevant introduction

Don't
invalid

- E i She is able to appraise the situation and advise accordingly. She warns the husband against fighting with the authorities as it would lead to his dismissal and misery for the family. Pg. 32, 41, 43, 63, 71, 76, 87, 89, 93, 94, 106, 107, 109. (*relates to Vola situation, appropriate advice*)
- E ii She knows what is good for her husband and for her family and sets out to fight for it p. 41 – 43; She goes to the press and confronts Hovstad et al of misleading her husband p 61 – 62, 90, 107 – 108. (*relates to husband and child*)
- E iii She uses tact “But Peter dear...” p 5 and tactfully withdraws the boys to protect them from vulgar / wicked talk p. 15 and Petra to allow Thomas and Peter to talk freely P. 32 and agreeable to both the warring parties and even the press representatives. Peter says “Kathrine, I imagine you are the most sensible person...” p. 40, p 73 (*acts tactfully to deal with situations*).
- E iv) When her husband and family are assailed, she opts to stand by them and bravely supports her husband. “But this too shameful (betrayal) ... I am going to stand by you Thomas” p. 66, 69, 91, 92, 94
- E v) She maintains peace – she attempts to placate the Mayor “surely you can share the credit – as brothers” pg 5, 21, 39, 40, 41
separates the brothers when about to come to blows p. 41 restrains Petra p. 39 – 40

clusion (2mks)

Mrs. Stockmann can be said to be one of the most admirable characters because of her ability to adopt the most reasonable stand

Accept any other relevant conclusion

Expect any four well developed points 3:3:3:3

Grammar & Presentation – 4mks – mark as a whole

3 a) Introduction (2mks)

Candidates must know **their** understanding of the term “racial prejudice”. Racial prejudice refers to unfair unjustified distorted... opinion held about a group of people belonging to a certain race. It is normally an unfavourable opinion based on predetermined attitudes towards certain races.

There are numerous illustrations of racial prejudice against black people in Honwana’s short story. *Accept any other relevant introduction*

- Black people were slow in evolving from animals to homo sapiens – “the palms of the blacks’ hands are much lighter... because only a few centuries ago they walked on all fours” (P. 116) mention the sun
- Black people are dirty, but God made them to serve white people as their servants. To protect white people against the dirt of these servants, “God made their hands lighter like that so they wouldn’t dirty the food they made for their masters, or anything else they were ordered to do that had to be kept clean” (P. 116).
- Black people are “creatures” (P. 116) not humans.
- Black people are scum; there was no room for them in the heavenly kilns so they were hung in the chimneys – “smoke, smoke smoke – and there you have them, black as coals (P. 116).
- Blacks are not people in the sight of God – when God made people He told them to bath in the heavenly lake “the people were nice and white” (P. 117).
- This could also imply Blacks are not beautiful – they are dirty and ugly – when they were told to bathe they only wet the palms of their hands and the soles of their feet. (P. 117)

The author’s attitude

- Blacks are beasts of burden – their hands are like this because they spend their time gathering cotton and washing (P. 117).
- He is against black people being exploited / he is against prejudices which are used to justify exploitation of black people.
- The mother’s explanation is the author’s voice – God had no purpose for blackmen
- That there is no justification for white people to exploit black people, therefore there is no justification for white people not to work for themselves
 - White people have white hands like black people, therefore there is no justification for white people not to work for themselves.
 - Black people have white hands, just like white people; therefore black people are equal to white people before God.

Father Christianos version

Blacks were even better than us, their hands were lighter. Their hands were bitter...
Expect any 4 well developed points mark 3:3:3

3 b) Introduction (2mks)

The three main characters in John Ruganda's play, Shreds of Tenderness, are motivated and driven in whatever they do by the one single factor Sibling rivalry taken to excessive proportions, even murderous proportions
Rivalry must get out of hand dangerous / murderous – proportion

Accept any other relevant introduction (2mks)

Content

R (i) Odie informs on Wak and causes his fight into exile. (p 118; 122 – 124; 127; 132 – 133)

- SRB can kill
 - betrayal to SRB
 - Edie fabricates stones to incriminate Wak
- } Puts Waks in life to risk

