

NAME \_\_\_\_\_ INDEX NO. \_\_\_\_\_

CANDIDATE'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

**101/1  
ENGLISH  
PAPER 1  
(FUNCTIONAL SKILLS)  
JULY/AUGUST 2011  
2 HOURS**

**NZAU / MUKAA FORM 4 CLUSTER EXAMINATION  
Kenya Certificate of Secondary Education  
ENGLISH  
PAPER 1  
2 HOURS**

**INSTRUCTIONS TO CANDIDATES**

- (a) Write your name and index number in the spaces provided above.
- (b) Sign and write the date of examination in the spaces provided above.
- (c) Answer ALL the questions in this question paper.
- (d) All your answers must be written in the spaces provided in this question paper.
- (e) This paper consists of 6 printed pages.
- (d) Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

**FOR EXAMINER'S USE ONLY**

Question	Maximum score	Candidate's score
1	20	
2	10	
3	30	
Total score		

**This paper consists of 6 printed pages**

**Turn Over**





**2. Cloze test ( 10 marks) .**

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

Environment forms the resource base 1\_\_\_\_\_ our economic and social development and impacts on all economic sectors, all of which rely heavily 2\_\_\_\_\_ the exploitation of environmental resources. It is, therefore, imperative that this vital natural resource capital be 3\_\_\_\_\_.

Our national forest 4\_\_\_\_\_ currently stands at less than 2% which is far 5\_\_\_\_\_ the 10% advocated 6\_\_\_\_\_ by the United Nations. This low coverage is due to the high rate of degradation which is a result of increased competition for resources by a 7\_\_\_\_\_ growing population and failure to adhere to the principles of sustainable utilization of resources.

In order to 8 \_\_\_\_\_ this challenge, the Ministry of Environment has 9\_\_\_\_\_ on interventions to rehabilitate and restore our environmental resource base 10 \_\_\_\_\_ reforestation of degraded water catchment areas and rehabilitation of degraded areas.

**3. Oral skills – ( 30 marks).**

(a) Study the following item of oral literature and answer the questions that follow:

Lola lulola lulala lula (Maragoli)

(i) Identify this item and support your answer. (2mks)

---

---

---

---

(ii) What is the importance of this item? (2mks)

---

---

---

(iii) You are doing a research on oral literature materials from the community near your school. What problems are you likely to face in the field work? (2mks)

---

---

---

---

(iv) What would be the effect of translating the oral literature materials collected? (2mks)

---

---

---

---

(b) A friend of yours is scheduled to chair a certain annual meeting. What four things do you think she should employ to ensure that there is effective communication in the meeting?

(4mks)

---

---

---

---

---

---

---

---

(c) The following words have different meanings. Write two sentences for each to bring out two different meanings.

(5mks)

(i) Light

---

---

---

---

(ii) Right

---

---

---

---

(iii) Subject

---

---

---

---

(iv) Reject

---

---

---

---

(v) Refuse

---

---

---

---

(d) Indicate the intonations in the following sentences

(5mks)

(i) They have to go to the Hague.

---

---

---

(ii) The two principals should agree, shouldn't they?

---

---

---

(iii) Excuse me!

---

---

---

(iv) The earth rotates around the sun, doesn't it?

---

---

---

(v) Are you coming?

---

---

---

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

(8mks)

---

---

---

---

---

---

---

---

---

---

**101/1  
ENGLISH  
PAPER 1  
(FUNCTIONAL SKILLS)  
JULY/AUGUST 2011**

**NZAU / MUKAA FORM 4 CLUSTER EXAMINATION  
Kenya Certificate of Secondary Education  
ENGLISH  
PAPER 1  
MARKING SCHEME**

**1. Points of interpretation**

(i) Must be a Memo, if not, deduct	2 marks 2AD
(ii) Name of institution	1mk
(iii) Heading (internal memo)	1mk
(iv) From (source)	2mks
(v) To (receiver)	2mks
(vi) Date	1mk
(vii) Reference Number	1mk
(viii) Subject (suitable)	1mk
(ix) Content – Importance of the trip	2mks
- Asking for transport	2mks
(x) Signing off	1mk
(xi) Language	6mks
	<u>20mks</u>

- 2.
1. for
  2. on
  3. protected
  4. cover
  5. below
  6. for
  7. rapidly
  8. address
  9. embarked
  10. through

- 3.(a) (i) It is a tongue twister. Because of the similarity of sounds i.e alliteration and assonance used 2mks  
(ii) - It embellishes language  
    - It is used to entertain  
    - It is used to socialize  
(Accept any two plausible answers) 2mks

