

Set1

101/1

ENGLISH

Paper 1

(Functional writing, cloze test and oral skills)

Time: 21/2 Hours

INSTRUCTIONS TO CANDIDATES

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

For Examiners use only.

Question	Maximum Score	Candidates Score
1 – 24	80	

1. FUNCTIONAL WRITING (20MKS)

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"You have read the novel "The River and the Source" and really enjoyed and are now ready to tackle it in K.C.S.E. You overheard some of your friends in form three complaining that it should not been included as one of the texts to be done in K.C.S.E

Write a book review encouraging them to read since it will be examined in their year.

2. CLOZE TEST

(10 MARKS)

Fill in the blank space with the most appropriate words.

A new research title "Underage Drinking in Kenya" has (1) _____ that nearly one third of form four students aged below 18 years take alcohol (2) _____. As our society ponders this sad (3) _____, the urgent message to children who are taking alcohol

(4) _____, do not drink another sip. Advice to those children is to strongly say "no."

(5) _____ irresponsible behavior to alcoholism, there are many (6) _____ effects of alcohol. It is wrong and illegal for children to drink alcohol.

The report also states that 46 percent of the children receive (7) _____ first pint from friends and (8) _____. Do you offer alcohol to child? As a parent or guardian, do you nurture (9) _____? How much time do you spend with them? Notably, (10) _____ of guidance and supervision are stimuli to underage drinking.

3. ORAL SKILLS

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

Ah, Are you digging on my grave?

"Ah, are you digging on my grave,
My loved one? - planting rue?"

"No ; yesterday 'he went to wed '
One of the brightest wealth has bred.

'It cannot hurt her now," he said,
" That I should not be true.

"Then who is digging on my grave?
My nearest dearest kin?"

"Ah, no: they sit and think, 'what us!
What good will planting flowers produce?
No tendance of her mound can loose
Her spirit from Deaths gin;"

Questions

- (a) (i) Supposing you were to perform this poem to your class how would you prepare? (3marks)
(ii) How would you say line two stanza 1 and why? (2marks)
(iii) Identify an instance of alliteration in stanza 1 (1mark)
(iv) Describe the rhyme scheme of stanza 2 (2marks)
- b) For each of the following words, provide another word with similar pronunciation (4marks)
(i) gate
(ii) bread
(iii) you
(iv) rest
- c) You recently attended an interview which you failed. Mention some of the reasons that could have contributed to your failure. (4 marks)

- d) Mr. Mutiso recently brokered a deal for your school with a contractor which other teachers given the responsibility before had failed to negotiate. What skills could have given Mr. Mutiso an upper hand over teachers in negotiating the deal. (5marks)
- e) Study the following genre and answer the questions that follow.
Hurry hurry has no blessing
(i) Identify the genre (1mark)
(ii) Identify and name two parts of the above genre (2marks)
(iii) Identify and illustrate any two aspects of style employed in the above genre (4marks)
- f) For each of the following words, construct two sentences to convey two different meaning as indicated (4marks)
(i) early (as an adverb and as an adjective)
(ii) Surprise (as a noun and as a verb)

Set1

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

COMPREHENSION:

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

Education is perhaps one of the greatest assets children can inherit from their parents. Indeed, parents are known to incur huge debts to help their children get education. The drive to make these sacrifices and our population growth, have created a huge demand for education.

This demand is reciprocated by mismatched supply that is not focused on developing "employable" skills and the output is more jobless graduates into the already full market place. Ironically, whereas this is the scenario in emerging economies the world over, it is in the same economies that skilled workers are in high demand, according to a human capital study done by PWC. Indeed, emerging economies are no longer relying on cheap labour to fuel exports-driven economies, but rather focus on skilled labour because their economic models have shifted to exporting value-added goods. The demand for workers capable of doing talent intensive jobs that require quality qualifications is growing steadily. Studies have shown that no country in the world can achieve major socio-economic transformation without the contribution of skilled manpower. Kenya seems to be cognizant of this fact going by the massive budget allocation made in education each year.

There is a strong case for standardization and regulatory framework that will ensure delivery of high quality teaching and research whose end product are work-ready students. This is therefore a call to the government and the private sector to work hard in glove to address the prevailing challenges in higher education that impact the quality of graduates produced.

Lack of adequate resources, poor training infrastructure and facilities as well as an emphasis on "cramming" – reproduction of class notes in the exam papers compromise the quality of education. The result has been a yawning gap between the quality of students released into the job market and the needs of the employers.

If we are able to turn our institutions of higher learning into factories of talent that is readily marketable locally and to other countries, human capital development would become a key economic driver in our country. The Government needs to partner with all stakeholders and come up with "out of the box", holistic policy interventions that make use of best practices in order to promote practical skills and make education more effective in the short and long term. This also calls for accrediting and streamlining the requirements of new and existing education should look

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beyond profits and priorities equipping of students with knowledge, skills and competencies that enhance their employability both locally and internationally. While Kenya boasts of high literacy levels, it should now priorities the development and implementation of a long – term growth strategy that focuses on quality, not quantity.

QUESTIONS

- What has created a huge demand for education according to the passage? (2 marks)
- What do the emerging economics rely on, and why? (3marks)
- Indeed, emerging economies are no longer relying on cheap labour. (Add a question tag) (1mark)
- What advise is given to those investing in education (3 marks)
- Why is there an emphasis on standardization in education? (2 marks)
- In a paragraph of not more than 40 words, summarize the reason why the Government and other sectors should partner in education. (5 marks)
- Explain the meaning of the following words and expressions as used in the passage (4 marks)
 - Employable skills
 - Cognisant
 - Reciprocated
 - Out of the box

2. THE CAUCASIAN CHALK CIRCLE.

Read the extract below and answer the questions that follow.

AZDAK: (sitting down): I accept. (Sighing, the inkeeper hands him some money). Good. Now the formalities are disposed of. This is a case of rape?

INKEEPER: Your Honour, I caught the fellow in the act. Ludovica was in the straw on the stable floor.

AZDAK: Quite right, the stable. Lovely horses! especially liked the little roan.

INKEEPER: The first thing I did, of course, was to question Ludovica. On my son's behalf.

AZDAK: (seriously): I said I especially liked the little roan.

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

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

QUESTIONS.

- What happens before this excerpt (3marks)
- 'I accept' Explain what is implied by this statement (2 marks)
- "Your honour, I caught the fellow in the act." Identify and explain one theme that can be deduced from the statement. (3 marks)
- "Ludovica you please the court – Tell us how it happened." In note form, explain Ludovica's defense. (4 marks)
- Using the excerpt, state and explain two character traits of Azdak and two of Ludovica. (4 marks)
- Why do you think Azdak asks Ludovica to remove her veil in this excerpt. (2 marks)
- "(Sighing, the inkeeper hands him some money). Good. Now the formalities are disposed of." What turns out to be ironic about this statement? (3 marks)
- "I caught the fellow in the act." Explain what this statement alludes to in the Bible (2 marks)

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9. Give the meaning of the following words as used in the excerpt.

- i) Roan
- ii) Stable

(2 marks)

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

THAT OTHER LIFE

(By Everett M Standa)

I have only faint memories
Memories of those days when all our joyful moment
In happiness, sorrow and dreams
Were so synchronized
That we were in spirit and flesh
One soul;

I have only faint memories
When we saw each other's image everywhere;
The friends, the relatives,
The gift of flowers, clothes and treats,
The evening walks where we praised each other,
Like little children in love;

I remember the dreams about children
The friendly neighbors and relatives
The money, the farms and cows
All were the pleasures ahead in mind
Wishing for the day of final union
When the dreams will come true

On that day final union
We promised each other pleasures and care
And everything good under the sun
As a daily reminder that you and me were one forever.

QUESTIONS

- a) What does the day of the final union mean to the persona? (3 marks)
- b) What faint memories does the persona have, according to the poem? (3marks)
- c) What is the persona's attitude towards their marriage? (2marks)
- d) Explain the following expressions as used in the poem
 - (i) Happiness, sorrow and dreams were so synchronized..... (2marks)
 - (ii) praised each other like children in love (2 marks)
 - (iii) All were pleasures ahead in mind. (2marks)
- e) Identify two aspects of style used in this poem and explain their effectiveness. (4 marks)
- f) What is the mood of the poem (2 marks)

4. **GRAMMAR.**

- a. Give the correct form of the word in brackets to complete each of the sentences below. (3 marks)

- 1. After a long _____ he won the tender (argue)
- 2. The _____ of the staff has been a matter of concern. (sober)

3. The world is tired of the _____ which man shows his fellow men (apathetic)
- b. Rewrite the following sentences according to the instructions. Do not alter the meaning. (3 marks)
1. Muli could have passed the examination. Muli was regularly absent from school. (Join into one sentence beginning: Were it not.....)
 2. The teachers agreed to teach after signing an agreement with the government. (Begin: Only....)
 3. This is the boy. His father is a generous man. (Join into one sentence using a relative pronoun)
- c. Complete the following sentence by writing the correct tense in brackets in each case. (3 marks)
1. The students _____ assistance from the police after the attack (seek)
 2. The visitors _____ us goodbye and left immediately (Bid)
 3. All the workers have been _____ their dues. (pay)
- d. Complete the following sentences with a phrasal verb starting with the word in brackets (4 marks)
1. She looked carefully at the document but couldn't _____ what it meant (make)
 2. The teacher couldn't _____ the students' bad behaviour (put)
 3. Please _____ that all the chairs are in good condition. (See)
 4. The boy actually _____ his father (take)
- e. Rewrite the following sentences correcting the error without changing the meaning. (2 marks)
1. The dog has broken it's leg.
 2. Jane is the smaller of the five sisters.

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PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. Imaginative composition. (20marks)
Either:
a) Write a composition beginning:
Looking at my father, I knew my brother and I were in hot soup.....
Or
Write a story to illustrate the saying
"All that glitters is not gold"
2. 'The River and the Source: Margaret A. Ogola.
"In the traditional Africa Society, women suffer the effects of gender discrimination."
Using illustrations from, The River and The Source, validate the statement. (20marks)
3. Optional set texts.
a) When the Sun Goes Down and other Stories from Africa and Beyond – Longhorn (ed).(20 marks)
Using illustration from Sandile Tshuma's story, "Arrested development" discuss the various ways in which development in developing countries is likely to be 'arrested'.
b) Betrayal in the City - Francis Imbuga (20marks)
"We keep our friends close but our enemies even closer". Support this statement using "Betrayal in the City" as reference.
c) The Whale Rider – Witi Ihimaera

Write a composition on the role of tradition giving examples from Witi Ihimaera's 'The Whale Rider'.
(20marks)

Set2

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

1. FUNCTIONAL WRITING. (20 marks)

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

2. CLOZE TEST (10 marks)

Fill in the blanks with the most suitable word.

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

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

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

3. ORAL SKILLS (30 marks)

a) **Read the following oral narrative and answer the questions that follow.** (10mks)

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

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

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

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

- i. What would you do in order to capture the attention of the audience before you begin to tell the story? (2 marks)
- ii. How would you make the narration of the line indicated in **bold** effective? (4marks)
- iii. If you are part of the audience for this story, **explain two** things you would do to show that you are participating in the performance. (4marks)
- b) For each of the following words write another that is pronounced the same. (3 marks)
 - i. Quay
 - ii. Seed
 - iii. Not
- c) There is need to light a night light on a light night like tonight.
 - i) Identify the above genre. (1 Mark)
 - ii) Give two functions of the genre. (2 Marks)
- d) For each of the following words, write two sentences to bring out two different meanings. (4 Marks)
 - i) Polish
 - ii) Intimate
- e) Imagine you have passed your K.C.S.E exams well and you are being interviewed for a scholarship abroad. Write **four** ways in which you would ensure you succeed in the interview. (4 Marks)
- f) Complete the following conversation appropriately

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

Set2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR) PAPER 2

I. COMPREHENSION (20 marks)

Read the passage below and then answer the questions that follow

Society has failed and parents have not played their role fully in raising their children. This is according to Jeff Ngari, a counseling psychologist and a deacon with the Reformed Catholic Church. Jeff says the issue of teenage mothers is so big that it should be considered a cry for help. He adds that today, children lack the guidance they require when it comes to having independent social interactions.

"The idea is not to block them from forming their own relationships, but to make them understand what it means to be in a relationship, especially with the opposite sex, and how far

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this relationship should go,” says Jeff. And just like the rest of society, parents have not been spared by the wave of moral decay and thus, according to Jeff, they have failed as role models for their children. Due to this, many teenagers are picking up social ills from their parents- the very people they are supposed to look up to.

“For instance, a teenager who has seen his or her mother repeatedly sleep out or come home in the wee hours of the morning will most likely be excited about staying out late out of curiosity,” he says , adding, “this is happening to most of our homes today.” Jeff says many parents are engaging carelessly in extra-marital relationships that leave very little to the imagination of their children, and this is likely to be seen as a normal thing by children, especially teenagers. As a result, there are many **avenues** through which teenagers can explore the issue of sex and the greatest worry is that girls need to be rescued.

“The boy invariably walks away **scot-free** as the school, society and church turn their full attention on the girl and judge her,” he says adding that it is one of the issues that the Reformed Catholic Church is trying to address so that children such as these can be recognized instead of being neglected. “This is not to say that teenage pregnancy is right, but it is a social ill that must be fought from family level, within the school setting, in the church and the wider society,” he says.

Most teenage mothers experience rejection and abuse by their families, friends and wider community, including the church. “No wonder these girls abandon their babies either in toilets or litter bins. The effects of rejection can be fatal- rejection by society is the worst thing anybody can suffer. It kills from within. That is why teenage motherhood is a cry for help and family support is very important, as the result is children giving birth, and trying to raise babies.”

Jeff notes that without any know-how, finances or proper structures, teenage mothers face a very big challenge. Add to this the **stigma** that comes with being regarded as immoral. “Yet we know that not all teenage pregnancy is **consensual**. There are cases of grown men preying on innocent girls.” Abortion or an attempt to carry it out complicates an already complicated situation, especially if crude methods are used. Besides, there is a post-abortion self-stigma that does not go away.

“In the course of my career, I have met mature women who tell me that they had abortions when they were very young, and they still feel guilty decades later. Some even go to the extent of saying, ‘My firstborn would be this or that age.’ It is very painful.”

In Kenya, four in every ten women who die from unsafe abortions are adolescents; 70% of adolescents engage in high-risk unprotected sex. This is according to a research paper presented by Dr. Richard O. Muga of the National Co-ordinating Agency for Population and Development, Nairobi- Kenya, 2006. The alarming figures are the reason why Margaret Muyanga, a counseling psychologist says open communication between teenagers and parents can be instrumental in curbing any post- pregnancy abortion or even worse, suicidal tendencies.

- a) **Explain** how parents have contributed to the moral decay of their children. (2marks)
- b) **Give** the factors leading to teenage pregnancy. (3 marks)
- c) **What** is the consequence of the rejection and abuse that teenage mothers experience? (2 marks)
- d) In not more than **50** words, **summarize the consequences** of teenage pregnancy. (6 marks)
 - Rough draft
 - Final draft
- e) What is the writer’s attitude towards parenting? (2 marks)
- f) Explain the meaning of the following words as used in the passage; (4 marks)
 - Scot-free
 - Stigma
 - Consensual
 - Avenues

- g) Rewrite this sentence according to the instructions given in brackets.
Abortion, or an attempt to carry it out, complicates an already complicated situation.
(add a question tag) (1 mark)

2. EXCERPT (25 marks)

Read the excerpt below and respond to the questions that follow

GUESTS (loudly):

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

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

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

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

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

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

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

MOTHER-IN-LAW (while the guests silently watch **GRUSHA**): What's the matter with you? Aren't you going to look after our guests? What's all this city nonsense got to do with us?

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

- you can buy Persian saddles from the soldiers too. Though many want crutches in exchange for them.
- The leaders on one side can win a war, the soldiers on both sides lose it.
- Anyway, the war's over. It's something they can't draft you anymore.
- The dying man sits bolt upright in bed. He listens.
- What we need is two weeks of good weather.
- Our pear trees are hardly bearing a thing this year

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

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

3. ORAL LITERATURE (20 marks)

Read the narrative below and answer the questions that follow.