R (ii) Odie dispossesses Wak of the inheritance. Odie publishes a false obituary about Wak in order to dispossess him (p. 18 – 22; 75 – 76; 118; 126)

- Puts the picture in the Aigus – bribes the ** office
- didn't put the picture of father though dead

R(iii) Odie's hostility on Wak's return. For fear discovery, Odie becomes hostile (p. 8 – 16; 35; 52 – 54; 59; 73 – 75; 77) (P 13) Pest – parasite p 53

- Violent when told Wak had called
- Bloody and unforgivable brother – should be shot, denies Wak snare Mr. Hero, vulgar about

R (iv) Struggle for leadership in the primer (p 59 – 72). Odie rejects the results of the elections, grabs the Chair and goes ahead to physically assault Wak.

- Sibling rivalry has gone so far that even after losing the election **

R (v) Odie's bid to woo Stella to his side against Wak. When he fails, he intimidates and blackmails her (p. 29 – 33; 49 – 50)

- He reminds her of Gen. Alia details expected
- Reminds Stella of nasty things – intended to hurt her deeply
- Raped by the soldier

Expect any 4 well-illustrated points

Mark 3:3:3:3 = 12 marks

Grammar and presentation = 4 marks

Conclusion (2marks)

One can rightly conclude that had there been no sibling rivalry, the entire play might not have had a foot to stand on. This is because the rivalry triangle triggers and feeds the action and binds together the plot of the play.

Accept any other relevant conclusion (2mks)

(20 marks)

3 c) Introduction

Many immigrants from the Caribbean to the Americas and England especially, soon discover that they do not quite fit in the lands of plenty. Sooner or later, they start to long for the realize that they must return to their homeland. The case of David and Edith is typical of this category of emigrants (Accept any other valid introduction)

H i) Greener Pastures

They sell off what they owned in the Caribbean and set out to seek prosperity in England. Edith quits her teaching job and trains as a nurse in anticipation of the plentiful jobs. She, indeed, lands one immediately they arrive. David who was a carpenter back home finds it a little more hard going. He settles for factory jobs (P. 5, 6, 7).

Contrast: Warm reception from friends / David even opens up to Charley and even agrees to go to Milk River / There is laughter and joy: "It was enough to be in Jamaica... drinking coconut water on a Sunday morning with her long-time friend" (P. 11) / Ease with which they do their work at home (community service). (P. 33, 35, 112 – 115).

H ii) Healing Process

The healing at home psychologically and physically is faster e.g. in England the baths were not meant for blacks and did not seem to be effective (P. 15, 16, 45). The working environment and the people were also very hostile. Contrast: The baths in England. David therefore enjoys the baths at home and he heals faster/ the friendly and relaxed working environment which is also voluntary makes David heal faster even to the surprise of Laura (P. 16, 17, 32, 45). Hostile people P. 30 – 31.

H iii) Friendship and relations

In England they do not have friends or relatives to make their lives comfortable. David workmates are pretenders (P. 20, 31) Contrast. In Jamaica there is friendship and warmth / "Charley is the best thing that could happen to David, better than any doctor medicine." / To the Milk River with friends: (P. 9, 10, 11, 34) / The get-together party organized by Laura (P. 46, 47).

H iv) Scenery

The beauty of the landscape and attractive sites: The Milk River / The canefields / Mt Ranges / Cashew trees / (P. 12, 13). **Contrast.** England is cold and grey (P. 7, 16). Mountain = scenes, Mango tree, lining the road – England = mud and grey = mud and cold

H v) Homecoming and attachment

In England when he fell sick, he was dependant on Edith on everything / and even before the situation was hard (P. 4, 7) Contrast He never forgot his background: always sent money back home to take care of his parent's grave. (p. 22) / when he fell sick he says that when he died they should use his savings to send his body home (P. 31) / when he went back home alive he felt so stronger and even heals faster "...almost as if just being back in this country was medicine...." (P. 31) / they never sold their house (P. 45).

H (vi) Restoration of their Marriage

In England their relationship was estranged because of pressure of work, weather, etc (P. 7) **Contrast:** In Jamaica it is restored e.g. they are happy together like the restoration on Brother Stramm/ reading and sharing jokes (P. 26, 27, 31 – 32, 33, 42 – 44).

