

**BURETI SUB COUNTY JOINT EVALUATION TEST***Kenya Certificate of Secondary Education (K.C.S.E)*

101/1

**ENGLISH****PAPER 1****2 hours**

From: ✓½mk  
 To : ✓½mk  
 Date: ✓½mk  
 Subject: ✓½mk  
 (no. of people to serve) ✓½mk

Dear: Mum, ✓½mk

Introduction ✓1mk

Body - ingredients ✓½mk  
 method ✓½mk

Closing remark serve with F ✓1mk

Sign off

But if a signature is there - no marks

F - 6mks

B - 10mks

L - 3mks

T - 1mk

Introduction - captures the question 1mk

At least 8 ingredients ½mk @ = 4mks

Method at least 5 well described / stated steps

5mks

**2. Cloze Test 10mks**

1. has
2. device
3. as
4. signals / alerts
5. therefore
6. speed
7. he
8. remote
9. at
10. it

**3. ORAL SKILLS**

- a)  
 i) Rhyme pattern abba abba ccddee - regular

ii) Alliteration bend brutesome subtlesable starkhide hart

Repetition - not always

iii) "We were not made to eternally weep"

Not weep eternally - to emphasize that they were not to suffer forever

iv) And wait, and tend to our organizing seeds

- falling intonation

- sad but determine tone

- appropriate face / hand gesture

b) Challenger : Take a riddle / riddle! riddle!

Respondent: I take it

Challenger : The riddle is posed

Respondent : The wrong answer is given

Challenger: Asks for a city

Respondent: Gives a city

Challenger: Gives the correct answer

c) The sentences should bring out the difference between verb and noun

Rebel - nounRebel - verbTransport - nounTransport - verb

d) - articulate each word clearly

- vary your tone

- stress the important words

- use a comfortable pitch

- vary pace appropriately

- pause between sentences

- be audible enough / project your voice

- inject humour

**any 6 well explained points**

e) i) male

ii) check

hire

f) i) l

ii) b

**BURETI SUB-COUNTY JOINT EVALUATION TEST***Kenya Certificate of Secondary Education (K.C.S.E)*

101/2

**ENGLISH****PAPER 2****2 ½ hours**

1. a) Renders availability of public transport ✓1  
Value of property appreciates ✓1  
General outlook at the area changes ✓1  
Business and farmers do better ✓1  
**any three points 3mks**
- b) There is hope, promise and potential disappointment / permanence relationship must be approached with a view to staying put for better or for worse ✓2 /  
Necessity - relationship as well as Kenyan roads are necessary in spite of their challenges ✓2  
**any point 2mks**
- c) Human beings have not yet discovered any other source of companionship that is greater than that is found in relationship ✓2
- d) Relationships should be permanent to enhance building wealth ✓1 providing companionship ✓1 and providing and nurturing children for maturity ✓1 **3mks**
- e) Roads have a permanent nature because every time the writer visits his/her home he/she is amazed that most roads are still there ✓2 he/she can direct someone without fear that the road will have disappeared ✓2  
**any point 2mks**
- f) Consequences of poor road workmanship  
- cracks appear and then craters develop ✓1a  
- vehicles are damaged ✓1b  
- dust returns ✓1c  
- accidents increase ✓1d  
- permanent scars and loss of life ✓1e **5mks**
- NB: Instructions**  
**the answer must be in point form, if not deduct ½ from the total and affix N. Ignore faulty expressions**
- g) Everyone's excitement is about the possibilities that the road presents ✓1
- h) i) appreciates - increases ✓1 / goes up ✓ / rises ✓  
ii) pledge allegiance - support / subscribe to ✓1 **2mks**
2. a) The results of the national form four and primary have been released ✓1. Vera has passed well while Becky has managed a 2nd division pass. Becky doesn't want to repeat but to get a job immediately ✓1 of which her father, Mark Sigu objected due to her young age ✓1 **4mks**
- b) Mark  
Firm / decisive ✓1 - he tells Becky that she cannot leave school to go work; and if it must happen, it will be over his dead body ✓1  
Becky  
Open / frank ✓1. Tells her father, "All I want is to be an air hostess" ✓1  
Sarcastic ✓1 - she sarcastically sees no need to go back to school as school is for Vera who wants to be a professor ✓1  
**any one character trait for each**  
**1mk = id, 1mk = illus**  
**4mks**
- c) Conflict ✓1 - Becky wants a job immediately while Mark wants her to continue with school ✓1  
Education ✓1 - mark values education so much and wants Becky to go to her old school to study history, literature and Geography ✓1 **any two themes 2 x 2 = 4mks**
- d) Aoro had been suspended from school for being indisCIPLINED ✓1. Being a strict disciplinarian, Mark Sigu punishes him by starving and asking him to cater for himself as he was now a man enough of school ✓1 **2mks**
- e) 'This time she said goodbye to her sister and left without a backward glance' ✓2 **2mks**
- f) Rarely did a telegram ever carry good news and Mark's hands shook a little as he tore it open ✓1
- g) i) Opiyo ✓1 and Odongo ✓1  
ii) They are in Aluor with their grandmother, Maria Nyabera ✓1 They had been sent there to keep her company due to old age as well as developing their stability in character **3mks**
- h) i) antagonising - bothering / annoying / opposing / provoking  
ii) exodus - moving away at once / mass movement / leaving a place at once  
iii) consisted - comprised / contained **3mks**
3. a) The poem is about someone whose mother has died ✓1 The mother left a golden brooch as gift upon her death ✓1 she really wishes the mother could have left behind her courage ✓1 She believes the mother does not need courage in death but she badly needs. She however treasure the golden brooch ✓1 **1 x any four points = 4mks**