Long ago, there was famine in Gikuyu land. This famine had made the cows and goats to die. Only human beings were left and even them, it could be seen that they were not going to live much longer. Now the people asked themselves, "What shall we do?" It was decided that the

most beautiful girl, one called Wanjiru should be sacrificed to god so that the rain could fall. She was brought to a place where there was a big river. She started to sing:

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost. I should be lost

My mother said I should be lost. I should be lost

Rain fall and make this ridge green

Make this ridge green

She went down on her knee, she sang:

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The water reached the waist, she sang

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

My mother said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The water reached the neck, she sang

Rain fall and make this ridge green

Make this ridge green

My father said I should be lost, I should be lost

My mother said I should be lost, I should be lost

Rain fall and make this ridge green

Make this ridge green

The head went in

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

Adapted from: The Oral Literature of the Gikuyu by Wanjiku Kabira and Karega Mutahi.

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

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Very heavy rains fell on this land. (Write in the passive form).

4. GRAMMAR (15 marks)

- a) Rewrite the following sentences according to instructions. Do not change the meaning. (3 marks)
- They were so exhausted that they could not stay awake. (rewrite using "too")
 - Mutua would have won the race if he had done enough practice. (Begin: Had....)
 - "Will you come with us to the market?" she asked. (rewrite in reported speech)
- (b) Fill the blank spaces with the correct form of the word provided in brackets. (3 marks)
- The punishment is supposed to act as a.....to others. (deter)
 - They all agree that the murder is a strange..... (occur)
 - It is.....to accept such a strange explanation on the loss of the goods. (logical)
- c) Replace the underline words with a suitable phrasal verb. (3 marks)
- You do not have to tell me exactly what to do (spell)
 - The teacher reprimanded the errant student.(tell)
 - I cannot tolerate Becky's ill manners.(put)
- d) Choose the correct pronoun from the brackets to complete the following sentences. (3 marks)
- Mr. Kamau and _____ visited us last year. (he/him/himself)
 - John offered Njoroge and _____ some biscuits. (I/me)
 - Do you think that he is wiser than _____. (I/me)
- e) Combine the following pairs of sentences using a participle (3 marks)
- The street Urchin was clobbered. He cried out for mercy
 - The police surrounded the gangsters' house. He shot in the air to scare them away
 - Jeff was bored of my nagging. He moved out of the house

Set2

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. Imaginative composition

Either

- a) Write a composition beginning with the following:
It all started as a rumour but no one in the family took it seriously until..... (20 marks)

Or

- b) Write a composition on the following topic:
Ways of eliminating drug abuse among the youth.

2. The compulsory set text.

The River and the Source-Margaret Ogola

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

3. Optional set texts

Answer any of the following questions.

- a) The Short Story

Emilia Ilieva and WaveneyOlembo, When the Sun Goes Down

With illustrations from MoyezVassanji's 'Leaving', write an essay to show what leads individuals to seek education opportunities in foreign countries.

Or

- b) The Play

Francis Imbuga, Betrayal in the City.

Betrayal in the city – Francis Imbuga – A nation led by a bad leader is destined to fall.
Drawing illustrations from Francis Imbuga's 'Betrayal in the City', justify this statement.

Or

c) The Novel

Witilhimaera, The Whale Rider.

Each and every activity carried out among the Whangara community is carried out in utter sacredness. Discuss the validity of this statement drawing your illustrations from The Whale Rider.

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ENGLISH
PAPER 1

(Functional writing, cloze test and oral skills)

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

Imagine that you are the Organizing Secretary of Virginia Mwende's Graduation Party. Mwende has graduated with a First Class Honours Degree from the University of Nairobi.

- a) Design an invitation card to be sent to the guests (12mks)
- b) Write a congratulatory note to Mwende to be presented on that day (8mks)

2. **CLOZE TEST**

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

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

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

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

3. **ORAL SKILLS**

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Read the poem and answer the questions that follow.

I SEE HIS BLOOD UPON THE ROSE by Joseph Plunkett

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

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

- i) Describe the rhyme scheme of the poem (2mks)
- ii) Which words would you stress in the last two lines of the last stanza and why? (2mks)
- iii) Apart from rhyme, identify and illustrate one sound device in this poem (2mks)
- iv) Give two effects of the above sound pattern (2mks)
- v) How would you say the last line of the poem (2mks)
- b) For each of the following words, underline the silent letters
- (i) Juice
- (ii) Solemn
- (iii) Island (3mks)
- c) Identify the intonation that would be present in the following sentences (4mks)
- (i) What deal did the two agree on?
- (ii) Did you see the summary?
- (iii) I have donated more blood
- (iv) The farmer harvests much, doesn't he?
- d) Give the meaning of the following sentences when the underlined words are stressed.
- (i) James was humbled by the experience
- (ii) James was humbled by the experience
- (iii) James was humbled by the experience
- e). Put the words below in the correct column according to the pronunciation of the vowel sound
(Night, school, floor, write, you, oar) (3mks)
- | 1. /ai/ | 2. /u:/ | 3. /ɔ:/ |
|---------|---------|---------|
| | | |
- f. Your former primary school has invited you to give a talk on how to improve performance. You decide to focus your talk on the value of listening skills. Write down three points on how you would ensure the listening is effective (3mks)
- g. There were two candidates for an interview. One was successful while the other one was not. State and explain his/her conducts during the interview that could have made him or her to be successful. (4mks)

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

Problem drinkers and alcoholics pay severe penalties for their drinking. It has been estimated that alcoholics are likely to die ten to twelve years sooner than non-alcoholics half die before the age of fifty, which is one reason there are so few elderly alcoholics. The mortality rate (that is, the number of persons per 100,000 who die each year) among alcoholics is more than two and a half times higher than that of the general population.

Alcoholics often die violent circumstances; serious accidents, homicide, and suicide are not uncommon. This, together with the physical deterioration accompanying alcoholism, helps explain the limits on life expectancy. No one really knows how many deaths are directly attributed to drinking, and all such statistics are estimates. One reason for our limited knowledge is that many physicians do not report alcoholism as the main cause of death out of concern for the feelings of the family of the deceased.

Research on the physiological effects of alcoholism has increased in the last few years. Heavy drinking is known to be associated with various types of cancer, particularly among persons who also use tobacco. Alcohol abuse also increases the probability of hypertension, stroke and coronary heart disease. Alcoholics frequently suffer illness and death from cirrhosis of the liver, a disease in which the liver becomes fatty, scarred, and incapable of functioning normally. In large urban areas, cirrhosis is the fourth most common cause of death among men aged twenty-five to forty-five.

Alcohol affects the brain, often permanently damaging the mental functioning of alcoholics. Drinking may reduce the number of living cells in the brain. Since brain cells do not grow back, alcoholics may suffer from organic psychosis (a mental illness traceable to brain damages), loss of memory, and poor physical and mental co-ordination. One out of four persons who are admitted to mental hospitals are diagnosed as alcoholics and 40 percent of all admissions are alcohol related. Many of the alcoholic inmates are unlikely to recover.

The unborn children of female alcoholics are subject to harm from drinking in what is called foetal alcohol syndrome.

Because alcohol tends to be a substitute for a balanced diet, alcoholics are often malnourished. Consequently, the infants of alcoholic women are likely to be less healthy and less well developed than other babies. Moreover, when a pregnant woman drinks, so, in effect, does her foetus. The new born children of alcoholic women may die shortly after birth unless they are medically treated from the shock to their systems for suddenly being cut off from alcohol. Furthermore, the impact of alcohol on the woman and her foetus is a major cause of birth defects and originally based mental deficiency among the newborn. The effects of foetal alcohol syndrome on the children of female alcoholics are usually chronic and may be permanently disabling.

Clearly, it is not too much of an exaggeration to say that alcohol kills and maims people. When abused, alcohol is a highly dangerous drug.

Questions

- (i) What are the major causes of death among alcoholics? (2mks)
- (ii) Which reason does the writer give as to why physicians do not report alcoholic related deaths? (2mks)
- (iii) One out of four persons who are admitted to mental hospitals are diagnosed as alcoholics. (Rewrite using a few.....) (2mks)
- (iv) Alcoholics often die under violent circumstances.... (add a question tag) (1mk)
- (v) What is the attitude of the writer towards people who abuse alcohol (3mks)
- (vi) Explain what the following sentence means. Alcohol tends to be a substrate for a balanced diet (2mks)
- (vii) Make notes on the effects of alcohol to expectant mothers and their children (4mks)
- (viii) Supply a suitable title for the passage (1mk)
- (ix) Explain the meanings of the following words and phrases as used in the passage (3mks)
- Attributable
 - Scarred
 - Statistics

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

Read the excerpt below and answer the questions that follow:

GRUSHA : Simon!

SIMON : Is that Grusha Vasnadze?

GRUSHA : Simon!

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

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

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

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

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

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

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

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

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

GRUSHA : A job worth twenty piasters?

SIMON : And lodgings?

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

SIMON : Yes there. A certain person has kept her eyes open

GRUSHA : She has, Simon.

SIMON : And has not forgotten? (GRUSHA *shakes her head*) So the door is still on its hinges as they say? (GRUSHA *looks at him in silence and shakes her head again*) What's this? Is anything not as it should be?

GRUSHA : Simon Shashava, I can never return to Nuka. Something has happened.

SIMON : What can have happened?

GRUSHA : For one thing, I knocked an Ironshirt down

GRUSHA : Simon Shashava, I am no longer called what I used to be called

SIMON (*after a pause*): I do not understand

GRUSHA : When do women change their names, Simon? Let me explain.

Nothing stands between us. Everything is just as it was. You must believe that.

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SIMON : Nothing stands between us and yet there is something?
 GRUSHA : How can I explain it so fast and with the stream between us?
 Couldn't you cross the bridge there?
 SIMON : Maybe it's no longer necessary
 GRUSHA : It is very necessary. Come over on this side, Simon. Quick!
 SIMON : Does the young lady wish to say someone has come too late?

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

3. Question 3 : Oral Narrative

(20mks)

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

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

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

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

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

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

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

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

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

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

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

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

4. Grammar

- (a) Replace the underlined words in the sentences below with their antonyms (2mks)
 - (i) The sea was rough
 - (ii) She gave an intelligent answer
- (b) **Replace the phrasal verbs underlined in these sentences with one word that means the same** (3mks)
 - (i) It is wrong to look down on students from other schools.
 - (ii) Teachers should not give in to their students' unreasonable demands.

- (iii) The delegates came up with ten rules to guide our response to globalization
- (c) Rewrite the following sentences according to the instructions given after each without changing the meaning.
- (i) Neither Peter nor Michael prefers coffee to tea
(Rewrite to begin with Peter and end with Michael)
- (ii) He was the Chairman of the society, and therefore he couldn't tolerate anybody's impudence
(Begin As.....)
- (iii) Joseph and his sister came out of the bus accident unhurt.
(Begin Neither Joseph and end with hurt in the bus accident)
- (iv) When the guests arrived, the function begun.
(Begin No sooner...)
- (d) Fill in the blank spaces with the correct form of the given adjectives comparative or superlative, whichever completes the sentence correctly.
- (i) The patient says he feels _____ this morning (good)
- (ii) Who is the _____ writer in the world? (famous)
- (e) Explain the difference in meaning between the following pair (2mks)
- (a) A Mr. Gitau came to see you when you were out
- (b) Mr. Gitau came to see you when you were out

Set3

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. Imaginative composition (20mks)
EITHER
 a) Write a story starting with:
 It all started as a rumour but no one in the family took it seriously until...
 OR
 b) Write a story to illustrate the saying: "The shortest way home is not always the quickest".
2. Compulsory Set Text (20mks)
 Margaret Ogula's The River and the Source
 Drawing illustrations from Margaret Ogula's The River and The Source, write an essay proving that Akoko is at the centre of the change process in the society of the River and The Source.
3. The Optional Set Texts (20mks)
Answer any ONE of the following three questions.
 (a) Drama: Francis Imbuga's Betrayal in The City. Fighting for justice comes with a price. Discuss the validity of this statement in relation to the play – Betrayal in the City
 (b) The Novel: "The Whale Rider" – Witi Ihimaera
 "A people's tradition is their backbone". Using illustrations from "The Whale Rider" by Witi Ihimaera, write an essay in support of this statement.

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

Set4

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

1. FUNCTIONAL WRITING

(20MKS)

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

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

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

2. CLOZE TEST

10 MARKS

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

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

3. ORAL SKILLS

30 MARKS

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

The Bride.

Why do you wear that dress so white?
Why do you wear that veil so light?
Why do your young eyes shine so bright?
Is it your wedding?

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

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

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

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

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

- i) Palatial
- ii) Rejuvenation
- iii) Police

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

- i) Ridicule
- ii) Suspect

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

(4marks)

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

Mrs. Wanjau: 1mark

Joan: Hallo. Yes, this is Makutano High School. How can I help you?

Mrs. Wanjau:

2marks

Joan: I am sorry the Principal is not in at the moment. Can you leave a message?

Mrs. Wanjau: 1mark

Joan: I am Joan, a form 4 student stepping in for the receptionist who has gone out shortly.

Mrs. Wanjau: 1mark

Joan: Yes once in a while students of office practice and typing are allowed to step in for the receptionist as part of their practice.

Mrs. Wanjau:

2marks

Joan: Thank you very much. I will let the Principal know that you will call tomorrow.

Set4

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

COMPREHENSION

Read the passage below and answer the questions that follow

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

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

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

The Bush administration has fundamentally misunderstood the nature of the jihadist movement and its actions have made the threat considerably worse. The administration has hyped the threat and subordinated foreign security policy into the 'Global War on Terror.' It has relied on the wrong

tools –principally the military- and vastly overemphasized tactics at the expense of strategy. To the extent that it has a strategy for reducing the appeal of jihad, it is the ‘freedom agenda’ which has backfired. Counter terrorism requires a shift away from a foreign and security policy that makes counterterrorism the prism through which everything is evaluated and decided. It requires a policy that must go beyond uncompromising efforts to do away with those who seek to harm us today. International engagement is essential in meeting this threat since it will ensure that new terrorist recruits do not come to take the place of those that have been defeated.

(Adapted from ‘strategic Counterterrorism’ by Daniel Benjamin, Policy Paper Number 7, 2008)

Questions

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

2 Read the excerpt below and answer the questions that follow

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

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

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

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

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

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

GOVERNORS WIFE: only essentials! Quick, open the trunks! I’ll tell you what I need (*The trunks are lowered and opened. She points at some brocade dresses.*) The green one! And of course, the one with the fur trimming. Where are Niko Mikadze and Mika Loladze? I have suddenly got the most terrible migraine again. It always starts in the temples. (*Enter GRUSHA.*) Taking your time, eh? Go

and get the hot water bottles this minute! (GRUSHA runs off, returns later with hot water bottles; the GOVERNOR'S WIFE ordered her about by signs.) Don't tear the sleeves.

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

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

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

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

WOMAN WITH THE CHILD: Yes madam.

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

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

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

- a) Why does Simon thank Grusha? (2marks)
- b) Explain the sense of urgency displayed by the Adjutant. (2marks)
- c) Describe what happened immediately after this excerpt? (3marks)
- d) Identify and illustrate a character trait of each: (4 marks)
 - (i) Natella Abashwili
 - (ii) Shalva Tzereteli
- e) Identify the main theme in this excerpt. (3 marks)
- f) I hardly know if my head's still on. Where is Michael? (Rewrite this in reported speech) (2 marks)
- g) Describe the mood of the excerpt. (3marks)
- h) What is Natella's attitude towards the servants? (3marks)
- i) Identify one stylistic device used in this excerpt and comment on its effect (3marks)

3 Read the poem below and answer the question that follows

My grandmother by Elizabeth Jennings

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

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

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

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

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

4. GRAMMAR (15 MARKS)

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

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

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

- i. Shethe teachers advice in everything she did. (seek)
- ii. He has across the muddy river. (swim)
- iii. They..... in amazement. (spin)

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iv. The senator was popular for his.....character. (conscience)

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

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

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

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

e) Punctuate the following sentence (1mark)

Cherotich why do you always quarrel Paul he asked.

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

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

Set4

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. Imaginative composition (20 marks)
Either
 - a) Write a story ending with:
.... I walked home feeling sad about what had happened during the day.
Or
 - b) 'The ranking of schools during the release of the national examinations should continue.' Write a composition in support or against this statement.
2. Compulsory set text
The River and the Source by Margaret A. Ogola
A strong household is founded on strong family values. Making reference to Mark Sigu's family in Margaret Ogola's *The River and the Source*, write an essay to justify the above statement.
3. Optional text
 - a) *When the Sun Goes Down and Other stories from Africa and Beyond* by Longhorn Kenya Limited
"Alcohol abuse can have dire consequences." Write an essay in support of this statement drawing your illustrations from *Retraction* by Onjezani Kenani
 - b) *Betrayal in the City* by Francis Imbuga.