H (vii) Lifestyle

In Jamaica their situations is changed. They have a new life e.g they have a house help and even have time for good breakfast. (P. 41) / They have time for part-time handwork (P. 45) / initiated community service in the church and school. (P. 33, 35, 112, 113, 114, 115)

Contrast: In England they did not have time for themselves / even having breakfast in Birmingham was difficult (P. 41, 94)

H (viii) Culture

They enjoy the celebrations at Mento Yard and St. Ann's Bay. It reminds them of their past and they are happy (P. 116, 117, 120 – 121).

Contrast: The same celebrations in England lacked the special and local flavour. They never enjoyed. (P. 122)

Mark 4 well developed contrasts

3:3:3:3

CONCLUSION

David health is restored and their lives improve, their marriage is revamped. They are once again able to renew their old acquaintances and to play a useful role in their society. It is true. East or West, home is best / Any valid conclusion.

Mark 2 marks

Grammar 4 marks

Total 20 marks

ENGLISH PAPER 1 MARKING SCHEME 2011

POINTS OF INTERPRETATION Mixed format

- (a) Notice — *Must be at the top. Don't accept notification for meetings. Team interchange with the name of the school) accept ✓*
- must be a notice if not deduct 2 marks;
 - advertisement must be catchy.

Sample Notice

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!!!**

**COME AND EXPERIENCE GREAT ACTING, GREAT ENTERTAINMENT
GREAT TEACHING AND RIB CRACKING!**

A must watch for KCSE candidates.

✓ *1/2 C* 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

Format

Notice — *1/2*

Institution — *1/2*

What — *1/2*

- F Format — 3 mks
 - C Content — 3 mks
 - L Language — 2 mks
 - 8 mks — 1 AD (Mixed format)
- (8 marks)
- 7/8*
- (Transferred to the grid cover)

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- (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 - 1 A.D.

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 misplaced under the page - Misplaced resolution - 1 A.D.
mixed tenses * Attempt can be from one side or 2 sides - what Dr is doing ie calling for press/meeting/informing the authority
transfer to top page - Mayor opposing Dr's attempts

2. Cloze test

1. into
2. consider
3. ones
4. along
5. bridge, thread
6. While | Whereas
7. all
8. always
9. best, most
10. especially/ extremely

* Tone - Consistent present tense (Mixed tenses A.D. 1 mks)

Resolution happening to Dr after being declared A.E.O.P. - 15
a resolution - (Sufferings of Dr Stockmann) - 10
ORDER - Attention - 10
C (Conflict in the synopsis) - 2 mks
A - (Attempt to solve the conflict) - 3 mks
R - (Resolution to solve conflict) - 2 mks
L - (Language) - 3 mks
T - (Tone) - 2 mks

12

C - 2
A - 3 must follow that order
R - 1 if not otherwise
A - 0
R - 0
C - 0

(10 marks)

3. (a) (i) rising
(ii) falling
(iii) falling
(iv) rising
(v) falling

(5 marks)

- (b) (i) The lines should be said with a slow, sarcastic tone. This is because lazybones is just giving excuses that can convince no one. The voice could also show mockery as the performer imitates lazybones. The lines should be said with slow pretended sadness to show that Lazybones has headache, pain in the leg & hurting hands. (Slow pace) (3 marks)

2011
ENGLISH PAPER2 MARKING SCHEME

Q1 A)

That his mother worships Obama in her living room/Obama is a saint /super human whom she worshipped. 2mks

That her collections were sacred/ the room was considered sacred because of the collections

The collections had to be handled with utmost care 2 mks

She treated the room with reverence / holiness as a sacred place . 2mks

Any one point = 2 mks

B) - Obama has awakened a dormant optimism in her 1 mk

- His message of unity 1 mk

- His message of hope (of going beyond)transcendence 1 mk

- His stubborn rejection of cynics-i.e. people with a low view of values/.who discourage him/his unwillingness to be cowed (a chorus of cynic 1 mk

- That his election would mean ,America has gone beyond race/Obama is a black American like his mother. 1 mk