**This paper consists of 3 printed pages**






**Turn Over**

- (iii) - Transport problems
  - language barrier
  - suspicious informants
  - hostile communities
  - extreme/adverse weather conditions
 (Accept any other relevant answer)  
 (Any two correct answers, 2mks)

- (iv) - Sound patterns are lost e.g. alliteration and assonance
  - Local flavour is lost/originality/authenticity
  - Lack of suitable words
 (Accept any two plausible answers) 2mks

- (b) - Posture
  - Appropriate use of gestures
  - Eye contact
  - The physical distance kept
  - Dramatization
  - Tonal variation/voice projection/voice inflection/audibility
  - Appropriate dressing
  - Body movement
 (Accept any four plausible answers) 4mks

- (c) (i) The light is very bright.  
The luggage was light.
- (ii) The student was right.  
He carried a briefcase on his right hand.
- (iii) The teacher will subject the students to a test.  
The students found the subject very simple.
- (iv) The packet of milk is a reject.  
It is disappointing to reject her proposal.
- (v) The refuse was dumped in the pit.  
They will refuse to host the competitions.

- (d) (i) Falling intonation 
  - (ii) Falling-Rising intonation 
  - (iii) Rising intonation 
  - (iv) Falling intonation 
  - (v) Rising intonation 
- (Accept either of the above)

- (e) - Dress lightly
  - sit upright
  - ensure that the room is well aerated/aired
  - locate your chair next to a window
  - avoid congested places
  - sit at the front
  - take short notes



- maintain eye contact
- create interest in the topic
- avoid distractions

(Accept any eight plausible answers)

8mks

NAME \_\_\_\_\_ INDEX NO. \_\_\_\_\_

CANDIDATE'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

**101/2  
ENGLISH  
PAPER 2  
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)  
JULY/AUGUST 2011  
2 ½ HOURS**

**NZAU / MUKAA FORM 4 CLUSTER EXAMINATION  
Kenya Certificate of Secondary Education  
ENGLISH  
PAPER 2  
2 ½ HOURS**

**INSTRUCTIONS TO CANDIDATES**

- Write your name and index number in the spaces provided above.
- Sign and write the date of examination in the spaces provided above.
- Answer ALL the questions in this question paper.
- All your answers MUST be written in the spaces provided in this question paper.

**FOR EXAMINER'S USE ONLY**

Question	Maximum score	Candidate's score
1	20	
2	25	
3	20	
4	15	
TOTAL SCORE		

**This paper consists of 10 printed pages**

**Turn Over**

## Question 1

Read the following passage and then answer the questions that follow

It was from an African friend who had known the village in which Johnny died that I heard of his last years. Johnny walked into the village, asked to see the chief, and when the chief assembled with his elders, asked formally for permission to live in the village, as an African, not as a white man. All this was quite correct, and polite, but the elders did not like it. This village was a long way from the centres of white power, up towards the Zambesi. The traditional life was still comparatively unchanged, unlike the tribes near the white cities, whose structure had been smashed for ever. The people of this tribe cherished their distance from the white man, and feared his influence. At least the older ones did. While they had nothing against this white man as a man – on the contrary he seemed more human than most – they did not want a white man in their life. But what could they do? Their traditions of hospitality were strong: strangers, visitors, travellers, must be sheltered and fed. And they were democratic: a man was as good as his behaviour, it was against their belief to throw a person out for a collective fault. And perhaps they were, too a little curious. The white men these people had seen were the tax-collectors, the policemen, the native commissioners, all coldly officials or arbitrary. This white man behaved like a suppliant, sitting quietly on the outskirts of the village, beyond the huts, under a tree waiting for the council to make up its mind. Finally they let him stay, on condition that he shared the life of the village in every way. This **proviso** they probably thought would soon get rid of him. But he lived there until he died, six years, with short trips away to remind himself, perhaps, of the strident life he had left. It was on such a trip that he had walked up to our house and stayed the night.

The Africans called him Angry Face. This name implied that it was only the face which was angry. It was because of his habit of screwing up and then letting loose his facial muscles. They also called him Man Without a Home, and the Man Who Has No Woman.

The women found him **intriguing**, in spite of his sixty years. They hung about his hut, gossiped about him, brought him presents. Several made offers, even young girls.

The chief and his elders conferred again, under the great tree in the centre of the village, and then called him to hear their verdict.