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

Set5

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

1. FUNCTIONAL WRITING

(20mks)

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

- (a) Write an **internal memo** to club officials inviting them to a meeting to plan for the function. (8mks)
- (b) Write **synopsis** of the adapted play from Margaret Ogola's The River and The Source paying particular attention to events that affect the character of Akoko, Chief Owuor Kembo and Otieno Kembo. (12mks)

2. CLOZE TEST

(10mks)

Read the passage below and fill in the gaps using the most appropriate words.

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

3. ORAL SKILLS

(30mks)

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

In a town called Irاندunwo, lived a loose talker called "Elenubere" – "sharp mouth." One day it was rumored that a man had seduced the Oba's wife. He went and said he had designed the plan by which that act was accomplished. He was taken to court and convicted of talking rubbish hence fined one pound and five shillings. He had no money and so went to prison.

But a kind farmer agreed to bail him out if he would work on his farm for five days. The next day on the way to the farm, they heard a sound in the bush. Elenubere burst out, "surely that is a horse grazing, and its left eye is blind." The farmer betted with him that if that was true he would strike off five shillings from the debt. If not, the debtor would give one extra day of work. When they reached the animal, Elenubere was proved right and so his debt was reduced.

Soon afterwards, they came across a wet spot and he claimed it was the piss of a pregnant woman. Once again, he was right and the debt was reduced. At the farm when they sat to eat, the farmer sighed three times and each time Elenubere claimed he knew what was in his thoughts. The argument that ensued led them to the king's court for a settlement. The farmer all the time was confident that he could deny whatever Elenubere would say.

Before the royal assembly, Elenubere then stated: "The first thought was: May God Almighty give long life to the king. Your second thought was: may this royal family continue to rule long in our town. And your third thought was: May God grant the king's heir who will rule after him." The whole gathering, including the farmer, affirmed saying "Amen." The could not deny lest he annoyed the king.

Elenubere got his acquittal and relief from the labour. "The mouth that commits an offence must talk itself out of punishment." The story illustrates the quoted final adage.

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QUESTIONS

- (i) State **three** things that the narrator must do in order to capture the audience's attention before beginning to tell the story.
(3mks)
- (ii) The narrator mid-way of the story telling session notices signs of inattentiveness among the audience. What are the signs of inattentiveness?
(3mks)
- (iii) How do you say Eleneubere's words, "surely, that is a horse grazing, and its left eye is blind."
(2mks)
- (iv) Give an example of a proverb that can be used to describe Eleneubere's behaviour.
(2mks)

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

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

- (i) Identify and illustrate **two** sound patterns used in the poem.
(4mks)
- (ii) Write down words from the poems that have the following sounds;
(3mks)
/ i: /
/ S /
/ D /

- (c) **Underline the stressed syllables in the following words drawn**

- (i) Surpasses
- (ii) Conquered
- (iii) Numerous

- (d) **Identify silent letters in the following words:**

- (i) Badge:.....

(ii) Sleigh:.....

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

(8mks)

ORGON: Ah, good morning, brother.

CLEANTE: I was just going. I'm glad to see you back again. There isn't much life in the countryside just now.

ORGON: Dorine – (to Cleante) a moment brother, please – excuse me if I ask the news of the family first and set my mind at rest. (To Dorine).

Has everything gone well the few days I've been away? What have you been doing? How is everyone?

DORINE: The day before yesterday, the mistress was feverish all day. She had a dreadful headache.

ORGON: And Tartuffe?

DORINE: Tartuffe? He's very well: hale and hearty: in the pink.

ORGON: Poor fellow!

DORINE: In the evening she felt faint and couldn't touch anything, her headache was so bad.

ORGON: And Tartuffe?

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

ORGON: And Tartuffe?

DORINE: Feeling pleasantly drowsy he went straight to his room, jumped into a nice warm

bed, and slept like a top until morning.

ORGON: Poor fellow!

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

much relieved?

ORGON: And Tartuffe?

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

ORGON: Poor fellow!

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

(From the Misanthrope and other Plays by Moliere)

Set5

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

Question 1: COMPREHENSION:

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

Aristotle, the father of Western critical thought, Leonardo da Vinci, Oprah Winfrey, Marie Curie, Albert Einstein, Ronald Reagan, Bill Clinton, Fidel Castro, George Bush, Julius Caesar,

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Alexander the Great, Napoleon Bonaparte, Bill Gates, Barack Obama and Uhuru Kenyatta all have one thing in common. Not that they are great men and a woman, but because all of them are left-handed!

Is there something special about being left handed? It is a question that has given rise to many myths about left handed people.

Interestingly, in a majority of cultures the world over, left-handed people are a stigmatised minority. Left is associated with femininity while right is linked to masculinity. In many of our cultures, when giving direction, we talk about the female side and male side of the road. Patriarchal structures have ways of twisting the truth to preserve masculine hegemony.

In some cultures of Africa, people view left-handedness as a sign of evil, while in Japan it can be enough reason for divorce. Many myths in our cultures in Africa regard left-handedness as something unacceptable and evil. Languages have ways of carrying these beliefs about left-handedness. In Latin, the word left is synonymous with "sinister", while in Spanish the word for left is linked with "malicious". The French word for left is synonymous with "awkward". In English, the word left comes from the Anglo-Saxon word 'luft', which means weak or broken.

The holy books have not been left out in stigmatising left-handedness. The Bible, specifically the book of Judges, associates left-handedness with war-like tendencies.

We also know of many sayings that are negative in reference to left handedness, for instance left wing and a left-handed compliment.

It is, therefore, possible to argue that left handed people are a minority that deserves attention. They suffer at the hands of right handed people who do not recognise their special needs

Some insensitive teachers are known to punish left handed children and force them to write using their right hands. It is, however, notable that in Western cultures, the discrimination of left-handed people is almost over due to the enlightenment of the society.

But what brings about left handedness? Experts remain unsure of how handedness emerges in children. However, a number of reasons have been advanced to explain why majority of people in all societies are right-handed. In terms percentage, less than 10 percent of the world population is left handed and majority of them are males.

Evolutionary theory attempts to explain this phenomenon by suggesting that during the early ages, primitive hunters needed to protect their most vital organ of the body — the heart — and their left hand was used to hold the shield. The right hand was used to hold the sword or knife and because of this it acquired greater agility, which was passed down through the generations. This theory, therefore, explains why more men would be right-handed than women. Other studies have also revealed that the left-handedness of children is an inherited trait. It is common if one parent is left-handed and more common if both parents are left handed.

An equally useful theory that tries to explain this phenomenon is the brain hemisphere theory. It postulates that the preference of using one side of the body more than the other in performing special tasks depends on which brain hemisphere is dominant. In most people, the left hemisphere controls speaking and handy work and that is why right-handedness is common. It further argues that left-handed people are controlled by the right hemisphere of the brain.

Some researchers claim that left-handed people are more intelligent and eloquent than the right-handed people. It is argued that there are more left-handed people with IQs of over 140 than right-handed people. Captivatingly, other studies reveal that left-handed people are more unlikely to suffer from disorders of the immune system.

In view of the fact that studies have found that this group of individuals comprise of intelligent and creative people, we need to revisit our curriculum in order for it to take care of their unique potentialities. We have to put in place structures that will create a learner-friendly environment for left handed children. Desks should also be designed to cater for their unique needs. Special

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pens and writing materials should be provided specifically for this group of children. More importantly, we should re-train teachers to appreciate the fact that pupils are gifted in different ways, and it is their duty to help pupils to put to use these gifts.

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

By Prof. Egara Kabaji and Dr Misigo Lushya.

Questions

- (a) Why do the writers give a long list of people who were / are left-handed? (2mks)
- (b) How are the left-handed people discriminated against in the society they live in? (3mks)
- (c) What makes left-handed people unique? (1mk)
- (d) According to the passage, why do we have fewer females being left-handed than males? (2mks)
- (e) Distinguish the functioning of the left-handed people from the right-handed ones? (3mks)
- (f) Make notes on the various ways left-handed individuals can be accommodated by the learning institutions. (4mks)
- (g) Rewrite the following sentence as instructed.
Desks should also be designed to cater for their unique needs. (1mk)
Begin: Their unique needs:
- (h) Explain the meaning of the following words as used in the passage. (2mks)
 - (i) Agility:.....
 - (ii) Hemisphere:.....
 - (iii) Postulates:.....

Question 2: Caucasian Chalk Circle – Bertolt Brecht.

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

- INKEEPER: Your worship, it's a question of the family honour. I wish to bring an action on behalf of my son, who's away on business on the other side of the mountain. This is the offending stable man, and here is my daughter in law.
(Enter the Daughter in law, a voluptuous wench. She is veiled)
- AZDAK: (Sitting down): I accept (sighing, the Inkeeper hands him some money). Good. Now the formalities are disposed of. This is a case of rape?
- INKEEPER: Your honour, I caught the fellow in the act. Ludovica was in the straw on the stable floor.
- AZDAK: Quite right, the stable. Lovely horses! I especially liked the little roan.
- INKEEPER: The first thing I did, of course, was to question Ludovica. On my son's behalf.
- AZDAK: (Seriously) I said I specially liked the little roan.
- INKEEPER: (Coldly): Really? Ludovica confessed the stableman took her against her will.
- AZDAK: Take your veil off: Ludovica (she does) Ludovica, you please tell the court. Tell us what happened.
- LUDOVICA: (Well schooled). When I entered the stable to see the new foal the stableman said to me on his own accord, "It's hot today!" and laid his hand on my left breast. I said to him, "Don't do that!" But he continued to handle me indecently, which provoked my anger. Before I realized his sinful intentions, he got much closer. It was all over when my father-in-law entered and accidentally trod on me.
- INKEEPER: (explaining) On my son's behalf.
- AZDAK: (to the stableman). You admit you started it?
- STABLEMAN: Yes
- AZDAK: Ludovica, you like to eat sweet things?
- LUDOVICA: Yes, sunflower seeds.
- AZDAK: You like to lie a long time in the bathtub?

LUDOVICA: Half an hour or so.

Questions

- (a) Explain what happens before this excerpt. (3mks)
- (b) "I accept." Explain what is implied by this statement. (2mks)
- (c) "Your honour, I caught the fellow in the act." Identify and explain one theme that can be deduced from the statement. (3mks)
- (d) "(Sighing, the innkeeper hands him some money.) Good now the formalities are disposed of." What turns out to be ironic about this statement? (3mks)
- (e) Who is the public prosecutor in this case? (1mk)
- (f) Why do you think Azdak asks Ludovica to remove her veil? (2mks)
- (g) Describe any other **three** cases adjudicated by Azdak. (3mks)
- (h) Basing your answer on the excerpt, identify and illustrate any **two** character traits of Ludovica. (2mks)
- (i) Identify an instance of humour used in the excerpt. (2mks)
- (j) Give the meaning of the following words as used in the excerpt. (2mks)
 - (i) Roan:.....
 - (ii) Stable:.....

Question 3: POETRY

Read the poem below then answer the questions that follow.

Riding Chinese Machines

There are beasts in this city
they creak and they crank
and groan from first dawn
when their African-tongued masters wake
to guide them lax and human-handed
through the late rush
when they're handled down and un-animated
still as we sleep, towering or bowing
always heavy

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

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

Questions

- (a) Briefly describe what the poem is about. (3mks)
- (b) Explain how the poet feels towards the beasts in the city. (2mks)
- (c) Identify **two** poetic devices employed by the poet in the poem. (4mks)

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- (d) Explain the irony of the type of development described in the poem (3mks)
 (e) Explain the meaning of the following lines in the poem. (4mks)
 i) When their African-tongued masters wake to guide them.
 ii) The lions investigate and buried marvel rumbles squeezed for progress.
 (f) Identify and explain one theme tackled in the poem. (2mks)
 (g) Explain the significance of the title to the poem. (2mks)

Question 4: Grammar (15 Marks)

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

Set5

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

Answer THREE questions only

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

Either

- (a) Write a story ending with the following words:
'The experience left a permanent scar in my heart.'

Or

- (b) Write a composition justifying or refuting this statement:
 "The Government is justified in its plan to provide laptops to pupils in class one."

2. Novel (Compulsory)

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

3. Optional Set Texts

Either

(a) Short Stories, When the sun Goes Down and other stories.

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

OR

(b) Drama, Francis Imbuga, Betrayal in the City.

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

OR

(c) The Novel, Witi Ihimaera, The Whale Rider.

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

Set6

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

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

2. **CLOZE TEST**

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

3. **ORAL SKILLS**

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

A BAREFOOT BOY

A barefoot boy! I mark him at his play...
For May is here once more, and so is he,...
His dusty trousers, rolled half to the knee,
And his bare ankles grimy, too, as they:

Cross-hatchings of the nettle, in array
 Of feverish stripes, hint vividly to me
 Of woody pathways winding endlessly
 Along the creek, where even yesterday
 He plunged his shrinking body – gasped and shook
 Yet called the water ‘warm’ with never lack
 Of joy. And so, half enviously I look
 Upon this graceless barefoot and his track,...
 His toe stubbed..., his big toe-nail knocked back
 Like unto the clasp of an old pocketbook.

- i) Identify and illustrate two devices that make the poem musical. (2mks)
- ii) How would you effectively recite line 13 of this poem? (2mks)
- iii) Which word would you stress in line 12? Give a reason. (2mks)
- b) One of the features in listening skills is maintaining a meaningful eye-contact with the speaker. Why do you think it is important to do so? (3mks)
- c) Consider the following oral literature item.
 Mi moet moet a moita (There is a wound in a calf’s stomach)
 - i) Classify the above genre (1mk)
 - ii) Identify and illustrate two features of sound in the above genre. (2mks)
 - iii) Explain what is lost if the item above is translated from its original language. (2mks)
- iv) Give one role of the above item (1mk)
- d) Underline the silent letter(s) in the following words (3mks)
 - i) sword
 - ii) debris
 - iv) grandmother
 - iv) bouquet
 - v) victual
 - vi) corps
- e) Which is the odd one out in the following groups of words based on the underlined sounds? (3mks)

a) <u>beer</u>	<u>bare</u>	<u>bear</u>	<u>pair</u>
b) <u>tough</u>	<u>giraffe</u>	<u>dough</u>	<u>photograph</u>
c) <u>honest</u>	<u>honour</u>	<u>heifer</u>	<u>heir</u>
- f) For each below, provide another that is identical in pronunciation. (4mks)
 - i) clue
 - ii) sole
 - iii) board
 - iv) tear
- e) Imagine you are the leader of a discussion group in your class. How would you ensure that the discussion is fruitful. (5mks)

Set6

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

COMPREHENSION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"I shall leave this house."

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

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

Questions

- i) Why does Akosua smile nervously when Kwame offers her fifty pounds to start a small business of her own? (2mks)
- ii) Explain the effect of Akosua's silence on Kwame? (2mks)
- iii) In not more than 60 words, summarize the reasons for Kwame's intention to marry another wife.
- v) Identify a statement from the passage which proves that Kwame was ashamed of the action he was about to take. (1mk)
- vi) What is Kwame Asante's burning ambition? (1mks)
- vii) Rewrite the following sentence in reported speech
'Did you consult your friends before you married me ten years ago?' Akosua asked Kwame. (1 mks)
- viii) Give an instance of irony in the passage. (2mks)
- ix) 'It is a grave to bury women alive whilst you men dance to the tom-tom on top of the grave.' Explain the meaning of this statement. (2 marks)
- x) What is Kwame's attitude towards women? (2mks)
- xi) Explain the meaning of the following words and phrases as used in the passage. (3 mks)
 - a) Disinfecting
 - b) The words cut like a whip
 - c) Impertinent

LITERARY APPRECIATION:

The Caucasian Chalk Circle

Read the following excerpt and answer the questions that follow.

- Grusha: Hide him. Quickly! The Ironshirts are coming! I laid him on your doorstep. But he isn't mine. He's from a good family.
- Peasant Woman: Who's coming! What Ironshirts?
- Grusha: Don't ask questions. The Ironshirts that are looking for it.
- Peasant Woman: They've no business in my house. But I must have a little talk with your, it seems.
- Grusha: Take off the fine linen. It'll give us away.
- Peasant Woman: Linen, my foot! In this house I make the decisions! "You can't vomit in

my room!" Why did you abandon it? It's a sin.