- That Obama is, therefore , running a positive campaign 1mk

Any 2 points one mark each

2 x 1 = 2mks

C) Being a black (African American) and having suffered under the hands of white Americans she was thrilled by the fact a fellow black man was on the verge of /on clinching the presidency of America . the unimaginable was imminent 2 mks The change she was eager for as the blacks had suffered this suffering / bitter memories come to an end 2 mks

Any 1 x2 = 2 mks

(D)

- At age 77 , this woman had probably never dreamt that this would come to pass in her life time 2 mks

- she has witnessed so much racism that this appears a life changing revolution 2 mks

- That a person who stands for such positive values has won is almost

unbelievable/ unimaginable / incredible /a dream come

TRUE 2mks

- for the first time in History a black man becomes the president of America 2mks Any 1 point x2 =2mks

(E)

- To give the Obama story a historical dimension (e. g. reference to the mother as

a child of the depression) 2 mks

- To personalize the issue of the Obama campaign and victory 2 mks

(seeing the issue in relation to his mother the closest person)

- To present the issue in terms of generations 2 mks (grandparents)- mother -son (perhaps grand children)

- To underscore the gender dimension on ordinary black woman who grew up during the depression enthusiastically supporting Obama

- To hook the reader with an anecdote about his mother/catch the reader's interest 2 mks

The mother has a firsthand experience of the suffering of the blacks during the previous regime / the mother has more to tell than the author 2 mks

Any 1 point 2 mks

(F) She married young for she was a child of the depression / for she was a child of the depression she married young

Comma missing = 1/2 mk

'the' missing = 0

Small D depressing = 0 1 mk

G)

- -Flank / sincere- telling it exactly as it is / typical of a black woman of her generation
- supportive --- understands where the mother is coming from
- Empathetic - sees things from his mother's point of view
- loving / warm / close /intimate /cordial / happy
 - my mother is special to me
 - the son is the one telling the story ,but behind it we can feel a mother's love for her son

- Inspiring /inspirational/ influential /administration

.....deeply informs my own life

Any two points 2 mks ----2 x 2 =4

Identification -1 mk

Illustration - 1mk

2 indentifications

2 illustrations

(H) Negative 1mk

- It is associated with 'chilling tales' / open and violent hostility towards African -Americans

identification 1 mk

illustration 1 mk =2 mks

I) (i) staple of my mother's conversation -major /main topic of her discussion /center of

her talk /core /main subject / key

(ii) surge - emergence /overflow /bubbling /sudden strong feeling /boost /increase

(iii) Digested - adopted /processed/internalized imbibed

//understood /comprehended/taken in / absorbed / memorized

1 mk each 1 x 3 = 3mks

Q2. AN ENEMY OF THE PEOPLE

(a) I lovstad and billing had been talking about Dr stockmann's 1mk the impact 1mk it will have on the aristocracy.

They have been discussing how they can use the situation to get control of the municipal affairs 1 mk

ALslaken and the mayor are likely to opposethe article / They were discussing about Aslaksen's cowardly nature 1 mk

Any 2 x 1 = 2 mks

(b) He had expected that the mayor would bring the article before theBaths committee and get them to start rectifying the situation /correcting the problem / He had hoped to convince the mayor to accept the content of the article / he wanted to discuss with the brother / the mayor .

Any 1 point = 2 mks

c) Contents of the article include

1) All the effluent at molledal..... is infecting the water in the conduit pipes leading to the reservoirs/contamination of the water is due to impurities in the soil/ poisonous morass up at molledal

2) The same cursed fifth oozes onto the shore 1 mark

3) The water causes typhoid and gastric fever 1 mk

4) There is decomposing organic matter in the water 1 mk

5) All the conduit pipes will have to be re-laid. 1 mk

6) The intake is too low down. 1 mk

7) it will have to be moved much higher up. 1 mk

8) will have to build a sewer to carry off the alleged impurities, 1mk

9) The water was unfit for both human consumption and bathing. 1 mk

Any 4x1 Marks

d) Aslaksen is unenthusiastic 2 mks/ skeptical 2mks /non committal 2mks / cautious unsupportive/ 2mks / indifferent /indessive 2mks /fearful about publishing the article. He does not want to displease the people in power 1mk. he wants to be assured that it is okay with both the "prudent point he supports at another he is against