You need a woman, they said, and in spite of all his protests, made it a condition of his staying with them for the sake of the tribe's harmony.

They chose for him a woman of middle age whose husband had died of the blackwater fever, and who had had no children. They said that a man of his age could not be expected to give the patience and attention that small children need. According to my friend who as a small boy had heard much talk of this white man who had preferred their way of life to his own, Johnny and his new woman 'lived together in kindness'.

It was while I was writing this story that I remembered something else. When I was at school in Salisbury there was a girl called Alicia Blakeworthy. She was fifteen, "a big girl" to me. She lived with her mother on the **fringes** of the town. Her step-father had left them.

Her mother had a small house, in a large garden and she took in paying guests. One of these guests had been Johnny. He had been working as a game warden up towards the Zambesi river and had had malaria badly. She nursed him.

He married her and took a job as a counter hand in the local grocery store. He was a bad husband to mom, said Alicia. Terrible. Yes, he brought in money, it wasn't that, but he was a cold hard-hearted man. He was no company for them. He would just sit and read, or listen to the radio, or walked around by himself all night. And he never appreciated what was done for him.

Oh how we schoolgirls all hated this monster! What a heartless beast he was.

But the way he saw it, he had stayed for four long years in a suffocating town house surrounded by a domesticated garden. He had worked from eight to four selling groceries to lazy women.

When he came home, this money, the gold he had earned by his slavery, was spent on chocolates, magazines, dresses, hair – ribbons for his townified step-daughter. He was invited, three times a day, to sit down at a table crammed with roast beef and chicken and puddings and cakes and biscuits.

He used to try and share his philosophy of living;

'I used to feed myself for ten shillings a week!

'But why? What for? What's the point?'"

'Because I was free, that's the point! If you don't spend a lot of money then you don't have to earn it and you are free. Why do you have to spend money on this rubbish? You can buy a piece of rolled brisket for three shillings, and boil it with an onion and you can live off it for four days! You can live off mealliemeal, well enough. I often did, in the bush.'

'Mealliemeal! I'm not going to eat native food!'

Why not? What's wrong with it?

'If you can't see why not, then I'm afraid I can't help you.'

Perhaps it was here, with Alicia's mother, that the idea of 'Going native' had first come into his head. 'For crying out loud, why cake all the time, why all these new dresses, why do you have to have new curtains, why do we have to have curtains at all, what's wrong with the sunlight? What's wrong with the starlight? Why do you want to shut them out? Why?'

That 'marriage' lasted four years, a fight all the way.

Then he drifted north, out of the white man's towns, and up into those parts that had not been opened up to white settlements; and where the Africans were still living, though not long, in their traditional ways. And there at last he found a life that suited him, and a woman with whom he lived in kindness.

(The story of a Non-Married Man by Doris Lessing)

### Questions

(a) In one sentence explain why the elders feared the influence of the white man (2mks)

---

---

---

(b) Make notes on the reasons why the elders agreed to let Johnny live in their village (6mks)

---

---

---

---

---

---

---

---

---

---

(c) 'At least the older ones did' what does this imply? (2mks)

---

---

---

(d) What collective fault is meant in 'it was against their belief to throw a person out for a collective fault' (2mks)

---

---

---

(e) Explain why the elders decided Johnny needed a woman (2mks)

---

---

---

(f) 'it was while I was writing this story that I remembered something else' (rewrite to begin with: I remembered ..... ) (1mk)

---

---

---

(g) Write down the meaning of the following words as used in the passage (2mks)

(i) intriguing

---

---

---

(ii) fringes

---

---

---

(h) What tone does the speaker use in the speech beginning "for crying out loud ....." (1mk)

---

---

---

(i) "Her step-father had left them" write down the sentence using a phrasal verb to replace the underlined part (2mks)

---

---

---

**Question 2. An Enemy of the People by Henrik Ibsen.**

**Read the following except and answer the questions that follow**

MRS STOCKMANN (seeing her husband): Just as I thought

HOVSTAD (going towards her): You are here too, Mrs. Stockmann?

DR. STOCKMANN: What on earth do you want here, Katherine.

MRS. STOCKMANN: I should think you know very well what I want.

HOVSTAD: Won't you sit down? Or perhaps.....

MRS. STOCKMANN: No, thank you; don't bother. And you must not be offended at my coming to fetch my husband; I am the mother of three children, you know.

DR. STOCKMANN: Nonsense! We know all about that.