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

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

Grusha: They're after the baby.

Peasant Woman: Suppose they come in!

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

Peasant Woman: Yes.

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

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

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

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

Grusha: You must be firm.

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

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

Peasant Woman: Yes.

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

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

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

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

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

Peasant Woman: Yes.

Grusha: Look! They're coming!

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

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

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

Corporal: Or maybe you imagined I looked at you unchastely? Like there could be something between us? A carnal glance, know what I mean?

Grusha: I didn't see it.

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

(a) Give reasons that motivate Grusha to leave Michael at the peasant woman's doorstep. Answer in note form (4 mks)

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

ORAL LITERATURE

The Man, His Son and The Squirrel

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

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

The chief said, "This is a lie. He is not his son. If he is his son, then let him come that I can see." Then the headman arrived in town. The chief gave his sons horses worth ten pounds. He said, "Go and join the son of the headman. Have a race. When you finish give these horses away" (forcing him to do the same). They did it and they returned. the next day, the chief again gave them horses worth ten pounds. They did as the day before. They did it five times. They ran out of horses. Then the chief said, "Indeed, it is his son I have run out of horses. If it weren't his son, he wouldn't agree to let him give his own horses away to match the presents." Then the chief summoned his daughter. The Gralladima brought his to help. The Madaki also gave, and the Makama gave. Altogether, four wives. The chief gave a big house. The headman came and brought twenty concubines and gave to his son. There was continuous feasting.

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

Questions

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

GRAMMAR

A. Rewrite the following sentences as instructed.

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

B. Rewrite the following sentences correcting the errors.

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

C. Fill in the blanks with the appropriate prepositions.

- (i) He was chargedforging property inheritance document. (1 mk)
- (ii) Kamau dealsgroceries. (1 mk)

D. Give two meanings from the sentence below.

"Did you see the girls with a telescope?"

(1 mk)

E. Use the correct form of the words in the brackets to fill in the blanks.

- (i) The couple has applied for a divorce overdifferences. (reconcile). (1 mk)
(ii) That matter is highly(contest) in a court of law. (1 mk)

Set6

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. Imaginative Composition

- (a) Write an interesting composition ending with ... I trudged wearily and regretted why I left home without permission. (20 mks)

Or

- (b) Write a story to illustrate the saying "Opportunity seldom knocks twice." (20 mks)

Compulsory:

2. The River and The Source

(20 mks)

"A woman is the driving force in the society." Prove the validity of this statement basing your argument on the text The River and the source by Margaret Ogola.

3. Betrayal in the city

"Corruption is the cancer that alls African countries." Justify this statement drawing illustrations from Francis Imbuga's 'Betrayal in the City'. (20 mks)

Set7

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

1. Assume you are Grusha. Write a private journal you would prepare to keep the following experiences memorable.

- (i) The day Governor Abashwili was beheaded.
(ii) The day you arrived at your brother's place, Lavrenti, in the Northern Mountain.
(iii) The day your fiancé, Simon Shashava, came in search of you once the war is over.

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

- 2. As Kenya celebrates two years f devolution, today is a moment of serious __1__ and of sharing information on the achievement reached in the __2__ of county policies, the challenges __3__ National values and principles of governance. Kenya is __4__ with the implementation of constitution that has been**

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__5__ globally as one of the most __6__ constitutions in Africa.
 However, we have witnessed attempts to __7__ back the cloth through enactment of National legislation __8__ tends to recentralize and claw back some devolved functions going __9__ the spin of constitution. The __10__ for devolution was all about devolving exercise of state power and resources.

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

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

- (i) How is rhythm achieved in the oral poem? (3 marks)
 (ii) How would you say the idiophone in the poem? (3 marks)
 (b) Provide another word that is identical in pronunciation as the words in boldface in the sentences below. (6 marks)
 (i) Why did the idle bridal party groan?
 (ii) The beer caught the whale
 (c) Underline the syllable you would stress in the words in bold face in the following sentences.
 (i) Did the **suspect** **suspect** the policeman had been bribed?
 (ii) Why did the workers **refuse** to collect the **refuse**?
 (iii) The government has invented new means of **transport** to **transport** goods.
 (iv) The government is not **content** with the **content** of the letter.
 (v) Are you fit to **contest** for the marathon **contest**?
 (d) You are invited by a neighbouring school to debate on the motion 'Gender balance in the parliament is paramount'. As the secretary of the Debating club in your school you are elected with a few other members to represent the club.
 Explain what you would do to make your presentation successful. (6 marks)
 (e) **Read the following conversation and answer the questions that follow.**

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

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

Morris: (Shouting and banging the teacher's table) Shut up! This is my pair of trousers.
Mrs. Juma: (Looks at the trouser keenly and sees the admission number.) This is a form one's admission number. I will suspend you with immediate effect.
Morris: (Glaring at the teacher) Okay!
Mrs. Juma: Thank you captain for being competent. Morris, Let us meet at the principal's office.
John: Thank you Mrs. Juma.

- a) Cite incidents of lack of etiquette in the above conversation. (3 marks)
b) How should have Morris interrupted politely? (2 marks)

Set7

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

1. COMPREHENSION

Read the passage below and answer the question that follow.

The career market is full of opportunities. Gone are the days when they had "eitheror" career choices. The times when women, for example, chose between only nursing, teaching and secretarial work are long gone. The explosion in communication technology, and the liberalization and globalization of the world economy, has ensured that there is no longer a dearth and career choices. Today, colleges and universities offer a wide range of training opportunities to high school graduates. This has made choosing a career an involving process. It has also given rise to the need for career counseling.

When choosing a career, whether you have the help of a career counselor or not, there are several factors that you should consider. These include your abilities or talents, your interests, your priorities, and the available opportunities in the job market.

The skills required in a particular career and the ability to gain them through education must be considered when choosing careers. Becoming a doctor, for instance, requires extensive education and training and many years of educational commitment. In addition to the compulsory subjects, the academic background required for this career is good grades in chemistry and biology at secondary level. If your ability in these subjects is just average, you would be overstressing your luck to enroll for Bachelor of Medicine degree course.

In the past, students have chosen to pursue training in engineering even when their ability to handle physics and mathematics was low. This, in many cases has made them drop out of the class mid-course. The waste of time and resources would have been avoided if they had considered a career that did not require the ability to handle mathematics and physics well.

There are times people have been driven to choose a particular career because of the salary and prestige associated with jobs in that field. At times, the desire to take courses comes from within the individual, but most times, individuals feel pressured by peers or family to take certain course. Joining a career in which you have no interest is a recipe for dull life since you will spend most of your working hours doing something you do not like. Your career does not necessarily have to be your passion, but it should not bore you to death either. You can work out your interest by

identifying the subjects you enjoy most at school, or the topics that are of interest to you and for which you take the initiative to read on your own.

It is true that many young people are attracted more by the social mobility that the job might provide than by their interest in the career. However, research has found that money does not play as big role in job satisfaction as many people think. Of course we all have to make a living, but if you do not like your job, it does not matter how much you get paid to do it. What does matter is how well a career choice matches your value. If you value variety, collaboration and creativity, for example, you would not find job satisfaction in a career where you are working alone and doing the same thing every day.

The availability of jobs in a particular field should also be a factor in choosing a career. This should be considered alongside the skills and education sought in a given field. Most times, highly competitive fields require more education but may not pay well. When there are many applicants for a particular position, unique personality traits become added benefit. However, in fields where there are fewer applicants than the positions available, the pay may be more and the job may require less education.

Nevertheless, one should not be discouraged by the scarcity of employment positions because institutions of higher learning now emphasize that they are not simply training people to get out and look for jobs. They are training people to get out and create jobs.

Therefore, the availability of job opportunities is not necessarily limited to the presence of employers. It also encompasses opportunities for self-employment which everyone is free to explore.

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

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

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

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

GRUSHA: He's mine.

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

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

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

AZDKA: The court takes note of that.

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

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

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

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

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

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

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

Questions

- a) Recount the circumstances that lead to the events in the passage above. (4 marks)
- b) In note form, summarize the points in the argument that the first lawyer gives in favour of Natella Abashwili. (4 marks)
- c) After Grusha gives her argument, the first lawyer thinks that she weakened her own case. Why? (1 mark)
- d) Identify one character trait of the following as revealed in the passage
 - i) Natella Abashwili (2 marks)
 - ii) Grusha (2 marks)
- e) Explain two main themes dealt with in the passage. (4 marks)
- f) Give the meaning of "I don't look out for my own comfort." (1 mark)
- g) Identify two stylistic devices employed by the playwright. (4 marks)
- h) Give two meaning of the word honor. (2 marks)

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

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

"Sympathy"

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

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

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

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

Questions

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

4. GRAMMAR

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

- (i) Canadian goose are creating crisis south of their usual range (replace the underlined words with their plural forms.)
- (ii) Kenyan oil was used by the colonialists in the manufacture of candles . (Write in the active voice.)
- (iii) You should not walk out of the house at night under any circumstances. (Begin: Under no circumstances.....)
- (iv) The television comes with a full two-year warranty. (replace the underlined word with a word that means the same)
- (v) In the 16th century, Shakespeare wrote many plays. (Underline the adverbial phrase)

Set7

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

ANSWER THREE QUESTIONS ONLY

1. Imaginative composition (Compulsory) (20 marks)
 - Either**
 - a) Write a story ending with "As he was led to prison to start his term, Kamau let out a groan of pain wishing he had not involved himself in corrupt deals.
 - Or
 - b) Write a composition to illustrate the proverb/saying "The days of a thief are numbered."
2. The compulsory Set Text (The Novel)
 - "The River and the Source" by Margaret Ogola. (20 marks)
 - "Despite good parenting, children can sometimes be a disappointment". Using Elizabeth and Mark children, write an essay in support of this statement.
3. The Optional Set Texts
 - Answer any one of the following questions.**
 - Either**
 - a) The Short Story.
 - Iliera and Olembo (Ed) "When the Sun Goes Down and Other stories" (20 marks)
 - People encounter many problems in search for greener pastures. With examples from Seti Atta Short Story "Twilight Trek".
 - Write an essay in support of this statement.
 - Or
 - b) Drama

Francis Imbuga "Betrayal in the City"

(20 Marks)

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

Or

Witi Ihimaera 'The Whale Rider'

(20 Marks)

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

Set8

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

FUNCTIONAL WRITING:

- (a) The performance of the Business Studies as a subject has been declining in the KCSE examination, in your district for last four years. Imagine you are the patron of the Commerce and Business Studies club in your school and is concerned about the decline in the performance. Design a questionnaire that you would use to gather the information you require to tackle the problem. (12 marks)
- (b) Your club has come up with a school magazine that is designed to help boost students' performance in the above subject. Advertise the magazine. (8 marks)

2. CLOZE TEST:

Fill in each of the blank spaces in the passage below with the **most appropriate** word. (10 marks)

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

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

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DOES IT MATTER?

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

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

Does it matter? – those dreams from the pit?
You can drink and forget and be glad,
And people won't say that you are mad,
For they will know you've fought for your country,
And no one will worry a bit.

Questions

- (i) Write the rhyme scheme of the poem. (2 marks)
- (ii) How has rhythm been achieved in the poem? (3 marks)
- (iii) Which lines would you stress most if you were to say this poem aloud and why? (3 marks)
- (b) In the following sets of words identify the underlined speech sound that is odd. (4 marks)
- (i) Gene, Judge, June, Gore _____
- (ii) Exhort, Exist, Exile, Exhibit _____
- (iii) Joy, Just, Gaoler, Gate _____
- (iv) Ambush, Amass, Amoeba, Amaze _____
- (c) You are chosen by your school to represent them in inter-schools public speaking. Explain how you will prepare to win their confidence in you and bring home a winning trophy for the school. (6 marks)
- (d) If you went out to research without an audio-visual device, what aspects of performance might you miss when collecting an oral literature material? (4 marks)
- (e) Read the following telephone conversation between Pato and the secretary, and then answer the questions that come after it.

PATO: I am and want to speak with the manager.

SECRETARY: Why? What do you want with him?

PATO: That is none of your business. I want to speak with the manager now.

SECRETARY: He is not in. Say what you wanted and I will tell him.

PATO: Why are you wasting my time? Tell him to call me.

SECRETARY: How will he reach you? What is your telephone.....
(phone is disconnected).

Questions:

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

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

Set8

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

1. **COMPREHENSION:**

Read the following passage and answer the questions that follow:

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

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

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

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

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

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

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

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

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

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

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

From Daily Nation 20th May 2013.

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

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

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

Rough copy

Fair copy

- (h) Explain the meaning of the following words as used in the passage. (3 marks)
 - (a) Surge:
 - (b) Interview jitter.
 - (c) Habitually

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

Bertolt Brecht: The Caucasian Chalk Circle

AZDAK: Listen! Am accused instigating war? Ridiculous! Am saying ridiculous!

That enough? If not, have brought lawyers. Believe five hundred.

(He points behind him, pretending to be surrounded by lawyers) requisition all available seats for lawyers! *(The IRONSHIRTS laugh: the FAT PRINCE joins in).*

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

FIRST IRONSHIRT: Lets go!

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

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

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

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

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

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

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

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

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

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

AZDAK: Agreed. Command you proceed with trial!

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

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

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

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

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

AZDAK: Really? Told nothing but truth.

FAT PRINCE: Hang him! Hang him!

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

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

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

- (a) "am accused instigating war?" Explain the circumstances that led the speaker to say these words. (2 marks)
- (b) Why do you think the nephew is reluctant to try the case? (2 marks)
- (c) Explain who according to the extract is responsible for instigating the war. (2 marks)
- (d) Discuss at least two dominant themes in this extract. (4 marks)
- (e) Identify and illustrate two character traits of Arsen Kazbeki as brought out in this extract. (4 marks)
- (f) Pick out two stylistic devices and comment on their effectiveness. (6 marks)
- (g) Explain the ironic twist that takes place in this extract. (2 marks)
- (h) Rewrite the following sentences according to the instructions given after each. (3 marks)
- (i) I find it rather unusual. (Add a question tag)
- (ii) Defendant, preserve the dignity of the law.
(Rewrite in the passive).

- (iii) "It is not your place to command me."
(Rewrite in indirect speech.)

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

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

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

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

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

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

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

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

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

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

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

The hyena rubbed his eyes, ambled after the disappearing calf and soon fell down in exhaustion. He looked up again to the heaven, tried to speak but no words came. Hyenas have never been able to speak ever since.....

- (a) Categorise this narrative and give a reason for your classification. (2 marks)
(b) Identify and explain two characteristics of oral narratives evident in this story. (4 marks)
(c) Describe **two** character traits of the hyena as depicted in the narrative. (4 marks)

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

4. GRAMMAR:

- (a) Rewrite the following sentences according to the instructions given. (3 marks)
 - (i) Is there life after death or not? This is a question which man has been asking himself for a very long time.
(Rewrite beginning: The question of Do not use the word question twice).
 - (ii) I don't think you should go out this afternoon.
(Rewrite beginning: I'd rather.....)
 - (iii) After a new principal was appointed, results began to improve.
(Rewrite beginning: Subsequent.....)
- (b) Put the verbs in brackets in the gerund or the to-infinitive. (3 marks)
 - (i) I can't imagine Peter _____ (go) by bike.
 - (ii) He agreed _____ (buy) a new car.
 - (iii) I look forward to _____ (see) you at the weekend.
- (c) Explain the difference in meaning between the following pairs of sentences. (2 marks)
 - (i) She went and bought herself a skirt.
 - (ii) She went and bought a skirt herself.
- (d) Fill in the blank spaces in the following sentences with the right form of the word in brackets. (3 marks)
 - (i) We must provide _____ improvements in health services. (demonstrate)
 - (ii) I had never _____ a marathon before. (run)
 - (iii) The prices at the market were quite _____ (negotiate)
- (e) Supply a question tag to each of the following. (2 marks)
 - (i) You will see the doctor,
 - (ii) They had bought the house,
- (f) Replace the underlined words with a single word. (2 marks)
 - (i) My father is a very old man of between eighty and ninety years of age.
 - (ii) He bought books, pens, envelopes and a writing pad.

Set8

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

Answer three questions only.