2mks identification

= 3 mks

1 mk illustration

E)

i) Dr.Stockmann is sacked from the Baths committee 1 mk

ii) His house is vandalized 1 mk

iii)the landlord asks him to vacate the house 1 mk

iv)his clothes were torn 1 mk

v) he is branded an enemy of the people 1 mk

vi)He is barred from medical practice 1 mk

vii) His daughter loses her teaching job and the boys are sent away from school 1mk

viii) His friend loses his job as captain of the ship. 1mk

ix) Kathrine and the children lose their inheritance. 1mk

Any 6 points including captain hoster's being sacked 1mk each

6 x 1 = 6mks

(5)

- They / the authorities / the people / have threatened me with all sorts of things 1 mk

- He has threatened me with all sorts of things
- All sorts of things have been used to threaten me 1 mk
Any 1 x 1 = 1mk

Q3 . ORAL LITERATURE

(A) Nzoko was inspired by the murmuring of the river 1 mk the rustle of the wind in the trees 1 mk and the hum of the bumble bees 1 mk
Any 2 x 1 = 2 mks

b) it is broken to indicate hesitation 1mk /uncertainty 1mk
caused by fear /shock / amazement /surprise/ anxiety fright
brought by the presence of the little fairy man 1mk from
each of the three areas 1x3= 2 mks

(c) we are told that he did not need telling twice = 2 mks

d) To encourage Nzoko to develop his talent to the fullest/to perfect his music. 2mks

* To bring good to the world by stopping fighting and healing the sick through Nzoko\'s talent/to use music to bring hamony/to make the world a better place
2mks

- To teach Nzoko that precious things do not come cary/
to test his determination /patience/the riddle is given
to the best 2mks

Any 2x2=4mks

e) the six are mentioned to show how exceptionally good Nzoko's music was if it managed to charm all manner of birds into silence -2rnks

F)

* Obedient /responsible/ dutiful- 1 mk --he went lo graze his father's goats after school, 1 mk

* Determined /persistent 1 mk --he did not give up even after he initially failed to ousting the-

blackbird. He kept practicing 1 mk

* Creative/innovative 1 mk -he fashioned flute from the wood of a willow tree

-he also composed many songs

- Talented his music said to be equal only to that of the the

fairy piper and, he managed to fulfill all the three conditions 1 mk

- * Compassionate / sympathetic/emotional/empathetic 1 mk
→ tears welled his eyes when he saw the little sick girl.
- * patient / self-controlled 1 mk – able to wait till all the conditions are fulfilled before turning;
The ring, 1 mk
- * industrious / hardworking 1 mk -after school he went to graze his father's goats. 1 mk
He worked over and over again to perfect his music. 1 mk

1mk trait

1 mk illustration

Any 2 x 2 = 4 mks

g)They valued

- * Education ---Nzoko went to school
- The environment-they preserved the forest with its river, birds and bees.
- * herbal/medicine/health the mother of the sick child had gone to look for herbs.
- * Music/singing/compositing songs/Nzoko's music was appreciated and he was rewarded for
excelling in it.
- Animals -harmony/peace /compassion :
- * Responsibility - kindness /honesty
- * Creativity/innovation -entertainment
- * hard work - patience Any 3 x1 =3mks

Q4. GRAMMAR

A(i) "(please)return my key tomorrow. " Aisha asked Tom
"Tom return my key tomorrow, " Aisha said
Aisha told Tom , "re-turn my key tomorrow."

(ii)" Where were you last friday9? the teacher asked them.
"Where?" the teacher asked them "were you last fr iday?" Small f-
½ 'mk

Comma missing- ½ mk

Wrong punctuation = = 0

(ii) what e pleasant surprise (it is) to meet you again after all these years !