- b) Female ✓1 the mother left her a golden brooch that she wears ✓1 **2mks**
- c) The speaker wishes the mother had left behind her courage ✓1. However, it cannot be fulfilled because the mother is dead ✓1 **3mks**
- d) Courageous ✓1 - the courage that my mother had / the speaker wishes that the mother would have left behind her courage instead of taking with her to the grave ✓1 **Id = 1, illust = 1**
- e) Metaphor ✓1 - mother is compared to a rock and granite ✓1  
Simile ✓1 ..... the courage like a rock ✓1  
**Id = 1 x 2, illust = 1 x 2 4mks**
- f) Admiration / love / respect ✓2 - the speaker admires her mother for her courage / her love and respect for her mother are shown in the way she values the brooch and the way she thinks of her mother as a rock and a granite  
**Identification of attitude = 2mks,**  
**illust. = 1mk**  
**3mks**
- g) It means the mother no longer needs courage in death but she needs it in living / the dead needs no courage but the living does ✓2 **2mks**
4. a) i) I had no alternative but to report her behaviour to the principal  
ii) Never before had the team performed well  
iii) He is afraid of his daughter falling in love with a stranger  
iv) The best student was praised by the teacher **4mks**
- b) i) I listened to the news summary without many details  
ii) I listened to the news for a short while  
i) She went and bought a skirt for her own use  
ii) She went personally to buy a skirt rather than send somebody or someone else @ $\frac{1}{2}$ mk x 4 = 2mks
- c) i) of  
ii) with  
iii) out **3mks**
- d) i) The teacher gave us ample time to revise  
ii) The chaplain wished us a safe journey **2mks**
- e) i) sought  
ii) run  
iii) span  
iv) bade **wrong spelling = zero 4mks**

**BURETI SUB-COUNTY JOINT EVALUATION TEST***Kenya Certificate of Secondary Education (K.C.S.E)*

101/3

**ENGLISH****PAPER 3****2 ½ hours**

1. a) - must be an argumentative essay  
- there must be an attempt to argue for or against both sides of the statement  
- candidates must clearly come up with their stand / position with reference to the statement
- b) - must be a story, if not deduct 4mks AD  
- must blend with the given sentence. If not deduct 2AD  
- the story must involve an event that shows change of behaviour of a character possibly after an unpleasant experience due to earlier misbehavior

**2. Compulsory Set Texts**

Bertolt Brecht : The Caucasian Chalk Circle

Introduction: May be general or specific

Many people ignore the important things that matter in their lives often leading to dire consequences. This is true of characters in the play like Natella Abashwili, the governor and others as discussed below.

The governor

- immensely rich yet has many beggars, petitioners etc at his door
- refuses to hear the message from the wounded rider before the mass and ever after leading to his tragic death Pg.16-17

Natella Abashwili

- concerned about the dresses to pack leading to her abandoning her baby
- in the court she is interested in getting Michael back only because of the estates left by her husband
- she ends up losing the baby to Grusha

Aniko and Lavrenti

- can't stand Grusha with her 'baby'. Aniko is so religious to accept Grusha

- Lavrenti forces Grusha to marry a 'dying' man whom she does not love. He pays the mother of the man a huge sum and later the marriage is dissolved by Azdak

Jussups's mother

- interested in marrying her son before he 'dies' and no attempts to treat him  
- she has to feed the guests at the wedding, hiring a monk and later her son is divorced

Black Mailer

- interested in knowing whether a certain land owner raped his niece or not and not the plight of the niece  
- heavily fined

Invalid

- gets a stroke when he hears the doctor he paid fees to train is treating free  
- heavily fined

Prince Kazbeki

- one of the princes who ran down the war  
- wants his unqualified nephew appointed the judge  
- embarrassed by Azdak in the mock trial and later killed on the return of the duke

**Mark any other valid point. Each point must have the serious and the less serious issue to score**

Conclusion

From the above, it is clear that misfortunes can be avoided if people prioritize

### 3. a) The Short story :

#### Leaving by Moyez G. Vassanji

The education system is flawed. First and it does not put the interests of the students first when it comes to offering courses at the university level; therefore the students are forced to undertake courses they don't like. From the story, Aloo had applied to study medicine but he is given a place in agriculture even though he scores all A's meaning he had the necessary qualifications

"..... an agricultural officer in a rural district was not what he wanted to become however patriotic he felt he had never left the city except to go to the national parks on a school trip" pg.35

Secondly, the local universities offer limited courses. When Aloo looks at the catalogue of foreign universities he learns of subjects he had never heard before; genetics, cosmology and artificial intelligence; a whole world is waiting for him out there pg.34