IMAGINATIVE COMPOSITION (COMPULSORY)

Either

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1. (a) Write a composition that ends with thank goodness, it was only a horrible dream!
OR
(b) Write a story to illustrate the saying: "One word is enough for the wise."
2. **COMPULSORY SET TEXT: (20 MARKS)**
THE RIVER AND THE SOURCE, BY MARGARET OGOLA
"Akoko is the embodiment of change." Discuss the validity of this statement, using illustrations from The River and The Source.
3. **OPTIONAL SET TEXTS:**
(a) **WHEN THE SUN GOES DOWN AND OTHER STORIES FROM AFRICA AND BEYOND.**
"Colonialism is a vice that the whole world should rise up against as it brings untold suffering to the colonized." Affirm this statement, making close reference to Jane Katijavivi's story, White Hands. (20 marks)
(b) **DRAMA, FRANCIS IMBUGA, BETRAYAL IN THE CITY.**
"Absolute power corrupts absolutely." Basing your answer from the play, Betrayal in The City, show the validity of this statement. (20 marks)
(c) **THE NOVEL, THE WHALE RIDER, WITI IHIMAERA.**
"Witi Ihimaera uses humour to tackle important and serious matters in the novel. Citing adequate illustrations from The Whale Rider, Justify this assertion." (20 marks)

Set9

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

1. **FUNCTIONAL WRITING (20 marks)**
You are the Dean of Studies in your school. The Principal reminds you about the bench-marking visit to Masomo Bora National School by some students and teachers. The Principal writes you a reminder. The bench-marking is expected to take three days.
(a) Write the reminder that the Principal might have written to you. (12 marks)
(b) Prepare a diary for the three days. (8 marks)
2. **CLOZE TEST (10 marks)**

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

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

3. ORAL SKILLS

(30 marks)

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

The Seed Shop

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

In this brown husk a dale of hawthorn dreams,
A cedar in this narrow cell is thrust
That will drink deeply of a century's streams,
These lilies shall make summer on my dust.
Here in their safe and simple house of death,
Sealed in their shells, a million roses leap;
Here I can blow a garden with my breath,
And in my hand a forest lies asleep.

- (i) Describe the rhyme scheme of this poem. (2 marks)
- (ii) What is the effect of rhyme in the poem? (1 mark)
- (iii) Giving **one** example, show how else the poet has achieved the effect in (ii) above? (2 marks)
- (iv) Which word would you stress in the last line of stanza one and why? (2 marks)

(b) A flea and a fly flew up in a flue.

Said the flea, "Let us fly!"

Said the fly, "Let us flee."

So they flew through a flaw in the flue.

- (i) Identify the genre above. (1 mark)
- (ii) Identify and illustrate the dominant sound pattern in the genre above. (2 marks)
- (c) Two friends, Mutunga and Mutiso, have a debate. Mutunga strongly feels that a man should marry more than one wife. Mutiso, on the other hand, argues that a man should only marry one wife. Advise them on **five** things they should do in order to disagree in an agreeable manner so that their conversation does not degenerate into a quarrel. (5 marks)
- (d) For each of these **two** words, make **two** sentences of each to bring out the **difference** in their meaning. (4 marks)

- (i) Beat .
(ii) Produce.
- (e) Provide a word that is pronounced the **same way** for each of the words below. (5 marks)
- (i) Bean: _____
(ii) Lichen: _____
(iii) Kernel: _____
(iv) Mere: _____
(v) Cue: _____
- (f) You are invited as a motivational speaker to give a talk to a group of people.
- (i) State **three** factors about the audience that you must consider before giving the speech. (3 marks)
- (ii) State **three** factors the listener ought to observe in order to gain from the speech. (3 marks)

Set9

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

Question 1: COMPREHENSION

(20 marks)

Read the passage below and answer the questions that follow.

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

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

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

Spirituality is more of a need than a right which is why spiritually deprived children develop a vacuum that renders them vulnerable to psychological **turmoil**: in contemporary society, parents are very committed to meet the material and intellectual needs of their children. Many parents ensure their children attend the best schools, have access to fantastic of health and recreational services but fail to inculcate spirituality.

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

Any spirituality that children are **naturally endowed** with cannot flourish unattended. In most cases it is **deflated** as they encounter material and unjust cultures that also devoid of proper role models. Spirituality must therefore be inculcated by parents from the early years. If not, the vacuum is filled by whatever the world has to offer, good or bad. In an attempt to

impart spirituality, some parents introduce complicated theological facts leading to rather than reducing the child's anxiety about life. Ideally introduction of spiritual matters should be age appropriate.

Questions

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

Question 2: THE CAUCASIAN CHALK CIRCLE

Read the excerpt and answer the questions that follow.

(25 marks)

- GRUSHA: Noon time is meal time. Now we'll sit hopefully in the grass, while the good Grusha (to the CHILD): goes and buys a little pitcher of milk. *(She lays the CHILD down and knocks at the cottage door)*
- OLD MAN: Milk? We have no milk. The soldiers from the city have our goats. Go to the soldiers if you want milk.
- GRUSHA: But grandfather, you must have a little pitcher of milk for baby?
- OLD MAN: And for a God-bless-you, eh?
- GRUSHA: Who said anything about a God-bless-you? *(She shows her purse.)* We'll pay like princes. "Head in the clouds, back-side in the water." *(The peasant goes off, grumbling, for milk.)* How much for the milk?
- OLD MAN: Three piasters. Milk has gone up.
- GRUSHA: Three piasters for this little drop? *(Without a word he old man shuts the door in face).* Michael, did you hear that? Three piasters! We can't afford it! *(She goes back, sits down again, and gives the CHILD her breast).* Suck. Think of the three piasters. There's nothing there, but you think you're drinking, and that's something. *(Shaking her head, she sees that the child isn't sucking any more. She gets up, walks back to the door, and knocks again).* Open grandfather, we'll pay. *(softly).* May lightning strike you! *(When the OLD MAN appears).* I thought it would be half a piaster. But the baby must be fed. How about one piaster for that little drop?
- OLD MAN: Two
- GRUSHA: Don't shut the door again. *(She fishes a long time in her bag).* Here are two piasters. The milk better be good. I still have two days' journey ahead of me. It's a murderous business you have here – and sinful, too!
- OLD MAN: Kill the soldiers if you want milk.

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

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

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

- (a) Explain what happens immediately before this excerpt? (3 marks)
- (b) As Grusha's Vashnadze went Northwards, the princes Iron shirts went after her. Using the excerpt and elsewhere from the text, explain the importance of this mission to the soldiers. (3 marks)
- (c) What is the attitude of the Old man towards the soldiers? (2 marks)
- (d) Explain **two** character traits of Grusha as brought out in the excerpt. (4 marks)
- (e) What is the significance of the song in the excerpt? (2 marks)
- (f) Identify and explain **two** stylistic devices used in the excerpt. (4 marks)
- (g) It is a murderous business you have here and sinful too. (Add a question tag). (1 mark)
- (h) Identify and illustrate **two** themes evidently brought out in the excerpt. (3 marks)
- (i) Give the meaning of the following statements as used in the passage. (3 marks)
- (i) This is an expensive joke
 - (ii) And for a God-bless-you, eh!
 - (iii) Blood hounds.

Question 3: ORAL POETRY

(20 marks)

Read the narrative below and answer the questions that follow.

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

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

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

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

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

Ha, I am tired too, come to think of it. God gave us pretty strong senses of smell, generous old ...man. Still I do think some people tend to exaggerate now who was it saying the other day 'at! God is the giver of everything and we should be grateful? O.K. Tell me, did God give this calf? Did you God? I found it myself, smelled my way there, all the way. Nice calf too, rather think but it will do. I'll take the head home and make soup with herbs. I especially like 'muthathii', and I see one over there.

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

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

The hyena rubbed his eyes, ambled after the disappearing calf and soon fell down in exhaustion. He looked up again to the heaven, tried to speak but now words came.

Hyenas have never been able to speak ever since

Questions

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

Question 4: GRAMMAR

(15 marks)

- (a) Rewrite each of the following sentences **according to the instructions** given after each. (3 marks)
 - i) The principal advised the students to consider the consequences of their behaviour.
(Rewrite in direct speech)
 - ii) We can save time by getting to class before the bell goes. (Begin: Time)
 - iii) It is bad manners to smoke in a crowded place. (Rewrite using a gerund).
- (b) Using the words in **brackets**, complete the following sentences with the **most appropriate** phrasal verb. (3 marks)
 - (i) I was _____ by his childish behaviour during the academic parade. (take).
 - (ii) The new students could not _____ their way to the dormitory. (make)
- (c) Fill in the blank spaces using the **correct form** of the word. (3 marks)
 - (i) She could not stand the _____ (vulgar) of his actions.
 - (ii) The criminals _____ (scandal) behaviour in court appalled to the judge.
 - (iii) He walked _____ (caution) since the floor was wet.
- (d) Complete each of the following sentences **by filling** the blank spaces with the **correct preposition**. (2 marks)
 - (i) Power went off; we had to see _____ the light of a tin lamp.
 - (ii) On Saturday, our football team won because the spectators cheered _____.
- (e) Choose the **best alternative** to complete the following sentences. (2 marks)
 - (i) Walter and _____ (me, I) wrote the article.
 - (ii) How can you be so sure it was _____? (they, them)
- (f) **Replace the underlined word** with a **gender neutral** one.
The foreman arrived late and delayed the construction.
- (g) Explain the **ambiguity** in this sentence. (2 marks)
We saw her duck.

Set9

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. **IMAGINATIVE WRITING (COMPULSORY).**

EITHER

- (a) Write a story beginning with the words; The whole neighbourhood was full of shouts ...(20 marks)
- OR**
- (b) "The banning of schools' ranking in the K.C.S.E. performance was long overdue." Write a composition to validate the statement. (20 marks)

2. **THE COMPULSORY SET TEXT**

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

The Western culture has totally changed the African traditions.

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

3. **THE OPTIONAL SET TEXT**

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

EITHER

(a) **The Short Story**

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

OR

(b) **Drama**

Francis Imbuga, Betrayal in the City.

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

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

OR

(c) **The Novel**

Witi Ihimaera, The Whale Rider.

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

Set10

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

1. **FUNCTIONAL SKILLS.**

(20mks)

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

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

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

2. **CLOZE TEST**

(10mks)

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

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

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

3. **ORAL SKILLS**

(30mks)

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

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

Questions

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

- a) Why do sinners way prosper?
- b) Disappointment all | endeavor end?

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

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

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

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

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

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

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

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

4. You attend a public lecture on how to prevent cheating in exams on a very hot afternoon. How would you ensure you pay attention despite the heat and congestion? (3mks)

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

(i) Change, chic, chauvinist

(ii) Stir, word, star

Set10

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

Question 1: COMPREHENSION:

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

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

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

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

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

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

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

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

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

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

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

In a career that saw him working closely with Apa Pant, Julius Nyerere, the late Joseph Murumbi and the legendary lawyer Dennis Prit; there were probably more highs than lows. Today, as Mr. Kapila plays either golf or the sitar, some of his greater passions, he should reminisce about tales to tell his daughters-in-law Naseem and Karan who proudly refer to him as "papa" – about the long and eventful journey his whole life has been.

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

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

CIUGU MWAGIRU

From The Daily Nation, 22nd March, 1998

Questions

- (a) Name the greatest award that a lawyer can get from his colleagues in this country. (1mk)
- (b) Who was the first lawyer to get this award? (1mk)
- (c) Describe Kapila's character as depicted in this passage. (4mks)
- (d) Why does the author think that in Kapila's career there were probably more highs than lows? (4mks)
- (e) Describe the author's attitude towards Kapila. (2mks)
- (f) Identify one simile in this passage and explain its meaning. (2mks)
- (g) Comment on Kapila's statement "Now my life is complete." (2mks)
- (h) Give the meaning of the following words and phrases as used in the passage. (4mks)
 - (i) Memoirs:.....
 - (ii) Salient:.....
 - (iii) Even doing time at Kamiti prison:
 - (iv) Prime:.....

Question 2: THE CAUCASIAN CHALK CIRCLE

(25MKS)

Read the following excerpt and answer the questions that follow.

- OLD MAN: Milk? We have no milk. The soldiers from the city have our goats. Go to the soldiers if you want milk.
- GRUSHA: But grandfather, you must have a little pitcher of milk for baby?
- OLD MAN: And for a God-bless-you, eh?
- GRUSHA: Who said anything about a God-bless-you? *(She shows her purse.)* We'll pay like princes. "Head in the clouds, back-side in the water." *(The peasant goes off, grumbling, for milk).* How much for the milk?
- OLD MAN: Three piasters. Milk has gone up.
- GRUSHA: Three piasters for this little drop? *(Without a word the old man shuts the door in her face).* Michael, did you hear that? Three piasters! We can't afford it! *(She goes back, sits down again, and gives the CHILD her breast).* Suck. Think of the three piasters. There's nothing there, but you think you're drinking, and that's something. *(Shaking her head, she sees that the child isn't sucking any more. She gets up, walks back to the door, and knocks again).* Open grandfather, we'll pay. *(softly).* May lightning strike you! *(When the OLD MAN appears).*
- I thought it would be half a piaster. But the baby must be fed. How about one piaster for that little drop?
- OLD MAN: Two!
- GRUSHA: Don't shut the door again. *(She fishes a long time in her bag).* Here are two piasters. The milk better be good. I still have two days' journey ahead of me. It's a murderous business you have here – and sinful, too!
- OLD MAN: Kill the soldiers if you want milk.
- GRUSHA: *(giving the CHILD some milk):* This is an expensive joke. Take a sip, Michael, it's a week's pay. Around here they think we earned our money just sitting on our behinds. Oh, Michael, Michael. You're a nice little load for a girl to take

on! (*Uneasy, she gets up, puts the CHILD on her back, and walks on. The OLD MAN, grumbling, picks up the pitcher and looks after her unmoved.*)

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

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

- (a) Explain what happens immediately before this excerpt? (3mks)
- (b) From the above extract, what are the effects of war? (3mks)
- (c) "Michael you are a nice little load for a girl to take on!" Give a brief explanation of an earlier incident in the play when Grusha took up the responsibility Michael. (4mks)
- (d) "And for a God-bless you, eh?" What does the old man mean by this? (2mks)
- (e) "How will the barefoot girl escape the ironshirts, The bloodhounds and the trap setters?"
From the background of this story, explain why it so crucial for the soldiers to capture Michael? (4mks)
- (f) Identify and illustrate one character trait of Grusha and of the Old man as brought out in this extract. (4mks)
- (g) Identify and explain any two figures of speech used in this extract. (4mks)
- (h) The princes' Ironshirts went after her. (Change into an interrogative statement). (1mk)
- (i) They hunt even by night. (Add a question tag). (1mk)

Question 3: ORAL POETRY

(20MKS)

Read the following narrative and answer the questions which follow.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The greedy ogre ate banana stalks

Not my family;

The greedy ogre ate a dog

Not Obunde Magoro!

The greedy ogre ate banana stalks

Not my family;

Now come and get Obunde

His children and wife.

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

My story ends there.

Questions

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

Question 4: GRAMMAR

(15MKS)

(a) Fill in the blanks with suitable preposition.

(3mks)

- i) His breath smelt alcohol.
- ii) She was living her means.
- iii) She sang her heart

(b) For each of the following sentences, replace the underlined phrasal verb with one word which has the same meaning.

- i) His performance did not measure up to the expected standards.
- ii) It's not good to walk out on one's family.

(c) Rewrite each of the following sentences according to the instruction given after each. Do not change the meaning.

- i) "Are you taking part in the walk?" My father asked. (Rewrite in indirect speech).
- ii) The fire destroyed the whole building. (Rewrite ending ... the fire)
- iii) It's rare for tourists to visit North Eastern province. (Begin seldom....)

(d) Fill in each blank space with the correct form of the word in brackets.

- i) It is not possible to spell a word from her (pronounce)
- ii) Do not wait for the bus, it comes to this town very (Regular)
- iii) The hunt for the murderers has been (intense)

(e) The following sentences has two possible meanings. Explain them.

- (i) Akinyi loves dancing more than Otieno.

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

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

Set10

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

Answer **three** questions only.

1. Imaginative Composition (Compulsory)

(20 marks)

Either

(a) Write a story that begins:

".... It was an extraordinary sight that will remain imprinted in my memory...."

Or

(b) Write a composition based on the proverb:

He who laughs last laughs best.

2. The Compulsory Set Text

(20 marks)

The River and The Source by M. Ogolla.

Akoko is at the center of the change process in the society of *The River and*

The Source, by Margaret Ogolla. Write an essay illustrating the truth of this statement.