1 x 3 = 3 mks

B)

(i) is /was /has / has been /is being will be / had been /would be

(ii) are /were /would / will be should be /could be

1mk each 2mks

c)

(i) All the money they needed , they collected no more , no more less / target / money was enough / sufficient 1mk

(ii) whatever money they collected ,they needed all of it .They could not spare any for anyone else /no excess whatever was collected was required

1mk

11)i) There were number of students only four from the group were admitted to the university 1mk

ii) there were only four students and all of them were admitted to university 1 mk

D)

I) break- through / breakthrough

ii) break- up / breakup

ii)break –even / breakeven

1x3=3mks

E)

I) Risen

ii) dwelt /dwelled

iii)unconditionally

1x3=3 mks

KENYA CERTIFICATE OF SECONDARY EDUCATION

ENGLISH PAPER 1

MARKING SCHEME 2012

1. POINTS OF INTERPRETATION WHICH WILL AFFECT CONTENT:

All prose letter - TL script

Mixed format - 1AD - CV application

If the letter is written through somebody deduct 1mk AD

a) Must be a letter - a formal letter.

If the format is correct but the content is irrelevant

Inviting people to the party

Give no mark (0)

Even for lg (0)

Letter Format (3marks) Underline the name and ignore

1. Senders Address - 1/2

2. Date 1/2

3. Recipient address 1/2

(it must be addressed to the CEO to earn a mark)

4. Salutation 1/2

5. Reference 1/2

6. Yours faithfully

name + signature - 1/2

Total = 3mks

If not a formal letter deny 1mks for tone = TL Script

Content 3mks

Language 4mks

b) Must be a curriculum vitae (CV)

CV Format

Bio -data 2mks

Academic history & qualifications 2mks

Experience 2mks

Interests 2 mks

References & contacts 2mks

10mks

The CV is prose from beginning end, get extract item then deduct

Content

1. Citizenship (C) 1/2 mks

2. Age (A) 1/2mks

3. Possession of ID 1/2 mks

4. Fluency in English & Kiswahili (F) 1/2mks
 5. Possession KCSE grade (E) education 1/2mks
 6. Computer Literate (IT) 1/2mks
 7. Little or no supervision (s) 1/2 mks

TOTAL

6 mks

Cloze Test

2. 1. Forms / constitutes /is
2. necessary / essential
3. example / case
4. into / to / into (productive)/ to(productive)
5. apparently / seemingly
6. rendered / made
7. the
8. achieve / attain
9. surplus
10. Maximum / optimum

NB: If the CV is within the

1. Application letter i.e if yours faithfully comes at the end the CV= 1AD
2. If CV is continuous Prose from beginning to end - ! AD TL Script
(Mixed format

Language (L)

A=4

B= 3

C= 2

D=1

3. a) i)ab ab cd cd ef ef gg
Accept rhyming pairs

Referees (2 mks)

Referees, names and contacts

Must be more than one to earn two marks one referee (1mk) written witnesses = 0

It not referees.

Bio -Data (B 2marks)

1. Name 1/2mks
2. Age/date of birth 1/2mks

Any other two from 1/2mksx2

1. Nationality
2. ID
3. Contact
4. Gender

Academic Hisstory and Qualification Education (E) 2 mks

Mention at least 2 institutions and grade attained must be shown if no grade shown or KCPE mark no mark

Experience (Ex-2mks)

Working experience - can be one company
the name of the place has to be there

Interest / Hobbies (in) 2mks

At least two interest or hobbies to earn 2 marks . If one in the award 1mks.

ii) Pressed, wall, dying, fighting back

- At least two words
- Don't accept if the whole line is copied
- Accept fighting or fighting back but not back
- If a new word is introduced in the four no mark

Explanation :

- These are the content words. They bring out the person's determination to fight on without giving up

- The line summarizes the argument of the poem. 2mks
(identification 1 mark explanation 2 marks = 3marks)

iii) By use of repetition. The poet repeats the line: If we must die to show how much they (poet and his people) do not want to be killed by the enemy yet they have to

- By use of assonance - dying but fighting back.
- By use of alliteration - making mock / must meet / deal death

blow.

- By use of lines which are almost of the same length
- By use of consonance
- Punctuation also brings out rhythm - dashes, commas
(any two features, 1 mark for identification 1 mark for illustration = 4 marks)

b) Must have used

- effective voice projection/ audibility.
- a captivating introduction and conclusion.
- effective tonal variation.
- appropriate choice of words.
- effective non-verbal cues.
- had good mastery of his / her content
- been neat and composed.
- Involved students, for example by asking questions at the end.
- effective use of dramatic pauses
- Eye contact
- Humour NB not jokes
- gestures , app. body, mouths, facial expressions, accept one of

these but not all

(Any five , 1 mark each = 5 marks)

c) (i) Excuse me please - could you lower the volume of your radio . I am revising

for my end of year examination.