MRS. STOCKMANN: Well, you don't give much thought to your wife and children today; if you did, you would not have gone and dragged us all into misfortune.

DR. STOCKMANN: Are you out of your senses, Katherine! Because a man has a wife and children, is he not to be allowed to say the truth – is he not to be allowed to be an actively useful citizen – is he not to be allowed to do a service to his own town?

MRS. STOCKMANN : Be reasonable, Thomas!

ASLAKSEN: Just what I say. Moderation in everything.

MRS. STOCKMANN: And that is why you wrong us, Mr. Hovstad, in enticing my husband away from his home and duping him into all this.

HOVSTAD: I certainly am not duping anyone .....

DR. STOCKMANN: Duping me! Do you suppose I would allow myself to be duped!

MRS. STOCKMANN: It is just what you do, I know quite well you have more brains than anyone in the town, but you are extremely easily duped, Thomas. (To HOVSTAD) Remember that he loses his post at the Baths if you print what he has written.

ASLAKSEN: What!

HOVSTAD: Look her, Doctor!

DR. STOCKMANN (laughing): Ha-ha! Just let them try! No, no – they will take good care not to. I have got the compact majority behind me.

MRS. STOCKMANN: Yes, that is just the worst of it – your having any such a nasty thing behind you.

DR. STOCKMANN: Nonsense, Katherine! – Go home and look after your house and leave me to look after society. How can you be so afraid, when I am so confident and happy? (Walks up and down rubbing his hands.) Truth and the people will win the fight, you can bet on that! I see the whole of the broad – minded middle class marching like a victorious army ...! (Stops beside a chair). What the devil is that lying there?

**Questions**

1. Explain what happens just before and after this extract.

(4mks)

---

---

---

---

---

2. What brought Katherine to Hovstad's office? (2mks)

---

---

---

---

3. Explain what happens later in the play concerning Katherine's fear in the excerpt (4mks)

---

---

---

---

4. Discuss the character of Dr. Stockmann in this passage (4mks)

---

---

---

---

5. (a) "What the devil is lying there?" (Write in reported speech) (1mk)

---

---

---

(b) What prompts this question? (2mks)

---

---

---

---

6. Discuss the irony in this passage in relation to the rest of the play (3mks)

---

---

---

---

7. Add a question tag to the following:  
I have got the compact majority behind me, .....

---

---

---

---

8. Explain the meaning of the following words and phrases as used in the extract (4mks)  
(i) moderation

---

---

---

(ii) compact majority

---

---

---

### Question 3

**Read the following passage and answer the questions that follow**

A long time ago, hyena and squirrel were great friends and lived in the same homestead. They were very wealthy. They had many goats, cattle and sheep. Both of them were good herdsman, and took great care of their animals. They grazed them in turn; that is, the hyena would be in the homestead looking after domestic affairs there for so many days while the squirrel grazed the animals for so many days, and so on.

One day the hyena began to think how he might own all the animals and kill the squirrel. Often when they were in the field together grazing their animals, he would suggest to the squirrel that they should go for a swim in the river. He always hoped to drown the squirrel but realizing this, the squirrel always avoided swimming near the hyena. So the hyena tried all sorts of tricks, but his friend was too smart to fall into any of his traps.

When the squirrel realized that the hyena really meant to kill him, he decided to retaliate. One day the hyena was in the field grazing their animals, while the squirrel was left to look after the housework and cook. Squirrel cooked a very nice dish of meat, and the fragrant delicious food could be smelled from afar. He also burned a small stone red-hot which he wanted to use to kill the hyena. At sunset, when the herdsman returned their animals to their homesteads, the squirrel was expecting his friend to bring back their animals and put them in the sheds. Usually the hyena was very hungry at the end of a day's work and he ate gluttonously whatever he was given. He would complain bitterly if the food was not ready for him when he returned home.

Now, one could hear the bells of the bulls and goats coming nearer and nearer. The hyena was coming home, very hungry as usual. When he was only a few yards away, the cunning squirrel rolled the red-hot stone in meat and fat, and made a nice roll of delicious meat round it.

It looked like a kind of meat ball, and its fragrance made the hyena's mouth water. The hot stone was burning the meat and fat and it produced such a nice smell that one could smell it from a long way away.

At the gate of the homestead, the hyena shouted and asked if there was something nice for him to eat. He said that he was very hungry and threatened to eat the squirrel if there was not enough food for him. This did not worry the squirrel. He called out that he had cooked special food that evening and that the hyena would be sure to enjoy it. But this assurance did not seem to please the hyena, who was more interested in killing the squirrel than in having nice food.