3. Optional Set Texts

(20 marks)

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

Either

(a) "Racism is a monster in the society." Citing examples from "*The Guilt*" by Ryda Jacob, justify the above statement.

Or

(b) **Betrayal in the City.**

"When the madness of an entire nation disturbs a solitary mind, it is not enough to say the man is mad." Demonstrate the truth of this statement basing your illustrations on the play; *Betrayal in the City*, by Francis Imbuga.
Or

(c) **The Novel.**

Witi Ihimaera, *The Whale Rider*.

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

Set11

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

1. **FUNCTIONAL COMPOSITION.**

(20 marks)

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

2. **CLOZE TEST.**

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

(10 marks)

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

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

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

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

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

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

Adapted by daily nation 9th March, 2015

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

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

Questions.

- (i) Identify and illustrate the sound patterns in the poem. (6 marks)
- (ii) Explain and illustrate the rhyme scheme in the poem. (2 marks)
- (ii) "Therefore I lie with her, and she with me. And in our faults by lies we flattered be." Identify and explain the pun. (2 marks)
- (b) In the following groups of words one of the bolded sounds is different from the rest, underline the word. (5 marks)
- | | | | |
|-------------------|------------------|----------------|----------------|
| 1. comfort | communion | compare | confess |
| 2. saw | sort | hot | caught |
| 3. fair | here | appear | beer |
| 4. pool | poor | insure | pure |
| 5. ensign | assign | consign | resign |
- (c) When you are having a conversation with a friend, how would you know that it is your turn to speak? (3 marks)
- (d) You are attending an English symposium for all students in your sub-county. When a student from your school takes the podium, you notice that she/he is afraid. Give **three** indicators of fear that would be exhibited by that student and suggest how those could be overcome. (6 marks)

Oral skills

- (e) The following conversation is between you and the manager of the company to which you have applied for employment. Fill the missing blanks with the appropriate responses. (6 marks)
- MANAGER: Ah good morning, Mrs. Matiang'i.
- YOU: _____ (1 mark)
- MANAGER: Of course you've applied for a position in the company. Do sit down and please tell me about your education.
- YOU: _____ (1 mark)
- MANAGER: How did you perform in college in academic and extra curricular activities?
- YOU: _____ (1 mark)
- MANAGER: I see. Why did you not advance your academic further?
- YOU: _____ (1 mark)
- MANAGER: Did you have any particular reason for applying to us?

YOU: _____ (1 mark)

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

YOU: _____ (1 mark)

Set11

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

1. COMPREHENSION.

Read the passage below and answer the questions that follow.

(20 marks)

Populism is a cancer that has eaten right into the very fabric of our education sector. Decision - making on education matter are no longer based on in-depth research but on political mileage to set strategies for educational developments. The political class, purporting to represent the interests of the ordinary, use the education of our children as their flags in their quest for power. The entry of these self-seekers into the education sector has disorganised structures and systems, tampered with educational contents, teaching methods, assessment and evaluation of institutions. The politically engineered 8-4-4 system thrust on the Kenyan education system, burden the children and teachers with book materials to be mastered through rote learning. Though the curriculum subjects and material are condensed, there is still so much irrelevance in the contents. In a number of schools the curriculum is not fully covered. The situation has been made worse by teachers shortages.

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

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

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

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

Adaptation from "Education Insight"

Questions

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

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

SINGER: So many words are said, so many left unsaid.

The soldier has come.

Where he comes from, he does not say.

Hear what he thought and did not say:

"The battle began, gray at dawn, grew bloody at noon.

The first man fell in front of me, the second behind me, the third at my side.

I trod on the first, left the second behind, the third was run through by the captain.

One of my brothers died by steel, the other by smoke.

My neck caught fire, my hands froze in my gloves, my toes in my socks.

I fed on aspen buds, I drank maple juice, I slept on stone, in water."

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

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

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

SINGER: There was yearning but her was not waiting.

The oath is broken. Neither could you why.

Hear what she thought but did not say:

"While you fought in the battle, soldier,

The bloody battle, the bitter battle

I found a helpless infant

I had not the heart to destroy him

I had to care for a creature that was lost
 I had to stoop for breadcrumbs on the floor
 I had to break myself for that which was not mine
 That which was other people's
 Someone must help!
 For the little tree needs water
 The lamb loses its way when the shepherd is asleep
 And its cry is unheard!"

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

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

Questions.

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

3. POEM

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

"FAMINE"

The owner of yam peels his yam in the house's:
 A neighbour knocks at the door
 The owner of yam throws his yam in the bedroom:
 The neighbour says, "I just heard
 A sound, 'kerekere', that is why I came,"
 The owner of the yam replies,
 "That was nothing, I was sharpening two knives."
 The neighbour says again, "I still heard
 Something like 'bi' sound behind the door."
 The owner of the yam says,
 "I merely tried my door with a mallet."
 The neighbour says again,
 "What about his huge fire burning on your hearth?"
 The fellow replies,
 "I am merely warming water for my bath."
 The neighbour persist,
 "Why is your skin all white, when this is not the Harmattan season?"
 The fellow is ready with his reply,
 I was rolling on the floor when I heard the death of Agadapidi."

Then the neighbour says, "Peace be with you."
 The owner of the yam start shut,
 "There cannot be peace
 Unless the owner of food is allowed to eat his own food!"

Questions.

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

4. GRAMMAR.

(15 marks)

- (a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the original sentence. (3 marks)
 - (i) The snake did not bite the body.
(Begin: The boy ...)
 - (ii) They were so happy that they forgot to lock the door.
(Begin: So happy ...)
 - (iii) Peter was highly praised for keeping up his good performance.
(Replace the underlined phrase with one word)
- (b) Complete the following sentences with correct form of the word in brackets. 3 marks
 - (i) The film, though poor in artistic value, was a _____ success. (finance)
 - (ii) Will you _____ your theory. (clear)
 - (iii) They gave him morphine to _____ the pain. (dead)
- (c) Fill in the gaps in the sentences below with the appropriate personal pronouns. (3 marks)
 - (i) Could it have been _____ at the door?
 - (ii) Jane and _____ are leaving now.
 - (iii) Koech runs as fast as _____
- (d) Fill in the blanks with the correct preposition. (3 marks)
 - (i) Some people are keen _____ working in a team.
 - (ii) Many office workers are fond _____ having frequent coffee breaks.
 - (iii) The plane wasn't allowed to take _____ because of the bad weather.
- (e) Supply the appropriate question tags in the black spaces in the following sentences. (3 marks)
 - (i) We needn't worry about tomorrow, _____?
 - (ii) Let me have a taste, _____?
 - (iii) They'll come early in the morning, _____?

Set11

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

Imaginative Composition. (20 marks)

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Empowering Students

Either

1. (a) Write a composition to explain the effects of terrorism in schools.
or
(b) Write a story to illustrate the saying; 'Pride comes before a fall'.

The compulsory Set Test.

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

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

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

(20 marks)

The Optional Set Texts.

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

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

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

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

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

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

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

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

(20 marks)

Set12

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

1. FUNCTIONAL WRITING

(20 mks)

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

(a) Email her a recipe of your favourite dish.

(14 mks)

(b) Prepare a packing list of the personal items you will need for the visit.

(6 mks)

2. CLOZE TEST

(10 mks)

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

Samuel Wanjiru, the (1) _____ olympic champion, could not have died from falling (2) _____ the balcony, a pathologist has (3) _____.

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Empowering Students

(4) _____ in a court inquest into the (5) _____ of the former athlete, former chief pathologist Dr. Moses Njue said he was told that the (6) _____ Wanjiru would occasionally jump off the same (7) _____, and that he could not have died from the same.

Dr. Njue told the court that Wanjiru died from an "Independent" hit at the back (8) _____ his head.

Njue referred to a postmortem he conducted on May 27, 2011 (9) _____ with Government Pathologist Dr. Johannesen Oduor, Dr. Emily Rogena for Wanjiru's mother and Dr. Peter Ndegwa who was representing Wanjiru's (10) _____ Trizah Njeri.

He told the court that Wanjiru, being an athlete, fell over the balcony "like a cat" facing forward.

3. ORAL SKILLS

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

THE EAGLE

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

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

- (i) Identify and illustrate two mnemonic effects (sound devices) in the poem (4 mks)
- (ii) What has the poet achieved by use of the patterns above (1 mk)
- (iii) Which words would you stress in the last line and why? (2 mks)
- (iv) What gesture would you use while reciting line 1 of the poem? (1 mk)
- (v) Imagine you are performing this poem to learners who are visually impaired (blind). Explain two ways in which you would ensure that they get the message effectively. (2 mks)
- (b) Classify the words below according to the sounds indicated below (4 mks)
- seal, mirage, keys, portion, ratio, axe, pleasure, daze
- /s/ /z/ / / / /
- (c) For each of the following letters, provide a word in which the letter is silent (3 mks)
- (i) r _____
- (ii) h _____
- (iii) t _____
- (d) Study the genre below and answer the questions that follows:
- A counsellor wanted to teach her students about self esteem, so she asked anyone who thought they were stupid to stand up. One student stood up and the counsellor was surprised. She didn't think anyone would stand up so she asked him, "why did you stand up?"
- He answered, "I didn't want to leave you standing up alone"
- (i) Classify the genre above (1mk)
- (ii) State two functions of the genre above (2 mks)
- (iii) State and illustrate two characteristics of the genre (2 mks)
- (e) You are giving a talk on the dangers of HIV/AIDs pandemic to a group of young people. Your talk centres around loss of relatives and friends, orphaned children and the general impoverishment of your village. Describe any two possible ways of ending the talk and explain the advantages of each one of them (2 mks)

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

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

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

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

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

WAKONYO: (Leaning forward) I know, but you must pull yourself together, and wake your mind up. You will pass next time. Remember the old saying, "If you don't succeed, try, try, try again!"

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

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

KEBU: I should just give up

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

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

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

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

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

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

Set12

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

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

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

In order to produce wealth men have to work and the harder they work and the better they work the more wealth they will produce. It is mainly a matter of better work. By working harder the farmer may be able to grow more food, but unless he uses better methods he may in the long run, do more harm than good. To have more wealth then, the farmer needs not so much more

land (although that is needed in some places), but mainly more knowledge of how to use his land, the energy and the will to use it. Here we see the need for knowledge and health.

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

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

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

1. Comprehension questions

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

2. POETRY

BUILDING THE NATION

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

The menu reflected its importance
Cold Bell beer with small talk,
Then friend chicken with niceties
Wine to fill the hollowness of the laughs

Ice-cream to cover the stereotype jokes
Coffee to keep the PS awake on return journey.

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

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

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

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

Henry Barlow

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

Read the extract below then answer the questions that follow

FIRST LAWYER (*bowing*): Thank you, your honour. High court of Justice, of all ties of blood are strongest.

Mother and child - is there any intimate relationship? Can one conceive it in the holy ecstasies of love. She has carried it in her womb. She has fed it with her blood. She has borne it with pain. High court of Justice, it has been observed that the wild tigress, robbed of her young, roams

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

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

GRUSHA: He's mine.

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

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

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

AZDAK: The court takes note of that.

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

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

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

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

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

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

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

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

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

- (c) Explain any two character traits of each of the following characters (4 mks)
- (i) Natela Abashwili
 - (ii) Grusha
- (d) Identify and illustrate one theme in the extract and show how it is brought out elsewhere in the play (4 mks)
- (e) Explain the relevance of the following stylistic devices as used in the extract
- (i) Ellipsis (2 mks)
 - (ii) Rhetorical questions (2 mks)
- (f) (i) 'I always found him something to eat.' Rewrite, adding a question tag (1 mk)
- (ii) Azdak: Is that all? I hope you can prove it. Rewrite in indirect speech. (1 mk)
- (g) Explain the meaning of
'..... it has been observed that the wild tigress, robbed of her young.....' (1 mk)
- (h) Give two possible meanings of the word 'Permit' (2mks)

4. GRAMMER

- (a) **Rewrite the following sentences according to the instructions given after each** (2 mks)
- (i) This kind of movie fascinates the youth more than it does adults.
Begin: The youth.....
 - (ii) He shut the door, immediately, he heard a knock from behind.
Begin: No sooner
- (b) **Fill in each blank space using the correct form of the word in brackets** (3 mks)
- (i) Such _____ (repeat) is boring
 - (ii) The _____ (clear) of the speech was appreciated by all
 - (iii) We _____ (regular) eat roast potatoes
- (c) Change the following sentences into passive voice (3 mks)
- (i) Wyclif wrote the best essay
 - (ii) The Maasai warriors built their huts in the valley
 - (iii) Joy baked the most delicious cake
- (d) Re-write the following sentences correctly (3 mks)
- (i) If I was a surgeon, I would have treated the patient
 - (ii) The hungry children entered into the dining room
 - (iii) I cannot be able to operate this machine
- (e) Write down the plural form of the following nouns
Phenomenon
Syllabus
- (f) Complete the following sentence using the correct prepositions (2 mks)
Scientific investigations show that HIV/AIDs is mainly transmitted
_____ unprotected sex _____ infected
people

Set12

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

1. Creative Composition

Either

(a) Write a story ending with the words:

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

or

(b) Write a composition to illustrate the saying:

"Bad company ruins good morals."

(20 mks)

2. The compulsory set text:

The River and the source; By Margaret Ogolla

Despite the numerous challenges faced by the woman, she can still overcome and succeed in life.

Write a composition showing the truth of this statement in the light of Margaret Ogolla's "The River and the source."
(20 mks)

3. Optional texts

Either

(a) The Short story

Longhorn (Ed): When The Sun Goes Down and other stories from Africa and Beyond

Sandisile Tshuma highlights very serious issues that not only affect Zimbabwe but also Africa as a continent. Drawing illustrations from Tshuma's story "Arrested Development," Write a composition supporting this statement.
(20 mks)

Or

(b) Drama

Francis Imbuga, Betrayal in the City

"Dictatorship by any government leads to social and political oppression." Write an essay to show the truth of the above statement with close reference to Imbuga's "Betrayal in the City."

Or

(c) The Novel

Witi Ihimaera, The Whale Rider

"Women are as important as men when it comes to decision-making and leadership." Drawing illustrations from Witi Ihimaera's novel, 'The Whale Rider', write an essay in support of this statement."

Set13

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

QUESTION 1

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Empowering Students

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

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

2. CLOZE TEST

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

Citizen used to 1 _____ that political leaders would observe the principles of good governance simply 2 _____ they were expected to. 3 _____ it appears most leaders on the continent have replaced integrity with reckless impunity that has 4 _____ Africa in chaos. 5 _____ Office are also supposed to be 6 _____ to the people that entrusted them with them the 7 _____ of leading them. 8 _____, the political elite in the continent see people as a means to an end. In many countries these days, Kenya included, politics has become the easiest way to make money. Electioneering is seen as an 9 _____ with extremely lucrative returns when campaign loyalties are 10 _____ with appointments in the government of the day.

3. Oral Skills

(30 mks)

Read the following poem then answer the question that follow.

A song in springs
O little buds all burgeoning with spring
You hold my winter in forgetfulness
Without my window lilac branches swing

Within my gate I hear a robin sing
O little laughing blooms that lift and bless!

So blow the breezes in a soft caress
Blowing my dreams upon swallow's wing;
O little merry buds in dappled dress
You fill my heart with very wantonness-
Oh little buds all burgeoning with spring
By Thomas S. Jones Jr.