(ii) Thank you very much for the invitation, but I am sorry I cannot accompany you

because I have to prepare lunch for my siblings.

Appreciate and decline

If only either is accommodated = 1 mk

If both = = 2mks

- d) maid - made
plum - plumb
hire - higher
guest - guested

- e) (i) Grooming - good skin care / modest make up
- neat combed / styled hair
- Good oral hygiene / brushed teeth
- Be sober
- Documents neatly arranged

Be smartly dressed - well fitting, ironed clothes/ be decently dressed / well polished shoes

Be formal - clothes that fit the occasion.

Grooming - what you do to your body , when all alone (2mks)

Dressed - What you do after you are groomed (1mk)

Voice modulation X - for choir

Voice Projection V - for speech

Repetition V Poetry

Refrain - Song x

Before

- I will pray before entering the room.
- Prepare oneself about the interview
- Revise the areas likely to be covered by/ in the interview
- Consult people who have done interview before / dress rehearsals
- Read widely on current affairs / professional line
- Learn about the organization and what they do, especially in one's area of interest
- Pre visit the area of interview
- Knock at the door and wait
- Arrive slightly before time
- I will visit the toilet first.

During

- Greet the panel / interviewer
- Present one's best personality
- Be courteous
- Be attentive / listen well
- Think before answering questions
- Be concise and precise
- Remain calm
- Smile
- Appreciate
- Say Good Bye

- Sitting in the right posture
 - When invited, quietly enter and wait don't sit before you are told to sit.
- NB, Answer, should not be in the negative
(Any six points. Must have at least two points before and during = 6 marks

NB the items are not divided into before and during, the first 3 are for before mark and then underline and mark the rest for during

ENGLISH PAPER 2

RELOADED AND COORDINATED ENGLISH PAPER 2 MARKING SCHEME 2012

1. Comprehension

- a. No one has ever invented a purer and sweeter food/honey is the purest and sweetest food √2
- b. To emphasize how precious/very nutritious/valuable honey is; it is the sweetest and purest for (superlative)
- c. Honey is unique because it is purer than any food. √1a bacteria cannot live in it more than 2 hours √1b. It can also last for years (without going bad) √1c. It is impossible to corrupt/imitate honey/ it ferments if diluted with water √1d.
The answer must be in continuous prose, if not affix N and deduct 50% of the mark. Penalize for faulty expressions by a glimmer. Allow a max of 50 words only.
- d. Bees rely on flowers for honey while flowers rely on bees for pollination. √3
interdependence must be shown otherwise =0
- e. The ancient and mysterious food is one of the wonders of the world, isn't it?
Wrong punctuation =0
- f. The writer has (great) admiration/respect/gratitude/appreciation/awe/amazement/wonder for the bee √2. He describes it as hardworking/faithful/loyal/ industrious/self-sacrificing/diligent and persistent. A bee is willing to die... gathers surplus...
**sympathetic - mileage, dying can also score.
Id =2
Ill = 1*
- g. Each drop of nectar is an ocean √2. To emphasize the richness of honey/ a single drop has astonishing nutrients √1
- h. Chief - main/principal/key/most important/major/most significant √1
- Knavery - dishonesty/trickery/deception/deceit/deviousness √1

2. Extract from The River between

- a. - it was during the gathering for the parents' meeting √1
- Waiyaki had just addressed the meeting and been applauded √1
- kabonyi has just responded √1
- b. Kamau & Kinuthia fighting/ When he ran after a wild goat for sheer fun √2
- c. - Waiyaki was the only son of Chege, a revered man though to be a descendant of Mugo wa Kibiro, the seer √1
- Chege knew the prophecy about the future leadership of the community √1 and had passed it to Waiyaki √1
- Kabonyi was the only other man who knew the prophecy √1