It is because of these reasons that Aloo becomes elated when he receives a letter from California Institute of Technology, offering him a place and a scholarship after numerous applications to foreign universities. The countries therefore lose intellectuals because of substandard education system

ii) Another issue is corruption. The government officials in charge of university admissions are corrupt. We are told that Aloo was entitled to a place at the local university to study medicine but he was given a place in agriculture

".... if the unknown bureaucrat at the Ministry of Education had been less arbitrary..." pg.36. This decision made Aloo heartbroken and fuels his ambitions to leave, his country. It is because of corruption that a country loses many intellectuals who could have contributed positively to the development, of a country

iii) Another socio-economic issue is poverty / poor economic status. The local currencies of East African countries have low value as compared to the dollar. From the story we see that 400 dollars is equivalent 3000 Tanzania shillings. The people live in poverty. Aloo cannot afford to pay for his education so he looks for an institution that will offer him a scholarship. He cannot even raise 400 dollars for pocket money let alone air ticket. He suggests that they raise money through a loan which he will pay back when he's abroad working

"..... I'll work there, as a waiter .... I'll send money back" pg.35

We are also told only very, few rich people can afford to take their children abroad for further studies "...all the rich kids go every year..." pg.38. From the story it's also inferred that people who live abroad are richer than those in local countries. Aloo's mother says "...you may have uncles' in America who would help you... but here no one will." pg.36. Thus people would wish to go abroad to come out of poverty

iv) Stereotypical belief that life in America is better than in Africa / The American Dream's is another issue that contributes to brain drain. There is a general, belief mostly in Africa that for one to be successful in life, they have to study or work abroad. This society view people who have been abroad as heroes and heroines. Mr. Dato, a former teacher and student of a local school is admired by many after his return from America. We are told that this event inspired in Aloo the hope that will be admitted to an American university pg.34

Aloo also chooses to overlook the dangers and challenges of going abroad because of this belief as he sees this as his only way to succeed in life

Aloo's mother says, "... if something happens..." pg.36 ...If I let you go, you will not marry a white woman ... you will not smoke or drink ... Mr. Velji.. "if you send him, you will lose your son" pg.37

We therefore see that because of this American dream, given a chance, many Africans would do anything, even risk their lives for a chance to go abroad and in so doing greatly contribute to brain drain (accept any other relevant well developed points)

### b) Francis Imbuga : Betrayal in the City

Introduction

So many ills are propagated in the current society simply because a majority of people have chosen to be silent and do nothing about problems facing them. The perpetrations of such ills are left to go scot free

Accept any other relevant introduction

#### Body

If the likes of Doga, Nina, Jusper, Jere and Mosese are absent in any society, the people either die poor, by the sword or as oppressed subject of a selfish regime.

- the beggars in the streets at one time wonder why Jusper is wasting his time fighting for their rights. They think that silence is the cure for their misery. They have allowed selfish leaders to go scot free after committing evil. The cycle of poverty continues.

- Regina constantly reminds her boyfriend, to abstain from talking negatively about the leadership of Kafira. She blames Adikas death and Mosese's arrest on the victims and wishes that they had remained silent. She fails to achieve much.

- Askaris also warns Mosese and Jere about their "hot mouths". He advises them to choose silence instead. They choose to defy him and eventually succeed.

- Tumbo, too, does not see the need for Jusper agitation and constant protest from the university. He believes the tokens he gets can substitute his freedoms and rights. He is humiliated

- the publishers reject writers who write the truth too plainly like Jusper. Jusper does the entertainment play which leads to the palace coup

#### Conclusion

Indeed, bravery is a virtue, cowardice is a vice. When people arise and project their voices against oppression, then the world will be a better place

### c) **The Whale Rider - Witi Ihimaera**

Introduction 2mks

In many countries the world over, people cherish various customs. These traditions are the life giving forces of the people. This is effectively portrayed in the Maori culture of the Whangara people as brought out in the novel

**NB: accept any other relevant introduction**

#### Points of Interpretation

##### T(i) Marriage

- the institution of marriage is cherished
- polygamy is also accepted
- Porourangi is engaged to Anna

##### T(ii) Superstition

- they have beliefs in superhuman entities
- believed in their ancestor Kahutia-Te-Rangi
- Rawiri saw something flying in the air

##### T(iii) Sacred beliefs

- fishing groove are sacred
- the fishing activity is also sacred
- man and fish are united in existence

##### T(iv) Birth cords

- the umbilical cord is revered in this community
- must be buried in one's native land
- Kahu's birth cord is transported miles to be buried in Whangara

##### T(v) Cultural education

- Informal education in Maori culture taught by Koro Apirana
- a requirement that should be passed to the young generation to instil Maori culture

##### T(vi) Leadership

- it was customary for the chieftainship to be inherited by the male / man
- main reason behind Koro's rejection of Kahu since it is a departure from tradition

#### Conclusion

From the foregoing illustrations, it is evidently clear that the Whangara people thrived on their belief and trust in their customs. They have a deep and profound attachment to their customs