Questions

- a) Explain what makes this an oral poem (4 mks)
- b) How has rhythm been achieved in this poem. (3 mks)
- c) How would you perform the last two lines in this poem (4 mks)
- d) Give another word pronounced as the following (3 mks)
 - i) Gate
 - ii) You
 - iii) Here

- e) Imagine you are performing this poem to learners who are visually impaired. Explain four ways in which you would ensure that they get the message effectively (3 mks)
- f) Indicate where you would place the stress mark in the following words by (/) to make them either Nouns or Verbs as shown in the brackets. (5 mks)
- | | |
|----------------|---------|
| i) Import | (Nouns) |
| ii) Export | (Verb) |
| iii) Transport | (Noun) |
| iv) Object | (Verb) |
| v) Produce | (Noun) |
- g) In the following sentences, the speaker made errors, rewrite the sentences correctly replacing the under- lined words and expressions with appropriate ones to communicate the intended meaning. (5 mks)
- a) I am sorry to say, Sir Anthony, that my affluence over my niece is very small
- b) An usher will sew you to your sheet.
- c) He is very pineapple of eloquence.
- d) It will take a lot of public fund to bring back the abnormal.
- e) Kabito is a green grass in a green snake.
- h) You speak to a group of form ones about an issue of concern and you notice during the talk that many of them are dozing, yawning, fidgeting and silting carelessly. What would this mean to you? (3 mks)

Set14

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR) PAPER 2

COMPREHENSION ON UNSEEN TEXT:

Read the passage below and answer the questions that follow:

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

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

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

But as they taunt, vilify, and harass short guys on the basis of height, the tall ones conveniently forget that no one chose how tall they would be. Elementary biology has it that we are all victims of genetic accidents; how tall one becomes is wholly subject to chance. Appearance and other human characteristics are an aggregation of parental traits at best, or a mutation at worst like when only one member is short in a family of tall fellows. It therefore speak volumes about the gray matter upstairs in anyone chest thumping about being tall. Once, when the disciplined forces were hiring, I offered myself for consideration. I was subjected to all sorts of strenuous exercise, running round and round the field in the midday sun like I had gone berserk, shutting my eyes alternately, and a host of other impossible strange routines, only to be turned away at the end of the day for the simple reason that my height did not add up.

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

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

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

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

Questions

- (a) Why does the writer think the short guy is disadvantaged? (2 Marks)
- (b) Explain the irony of some women discriminating the short man. (2 Marks)
- (c) According to the writer, what determines a person's height. (2 Marks)
- (d) Why does the writer give his experience when the disciplined forces were hiring? (2 Marks)
- (e) "There is a legion of misinformed women out there who declare to anyone who cares listen to dating a short man"
(Rewrite the sentence using 'prefer
- (f) What two reasons are given why it might be difficult for short men to get mates? (2 Marks)

- (g) What solution is given by the writer to end discrimination of the short man? (2 Marks)
- (h) What is attitude of the writer towards people discriminate against the short man? (3 Marks)
- (i) Explain the meaning of the following words and phrases as used in the passage (4 Marks)
- (i) legion
 - (ii) Aggregation
 - (iii) Chest thumping
 - (iv) Inexplicable penchant

Question 2

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

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

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

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

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

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

WOMAN WITH THE CHILD: Yes, Madam.

GOVERNOR'S WIFE: Then put him down a moment and get my little saffron-coloured boots from the bedroom. I need them for the green dress. (*The WOMAN puts down the CHILD and goes off.*) Just look how these things have been packed! No love! No understanding! If you don't give them every order yourself... At such moments you realize what kind of servants you have! They will gorge themselves. I'll remember this.

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

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

ADJUTANT: (*Trying to pull her away*): Riots have broken out! We must leave at once. Where's the baby?

GOVERNOR'S WIFE: (*calling to the YOUNG WOMAN who was holding the baby*): Maro, get the baby ready! Where on earth are you?

ADJUTANT: (*Leaving*): We'll probably have to leave the carriage behind and go ahead on horseback.

The GOVERNOR'S WIFE rummages again among her dresses, throws some on top of chosen clothes, then takes them off again. Noises, drums are heard. The YOUNG WOMAN who was beaten creeps away. The sky begins to grow red.

Questions

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- (a) Place this extract in its immediate context. (4 Marks)
- (b) Identify and illustrate two character traits of Governor's wife brought out in this extract (4 Marks)
- (c) Why does Natella appear to be in such a hurry? (2 Marks)
- (d) "I've got to take this silver dress – it cost a thousand piasters." Rewrite this sentence beginning. This (1 Mark)
- (e) Identify and illustrate two themes highlighted in the excerpt? (4 Marks)
- (f) Identify and illustrate any two features of style used in the extract. (4 Marks)
- (g) Who is Michael and what happened to him later in the play. (3 Marks)
- (h) Give the meaning of the following words and phrases as used in the extract. (3 Marks)
- Essentials
 - Migraine
 - Gorge themselves at your expense

Question 3

ORAL LITERATURE

Read the oral piece below and answer the questions that follow

Blood iron and trumpets
 Blood iron and trumpets
 Forward we march
 (others fall on the way)
 Blood iron and trumpets
 We shall hack kill and cure
 Blood iron and trumpets
 Singers of the datsun blue
 Forward we drive breaking the records
 Blood iron and trumpets
 Let bullets find their targets and the earth be softened
 Blood iron and trumpets
 Let the dogs of war rejoice
 And the carrion birds feed
 We are reducing population explosion
 Blood iron and trumpets
 The uniformed machines are around
 Put on your helmet iron and rest
 Blood iron and trumpets
 Only through fire can be baptized to mean business
 So once again
 Blood iron and trumpets

We shall always march along
 Blood iron and trumpets
 Blood iron and trumpets
 Blood alone

- (a) Classify the oral piece above (2 Marks)
- (b) What are the functions of the oral piece above? (3 Marks)
- (c) Identify two features of oral poetry evident in the oral item. (3 Marks)

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- (d) What two issues is this oral poem talking about? (4 Marks)
- (e) Cite one social and one economic activity of the community from which this oral poem is taken
- (f) Who would be the most suitable audience for the oral poem? Give reasons for your answer (2 Marks)
- (g) "The uniformed machines are around" Explain the meaning of this statement. (1 Mark)
- (h) Describe the mood of the poem. (2 Marks)

GRAMMAR

- (a) Change the following sentences into indirect speech. (2 Marks)
- (i) "You have cheated for too long," blurted the woman.
- (ii) "How much money do you owe me?" demanded the creditor from the debtor.
- (b) Add question tags to the following statements.
- (i) She warned you right from the beginning. (2 Marks)
- (ii) You will call in tomorrow.
- (c) Change the following sentences into the active voice. (2 Marks)
- (i) The experiment was successfully carried out by the student.
- (ii) Our school was greatly honoured by the minister.
- (d) Rewrite the following sentences according to instructions given after each. (Do not change the meaning.)
- (i) Many students benefit if they read in the morning. (Rewrite using a gerund)
- (ii) If he calls me, I will attend the wedding ceremony. Begin: Unless
- (iii) In spite of the bad weather they decided to go for a walk as planned.
(Rewrite using *although*)
- (e) Fill in the blanks with suitable prepositions. (3 Marks)
- (i) I am fond _____ music.
- (ii) He died _____ his country.
- (iii) The river flows _____ the bridge.
- (f) Use the appropriate form of the word in brackets. (3 Marks)
- (i) Her _____ cost her life. (deceive)
- (ii) Such an _____ had never been seen. (Occur)
- (iii) When we saw the suspect fidgeting, we knew _____ that he was guilty. (doubt)

Set13

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

QUESTION 1: IMAGINATIVE COMPOSITION (Compulsory)

Either

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- a) Write a composition beginning with the following statement:
"I heard someone whisper my name and i turned"
Or
- b) Discuss ways through which the problems of insecurity in Kenya could be addressed.

QUESTIONS 2: THE COMPULSORY SET TEXT

Widowhood pushes women to a disadvantaged position in society. Write an essay in support of this statement basing your answer on The River and The Source by Margret Ogola.

QUESTION 3: OPTIONAL SET TEXTS

Answer only one question from the following

Either

- a) **The short stories, when the sun goes down and other short stories:**
"Families experience many challenges after parents separates." write a composition in support of the statement basing your answer on Tillie Olsen story - I stand here Ironing.
or
- b) **The Novel: The Whale Rider - Witi Ihimaera.**
" Kahu stands out to be a useful member of the society...." validate the above statement basing your argument on the novel The Whale Rider.
or
- c) **Drama: Francis Imbuga's;**
Betrayal in the city
"A society's image is dependent on its governance."
Using illustrations from Francis Imbuga's, Berayal in the city," write an essay in support of this statement

Set14

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

1. Imagine you are the Principal of Bahati Secondary School. Mr David Kamau, an alumini of the school has recently been recruited as a clerk in Coca- Cola Kenya Ltd and the management has requested you to give them a statement.

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

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

When you hear a gunshot you (1) _____ actually thank God; a bullet (2) _____ faster than the speed of sound (3) _____ chances are you would not hear a kill shot. In the middle (4) _____ untold danger the gravest enemy is not the (5) _____, but the panic that naturally grips us. Overcoming this hysteria is (6) _____ first battle. At the ring of a gunshot, lie flat on the ground and then (7) _____ listen to ascertain the (8) _____ of the shots. Looking around or even (9) _____ running and screaming makes you an easy (10) _____. Lie low as you quickly find a cover position behind a bullet – resistant surface.

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

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

Horizons by Kalungi Kabuye

As I meditate
And levitate
In human state
No one can see
How the internal sea
Wells up with hope
But lets hope
Life so dear
With love so near
And closeness so close
Will bring home
The thing that we hope
Means to transform
Even the simplest digit
Into a magnified seed
Of a mustard tree

- i) Which words would you stress in line (i) of the poem and why? (2 marks)
ii) How has rhythm been achieved in this poem? (4 marks)
iii) What tone of voice would be appropriate in recitation of this poem? (2 marks)
iv) How would you say the last line of this poem? (1 mark)

- b) Provide a word which sounds the same as each of the following: (4 marks)

- i) Face
ii) Though
iii) Dam

- iv) Prophet
- c) Indicate whether the following have a rising or falling intonation. (3 marks)
- What a wonderful watch you have!
 - Hand in your answer sheets now.
 - Can I assist you?
 - You are expected to address an assembly of noisy students. How would you ensure that they listen to you? (4 marks)
- e) Read the following telephone conversation and answer the questions that follow:
- RECEPTIONIST: Good morning, this is Chase Construction Company. What can I do for you?
- CALLER: What is your name and who are you in that company?
- RECEPTIONIST: I am Agnes and I am the receptionist. May I
- CALLER: If so, you may not be of any help. I want to speak to the boss.
- RECEPTIONIST: Excuse me, who specifically do you want to speak to yet you have not told me your name?
- CALLER: They call me DJ Karos or Man P, the king of.....
- RECEPTIONIST: Sorry for interruption DJ, you have not given the name of the officer you want to speak to.
- CALLER: Oh! It is the man who issues works.
- RECEPTIONIST: I do not understand you.
- CALLER: Come on! Do not tell me you do not know the human officer.
- RECEPTIONIST: Do you mind holding on as I put you through to the Human Resource Officer?
- CALLER: You guys advertised works in the papers which I realized I can manage but.....
- OFFICER: Sorry sir, have you applied for the job?
- CALLER: How did you expect me to know that? Am I an angel?
- OFFICER: Sorry for inconvenience.
- CALLER: You are not sorry; give me this work right away.
- Identify ways in which telephone etiquette has been flouted in this conversation. (6 marks)
 - How has the receptionist demonstrated effective conversational skills? (4 marks)

Set14

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

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(Comprehension, literary appreciation and grammar)

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

(20 marks)

They are best seen not on foot or from outer space but through the window of an aero plane; the newly cleared lands, the expanding wave of roads and settlements, the spirals of smoke and the shrinking enclaves of natural habitat. In a glance, we are reminded that the once mighty wilderness has shriveled. We measure it in hectares and count the species it contains; knowing that everyday something vital is slipping from us, a million year old history fading from sight.

I invite you now to try to **visualize** the loss in biological diversity due to the reduction of natural habitat. Consider the loss, most invincible to us today but destined to be painfully obvious to our descendants that occurs when entire wilderness is degraded or destroyed. On a worldwide basis, extinction is accelerating and could reach **ruinous** proportions before too long. Not just birds and mammals are vanishing but such smaller forms such as mosses and insects. A **conservative estimate** of the current rate of extinction is 1000 species a year, mostly because of the destruction of forests and other key habitats in the tropics.

To arrest this devastation, we must protect biological diversity. One compelling reason for doing so is that we are part of life on earth and share its history. The acceptance of this fact does not diminish humanity but raises the status of non human creatures. We should pause and think before treating them as disposable matter.

Another reason why we should fiercely want to conserve land and species is that there is material gain involved for ourselves, our kin and our community. Looked at it from that perspective, the diversity of species is one of the most important resources. It is also the least utilized. We must come to depend entirely on less than one percent of living species for our existence, with the reminder waiting untested and fallow.

It is therefore not surprising that recent estimates show that we have only utilized about 7000 kinds of plants for food, with emphasis on wheat, maize, rye, and a dozen other highly domesticated species. Yet, at least 75800 species exist that are edible and superior to the ones we use. Among the potential star species is the winged bean found in New Guinea. It contains more potential than cassava and has a nutritional value equivalent to that of soya bean. It matures within few weeks and wonderfully, the entire plant can be eaten; tuber, seeds, leaves, flowers, stems, and all. It can be eaten raw or ground into flour. What's more? A coffee like beverage can be extracted from it. Any wonder that it has been called a one- species supermarket?

Also unexploited are natural resources that have medical value. These have been called the sleeping giants of the pharmaceutical industry. Actually, one in every ten plants species contains compounds which can combat cancer. One such species is the rosy periwinkle found on the West Indies. You have no doubt heard of the neem plant (baptized "maurubaini" in Kenya) which is reputed to cure or manage a host of ailments.

If we, the inhabitants of the old good earth, know what is good for use, we will arise, one on all, and conserve our biodiversity with all that we have got.

Questions

1. What evidence of the destruction of the wilderness can be seen from the air?

(2 marks)

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2. Why will the destruction of the habitat become very obvious to future generations? (2 marks)
3. Rewrite the following sentence to begin: it
Not just birds and mammals are vanishing but such smaller forms as mosses and insects.
(1 mark)
4. Add a question tag.

To arrest this devastation, we must protect biological diversity.....

5. Why does the author think there is no conflict between humans and non- humans? (2 marks)
6. In note form summarize the evidence the author gives to show that we have utilized the diversity of species. (2 marks)
7. In what way is the winged bean similar to supermarket? (3 marks)
8. Why are some natural products referred to as sleeping giants? (2 marks)
9. Explain the meaning of the following words and phrases are used in the passage.(3 marks)
 - i) Visualize
 - ii) Ruinous
 - iii) Conservative estimate

2. Question 2

The Caucasian Chalk Circle by Bertolt Brecht (25 marks)

The prosecutors, among whom a worried council has been held, smile with relief They whisper.

COOK: Oh dear!

SIMON: A well cant be filled with dew, they say.

LAWYERS (*approaching AZDAK, who stands up, expectantly*): A quite ridiculous case, Your Honor. The

accused has abducted a child and refuses to hand it over.

AZDAK (*stretching out his hand, glancing at GRUSHA*): A most attractive person. (*he fingers the money, then sits down, satisfied.*) I declared the proceedings open and demand the whole truth. (*To GRUSHA*) Especially from you.

FIRST LAWYER: High court of justice! Blood, as the popular saying goes, is thicker than water. This old adage....

AZDAK (*interrupting*): The court wants to know the lawyers' fee.

FIRST LAWYER (*surprised*): I beg your pardon? (*AZDAK, smiling, rubs his thumb and index finger.*) Oh, I see. Five hundred piasters, Your honor, to answer the Court's somewhat unusual question.

AZDAK: Did you hear? The question is unusual. I ask it because I listen in quite a different way when I know you're good.

FIRST LAWYER (*bowing*): Thank you, your honor. High court of justice, of all ties of blood are strongest. Mother, and child- is there a more intimate relationship? Can one tear a child from its mother? High court of justice, wshe has conceived it in the holy ecstasies of love. She has borne it with pain. High court of justice, it has been observed that the wild tigress, robbed of her young, roams restless through the mountains, shrunk to a shadow. Nature itself....

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

GRUSHA: He's mine.

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

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

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

AZDAK: The court take note of that.

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

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

SECOND LAWYER (bursting out): its outrageous the way this woman is being traeted! Her husband's palace is closed to her! The revenue of her estates is blocked, and she is cold-bloodedly told that it's tied to the heir. She cant do a thing without that child. She cant even pay her lawyers!! *(TO the FIRST LAWYER, who desperate about this outburst, makes ftantic gestures to keep him from speaking:)*dear III Shuboladze estates are at stake?

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

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

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

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

SECOND LAWYER (unmoved) :Nearly a year later Grusha turned up in a mountauin village with a baby there entered into the state of matrimony with.....

AZDAK: How'd you get to that mountain village?

GRUSHA: On foot!your honor. And he was mine.

SIMON: I'm the father. Your honor.

COOK: I used to look after it for them. Your honor. For five piasters.

SECOND LAWYER: This man is engaged to Grusha. high court of justice: his testimony suspect.