- b. - Who laugh subversively to conceal their indignation (and grudging envy) √2
- c. - it is a simile√1
 - It brings out the evil nature of the boss/his greedy nature/he is a dangerous person/he is exploitative/he is inactive/immobile/inefficient/lazy√1
 - Further explanation of the above points √1
- d. - He is referred to as a good - natured person who should be respectful to his juniors, yet he shamelessly flirts with his secretaries patting their hips.
 - He paints a picture of being industrious but he is hardly aware of his work working for a short time in the office only to leave at 11.30am.
 - He claims to be overworked and underpaid yet this is exactly the opposite. It is his juniors who are overworked.
 - He is generous, but generous not on positive virtues but on vices. He has fathered children with innocent girls claiming to be a God - sent mission to fill the earth.
 - He is said to be a perfect paragon of leadership yet he is fiddled with corruption, immorality and poor leadership.
 - Any 2 points = 4mks
 - No contrast = zero
- e. - Oblivion - in a daydream/ staring into nothingness/being in a state of fantasy/ sleepiness/ state of being unconscious of what is going on around him√1
 - Guileless - innocent/gullible/naïve/unsuspecting√1
 - God - sanctioned mission - Divine / God - given right√1
- f. - guileless girls
 - perfect paragon
 - Leaves for lunch
 - marry me
 - secretaries in tight skirts
 The sounds must be identified e.g. underline. If no = zero
- g. - Bring out the irony of such leadership.
 - It is a satire of society's leadership
 - Repetition of the lines emphasize the hypocrisy of the leader.

4. Grammar

- a. (i) Esther accused Patricia of having stolen her dress.
- (ii) The youth are more fascinated by this kind of dance than (are) adults. / The youth are more fascinated than adults (are) by this kind of dance.
- (iii) There is hardly any student in the classroom. / There are hardly any students in the classroom.
- b. (i) We regularly visit our grandparents in the village.

- Kabonyi feared that Waiyaki could be that leader√1
- Waiyaki had been sent to Siriana to learn the secrets of the white man√1
- There was an ancient rivalry between Kameno and Makuyu. √1

d. Waiyaki is

- Respectful
- Courageous
- Focused
- Dedicated
- Educative
- Concerned
- Sensitive
- Discerning/observant
- Charismatic
- Appreciative
- Tactful
- Defiant
- Captivating/ charming – held people with eyes

Id = 1; Illust. = 1 Any 3x2 = 6

e. Kabonyi accused Waiyaki of

- Attending Joshua's church
- Going to Siriana secretly to meet the white man/selling the tribe
- Wanting to marry Nyambura: uncircumcised/Christian
- Touching a dead body of Muthoni and not cleaned

Any 2x2 = 4

f. Figures of speech

- Metaphor: ...held the with his eyes/...sore spot/...touched the souls...
- Simile: ...like a shepherd...
- Symbolism: ...like a shepherd...

Id = 2; illust. = 1

g. Waiyaki said, "Unless you heed my words and plans, the ridges will lose their former dignity and will be left a distance behind by the country beyond..." / "Unless you heed my words and plans, the ridges will lose their former dignity and will be left a distance behind by the country beyond..." Waiyaki said. √1

3. Poetry

- a. - *Thematic statement:* The poem talks about a corrupt leader/ poor leadership/ immoral/ abuse or misuse of office √2

Illustrations:

- He flirts with his secretaries in a disrespectful manner√1
- He is immoral having several children with helpless innocent girls and boasting of it as being a God – given mission√1
- He exploits his workers by underpaying them while he pretends to be overworked and underpaid himself.√1

Any two illustrations = 2x1

(ii) The company has been in **existence** for twenty years.

(iii) The man agreed to accompany her to the market after a lot of **persuasion**.

(3mks)

Wrong spellings zero

c. (i) When we meet next – and I am not sure when – a lot of things will have changed.

(ii) Any information that you have (**including minor details**) should be submitted to the office.

(2mks)

Accept the use of dashes, brackets or commas to indicate parenthesis.

d. (i) The bomb went off/goes off/will go off/had gone off/is to go off/will be going off around midnight.

(ii) You have to spell out to her what to do.

(iii) Mwangi has turned off /turned out the lights because he wants to sleep.

(3mks)

e. (i) A short story revolves around a main character.

(ii) The teacher was grateful for the student's input.

(iii) He has been on leave since last week.

(iv) Her life was riddled with contradiction.