AZDAK: Are you the man she married in the mountain village?

SIMON: No, your honor, she married a peasant.

AZDAK: (to Grusha): Why? (Pointing at SIMON) He was in the war, your honor

AZDAK: And now he wants you back agauin, huh?

SIMON: I wish to state the evedince...

GRUSHA (angrily): he's an ordinary child.

AZDAK: I mean- did he have refined features from the beginning?
GRUSHA: He had a nose on his face.

AZDAK: A very significant comment! It has been said of me that I went out one time and sniffed at a rosebush before rendering verdict- tricks like that are needed nowadays. Well, I'll make it short, and not listen to any more lies. (To GRUSHA) Especially not yours. (to all the accused) I can imagine what you've cooked up to cheat me! I know you people. You're swindlers.

QUESTIONS

- a) Give three reasons that Grusha gives for her to be given the child. (3 marks)
- b) "I went to such trouble for him, "give four challenges that Grusha went through in order to save Michael from pursuing ironshits. (answer in note form) (5 marks)
- c) i) Simon: "No, your honor, she married a peasant." What is the name of the peasant mentioned by Simon and what was wrong with him? (2 marks)
ii) Why was it necessary for Grusha to get married to the peasant? (3 marks)
- d) One of the lawyers says something that ruins chances of Mrs. Abashvili this case. What is it that the lawyer says and how does it spoil the case? (4 marks)
- e) AZDAK: Did you hear? The question is unusual; I ask it because I listen in quite a different way." In what way would you say that AZDAK's judgments are unusual? (2 marks)
- f) Give one example of another case that AZDAK presided over and the judgement passed. (2 marks)
- g) i) Before judge Azdak passes judgement on this case he begins to listen to yet another case. What is this other case about? (2 marks)
ii) What is the significance of this case to the case involving Grusha and Governor's wife? (2 marks)

3. POETRY

Read the following poem and answer the questions that follow

SECOND OLYMPUS

From the rostrum they declaimed
On martyrs and men of high ideals
Whom they sent out
Benevolent despots to an unwilling race
Straining at the yoke
Bull dozers trampling on virgin ground
In blatant violation
They trampled down all that was strange
And filled the void
With half digested alien thoughts
They left a trail of red
Whatever their feet had passed
Oh, they did themselves fine
And struttled about the place
Self proclaimed demi- gods
From a counterfeit Olympus
One day they hurled down thunder bolts
On toiling race of earthworms
They might have rained own pebbles

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To pelt the brats to death
 But that was beneath them
 They kept up the illusion
 That they were fighting foes

Killing in the name of high ideals
 At the inquest they told the world
 The worms were becoming pests
 Moreover, they said
 They did not like wriggly things
 Strange prejudice for gods.

Questions

- 1) Who is being talked about in this poem? Give evidence. (2 marks)
- 2) With two evidences, discuss the poet's general attitude towards the subject of the poem. (3 marks)
- 3) What do you understand by the following three lines?
 "they trample down all that was strange
 And filled the void with half digested alien thoughts?"
- 4) Who are referred to as "toiling race of earthworms" and why? (3 marks)
- 5) Discuss two stylistic devices used in the poem. Give their effectiveness
- 6) Explain the significance of the title. (2 marks)
- 7) What is the tone of the poem? (1 mark)

4. GRAMMAR (15 MARKS)

a) Fill the blank with the right form of the word in brackets. (3 marks)

- i) You will have to pay for the of the house. (maintain)
- ii) Fortunately, they are able to look at the matter with (objective)
- iii) The workers decided to wait for the outcome of the (deliberate)

b) Fill the blank spaces with the correct article

- i) The students said they wanted union.
- ii) What is Ewe?

c) Fill the blank with the correct preposition

- i) The hotel is now open its customers from six to six.
- ii) They congratulated him his good performance.
- iii) The guest arrived and sat the host.

d) Replace the underlined phrases with one word.

- i) I took for granted that you would come.
- ii) His research brought to light some interesting facts.
- iii) He looks down his nose at anyone who is not rich.

e) Rewrite the following sentences according to the instructions given. (4 marks)

- i) It is not surprising that Africa's representative in the world cup performed dismally. (Begin: it is little.....)
- ii) We all agree that Mwalimu Nyerere was humble. (rewrite in the past tense)
- iii) Early elections results indicate that Sisi will not be defeated. (rewrite using "unassailable")
- iv) She loves him. (add a question tag)

Set14

PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

Answer three questions only

1. Imaginative composition (compulsory)

(20 marks)

Either

- a) Write a story to illustrate the saying: "Out of sight, out of mind"

OR

- b) Write a story beginning with: The crumpled dress and the tears in her eyes made me

2. The compulsory set text : ***The river and the source***

"With determination and commitment, women can attain greatness." With close reference to the novel justify this statement.

3. The optional set text (DRAMA)

- a) The short story

Illieva and Olembo (Ed), *When The Sun Goes Down and Other stories*

With illustration from Michael Anthony's "Sandra Street" contrast Sandra with the side of the town.

OR

- b) Drama

Francis Imbuga; *Betrayal in the city*

"In a dictatorial regime, both the ruler and the ruled suffer." With close reference to the events in the play, justify this statement.

OR

- c) The novel

Witi Ihimaera, *The Whale Rider*

"Koro Apirana is the bridge between the past and the future life of the Maori people." Using Ihimaera's *the Whale Rider*, discuss.

Set15

101/1

ENGLISH

PAPER 1

(Functional writing, cloze test and oral skills)

1. You are the Public Health Officer of Londiani Sub-county Hospital. There is an outbreak of cholera in the sub-county. The county cabinet secretary of health has requested you together with the

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members of the Hospital's public Health Committee, to carry out an investigation and present a report to her. Write a report you would present. (20mks)

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

To rank or not rank? This is the (1) _____ that greeted the (2) _____ on ranking of schools and students based on their performance in national examinations. (3) _____ and cons on the decision by the government.

(4) _____ been put forth with education officials giving varied (5) _____

(6) _____ the debate on the issue is gradually being relegated to the periphery, it is

(7) _____ from being conducive. It is (8) _____ that scholars and education experts, (9) _____ should be the guiding lights by providing enlightened (10) _____ have been conspicuous in their silence on this burning issue.

(Saturday Nation Newspaper 4/4/2015)

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

SUNSET

The sun spun like
a tossed coin
it whirled on the azure sky,
it clattered into the horizon,
it clicked in the slot,
and neon lights popped,
and blinked 'time expired'
as on a parking meter.

(Oswald Mbusiyeni: mtshaki)

- i) Describe the rhyme scheme of the poem (2 marks)
 - ii) How would you say the last line of this poem (2 marks)
 - iii) State any two onomatopoeic words in the poem. (2 marks)
 - iv) Identify any other sound pattern used in the poem. (1 mark)
 - v) State and illustrate three non-verbal cues that you would use to make the recitation of the above poem interesting. (3 marks)
- b) You are a radio presenter with Classic FM and you are scheduled to interview the Deputy President about terrorism and piracy in Kenya.
- i) What preparations would you carry out before the interview. (3 marks)
 - ii) What strategies would you employ during the interview? (3 marks)
- (c) Study the proverb below.
- "Haraka haraka haina Baraka."
- i) Translate the proverb into English. (1 mark)
 - ii) Comment on the various sound dynamics in the proverb. (2 marks)
 - iii) Explain the meaning of the proverb. (2 marks)
 - iv) Give an example of a proverb that is similar in meaning to the one above (1 mark)
 - v) Give two characteristic of proverbs. (2 marks)
- d) The underlining indicates the stressed word in the sentences below. Briefly explain what each sentence means. (3 marks)
- i) Tony hit Sue today
 - ii) Tony hit sue today.
 - iii) Tony hit sue today

e) In each of the following groups of words, one of the underlined is different from the rest. Identify the word with the different sound. (3 marks)

i) Chasm Chic Choir

ii) Exercise Equity Example.

iii) Gigolo Genre Gene.

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(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

PAPER 2

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

(20mks)

Later this year, the UN is expected to adopt the World Bank's ambitious target of ending extreme poverty by 2030. It would mean that for the first time everyone in the world would be able to afford a refrigerator and other goods that would make life a bit easier. But what would it take? Could we really see an end to poverty within a generation?

First, there's been a great deal of progress already. The poverty rate in the developing world has more than halved since 1981, back then 52 per cent of people in developing countries lived on less than \$1.25 (sh 115) per day. That's now dropped to 15 per cent. In terms of the UN Millennium Development Goals it meant that the target of halving poverty by 2015 from 1990 levels was achieved five years early. In 1990 more than one third (36 per cent) of the world's population lived in abject poverty. That was halved to 18 per cent in 2010.

For China which has accounted for the bulk of the poverty reduction in the past few decades the answer is economic growth. Sub-Saharan Africa is the only region where the number of poor people has increased during the past three decades. Even though the percentage of the African population living in extreme poverty is slightly lower than in 1981, population growth means that the number of people has actually doubled. They account for more than one-third of the poor in the world, despite Africa making up just 11 percent of the global population.

By contrast in East Asia progress has been remarkable. Four out of five people or 80 percent. On current trends, the fastest growing regions in the world could see the end of poverty within a generation.

But what about the billion people who still live in poverty? The World Bank projects that it is possible to end extreme poverty by 2030. But it would take a heroic effort. The number of people in poverty will have to decrease by 50 million each year. That is the equivalent of about a million people each week for the next 15 years. World Bank's president Jim Young Kim is confident it is possible, but emphasize it would require funding and a raft of targeted policies to raise incomes and productivity.

In these debates, definition matters. So what precisely does the end of poverty look like? It doesn't mean that no one lives on less than \$1.25 per day. That World Bank assumes that a 3 percent poverty rate is equivalent to the end of poverty since there will always be some "frictional" poverty.

Even so the task of reducing poverty at that pace is so daunting that economists forecast that the global poverty rate is more likely to be 8 percent in 2030. That works out to be about 644 million people still living in poverty out of an estimated 8.3 billion people on the planet. Which policies could work to get us to that outcome?

The standard Tuesday March 31, 2015.

- a) From the information given in the first paragraph, what would be the evidence of the end of extreme poverty? 1mark
- b) Why does the author mention China? 1mark
- c) Identify an instance of irony in the passage. 2marks
- d) Give any three measures that can lead to the ending of extreme poverty. 3marks
- e) What is the attitude of the author towards World Bank's target of ending extreme poverty by 2030? 3marks
- f) What can we infer from the passage about "frictional" poverty? 2marks
- g) Add a question tag to the following statement: in these debate, definitions matters. 1mark
- h) In point form, summarize the achievements so far realized in the fight against poverty 4marks
- i) Explain the meaning following expressions as used in the passage. 3marks
- Ambitious
- Raft
- Daunting

2. Read the excerpt below and the answer the questions that follow.

MOTHER IN LAW: (While the guests silently watch GRUSHA): What's the matter with you? Aren't you going to look after our guests? What's all this city nonsense got to do with us?

GUESTS: (resuming conversation while GRUSHA remains in prayer):

- You can buy Persian saddles from the soldiers too. Though many want crutches in exchange for them.
- The leaders on one side can win the war, But the soldiers on both sides lose it.
- Anyway, The war's over. Its something they can't draft you anymore.
- The dying man sits bolt upright in bed. He listens.
- What we need is two weeks of good weather.
- Our pear trees are hardly bearing a thing this year.

MOTHER-IN-LAW (Offering cakes): Have some more cakes and welcome! There are more!

The MOTHER-IN-LAW goes to the bedroom with the empty cake pans. Unaware of the dying man, she is bending down to pick up another tray when he begins to talk in a hoarse voice.

PEASANT: How many more cakes are you going to stuff down their throats? D' you think I can shit money?

The MOTHER-IN-LAW start, stares at him aghast, while he climbs out from behind the mosquito net.

FIRST WOMAN (talking to HRUSHA in the next room): Has the young wife got someone at the front?

A MAN : It's good news that they're on their way home, huh?

PEASANT: Don't stare at me like that ! Where's this wife you've saddled me with?

Receiving no answer, he climbs out of the bed and in his nightshirt staggers into the other room. Trembling she follows him with the cake pan.

GUEST (Seeing him and shrieking): Good God ! Jussup!

Every one leaps up in alarm. The woman rush to the door GRUSHA, still on her knees, turns round and stares at the man.

PEASANT: a funeral supper! You'd enjoy that, wouldn't you? Get out before I throw you out!

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(As the guests stampede from the house, gloomily to grusha) I've upset the apple cart, huh?
Receiving no answer, he turns round and takes a cake from the pan which his mother is holding.)

SINGER:

O confusion ! The wife discovers she has a husband.
By day there's the child, by night there's the husband.
The love r is on his way both day and night.
Husband and wife look at each other.
The bedroom is small.

- a) Explain the city nonsense that mother-in-law is referring to. 4marks
- b) What preparations does mother in law make for the success of the day? 2marks
- c) Give two reasons why the guests are in the house. 2marks
- d) Identify and illustrate three character traits of Jussup evident in this excerpt. 6marks
- e) Jussup tells Grusha "I" upset the apple cart huh explain what he means in the context of the play. 3marks
- f) Identify and illustrate the major theme in the excerpt. 3marks
- g) "Has the young wife got someone at the front?" (Rewrite in reported speech) 1mark
- h) Explain the relevance of the song in this excerpt. 3marks
- i) Explain the meaning of the following word as used in the excerpt.
Saddled 1mark

3. Read the poem below and answer the questions below.

Advise to my son

The trick is, to live your days
as if each one may be your last
(for they go fast, and young men lose their lives
in strange and unimaginable ways)
but at the same time, plan long range
(for they go slow : if you survive
the shattered windshield and burning shell
you will arrive
at our approximation here below
or heaven or hell)

To be specific, between the poeny and the rose
plant squash and spinach, turnips and tomatoes;
beauty in nectar
and nectar, in desert saves
but the stomach craves stronger sustenance
than the homed vine.
therefore, marry a pretty girl
after seeing her mother;
speak truth to one man,
work with another;
and always, serve bread with your wine.

But son,
Always serve wine

(Peter Meinke)

- a) Who is the speaker in the poem. Illustrate your answer. 2marks
- b) In what circumstances do many young people die? Illustrate your answer from the poem. 4marks
- c) What do heaven and hell symbolize? 2marks
- d) Identify items in the poem that represent life's necessities on one hand and life's luxuries on the other. 2marks
- e) Identify and illustrate the use of the paradox in the poem. 3marks
- f) What does the persona mean by 'marry a pretty girl after seeing the mother'? 2marks
- g) The stomach craves stronger sustenance. (Rewrite using 'What') 1mark
- h) Give two meanings of each of the following words. 2marks
 - Last
 - Fast
- i) Give the meaning of the last two lines 2marks

4. Rewrite the following sentences according to the instructions given 4marks

- i) How high do you think the tallest building in New York is?
(Begin : what.....)
- ii) The co- worker is not here today. She always listens to him.
(Rewrite as one sentence using 'to whom')
- iii) If you had worked hard. You..... What brought you here (complete using the correct form of "achieve")
- iv) The small boy asked for a straw to drink his juice. (Rewrite using "drinking")

b) Use the correct form of word given in brackets. 3marks

- i) KCSE has been completed. (analysis)
- ii) Those.....are magnificent. (stadium)

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PAPER 3

(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

- 1. **Imaginative composition (compulsory) 20marks**
Either
a) Write a story ending with the following sentences:
With an immense feeling of shame, I staggered home.
Or
b) **Write a composition illustrating the saying**
"Slow and steady wins the race".
- 2. **The compulsory Set text (Novel) 20marks**
Margaret Ogola : The River and the source
Akoko is the center of change process in the society of the River and the source.
Justify this statement using illustration from the Novel The River and The Source.
- 3. **Optional Set Texts: 20marks**
Either :
a) The short story: Longhorn (.D.) When the Sun Goes Down and other Stories.
"The past comes back to hound the present" write an essay supporting this statement drawing illustration from the story 'The Guilt ' by Rayda Jacobs.

b) Drama

Francis Imbuga: Betrayal in the City.

20marks

"Many countries in Africa are burdened with bad governance ". Justify this statement using illustrations from Francis Imbuga's Betrayal in the City.

c) The Novel

Witi Ihimaera's The Whale Rider

20marks

Given opportunities, women can make positive contributions in the society. Justify this statement using the novel The Whale Rider By Witi Ihimaera.

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