He advanced towards the squirrel very angrily, when the latter said to him. “Eh, my dear friend hyena, look, I have made very special and nice food for you, can’t you smell it?”

“Yes”; replied the hyena, ‘I can smell it, but is it enough? I am tired and hungry after spending the whole day looking after these animals of yours. If there isn’t enough food, I shall have to eat you for supper tonight;

‘Oh, no, my friend hyena’ replied the squirrel, ‘there is more food than you can eat; And at this point he picked up the roll of meat with the red-hot stone inside, and said, ‘Open your mouth, my friend hyena, and taste this special piece of meat. Swallow it at once while I serve you a yet larger dish of meat.’

The hyena opened his mouth without hesitation or suspicion, and the squirrel threw the roll of meat right into his mouth. As it was too small to chew, he swallowed it at once. It was delicious and tasty as it went down, but a few seconds after he had swallowed it, the red-stone produced so much heat in the hyena’s stomach that it killed him instantly.

So the squirrel was left in peace. He acquired the possessions of all the animals and all the land, and lived happily ever after.

**Questions:**

(i) From the 1<sup>st</sup> paragraph, how can we tell that this story is translated to English from another language? (1mk)

---

---

(ii) Hyena readily accepts to do what squirrel suggests. What does this prove? (2mks)

---

---

---

(iii) From the 3<sup>rd</sup> paragraph, identify and explain two character traits of hyena. (4mks)

---

---

---

---

---

---

(iv) Identify and explain three features of style evident in this story. (6mks)

---

---

---

---

---

---

---

---

(v) "Yes" replied hyena, "I can smell it, but is it enough?" write in reported speech (1mk)

---

---

---

(vi) Explain the irony in this story (1mk)

---

---

---

(vii) Identify: (2mks)

(a) One social aspect of the community depicted in the story

---

---

---

(b) One economic activity of the people depicted in the story

---

---

---

(viii) Give the meaning of the following words as used in the story (3mks)

smart

---

---

---

retaliate

---

---

---

fragrant

---

---

**Question 4.**

(a) Complete the blank spaces with the correct form of the word in brackets (2mks)

(i) There will be a \_\_\_\_\_ service for the departed souls. (memory)

(ii) When Jane was demoted as a class monitor, she was delighted but \_\_\_\_\_.

(apprehend)

(b) Complete the blank spaces with the most suitable phrasal verbs (2mks)

(i) You are walking too fast. I can't keep \_\_\_\_\_ you.

(ii) The robbers got \_\_\_\_\_ 50,000 USD

**(c) Fill in the blanks with suitable prepositions.** (2mks)

(i) I am indebted \_\_\_\_\_ him for the help he gave me.

(ii) The police blamed the woman \_\_\_\_\_ neglecting her own child.

**(d) Rewrite the following sentences as instructed.** (3mks)

(i) The cow I bought was too tired to continue walking (Rewrite using “so”)

---

---

---

(ii) The visitor advised the students to consider the consequences of their behaviour.

(Rewrite in direct speech)

---

---

---

(iii) The oil company has established a petrol station here.

(Rewrite beginning: A petrol station .....)

---

---

---

**(e) Use correct collective nouns in the following sentences.** ( 3 marks)

(i) The evening party was made beautiful by the \_\_\_\_\_ of colours

(ii) The guest of honour was given a \_\_\_\_\_ of flowers.

(iii) She put a \_\_\_\_\_ of salt in the plate of food.

**(f) Change the underlined words into their negative forms.** (3 marks)

(i) The guest speaker in the forum was a noble person.

---

---

(ii) She said that my argument was very prudent.

---

---

(iii) Ngugi wa Thiongo’s writings are famous with the western readers.

---

---

101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

JULY/AUGUST 2011

2 ½ HOURS

NZAU / MUKAA FORM 4 CLUSTER EXAMINATION 2011

Kenya Certificate of Secondary Education

ENGLISH

PAPER 2

MARKING SCHEME

**Question 1**

- (a) They didn't want their traditional life changed/traditional structures changed/traditional structures Smashed. (2mks)
- (b) (i) Their traditions of hospitality were strong/strangers, visitors and travellers must be sheltered and fed.  
(ii) They were democratic/ a man was as good as his behaviour  
(iii) It was against their beliefs to throw a person out for a collective fault  
(iv) They were curious  
*(Answer should be in notes, if not, deduct ½ mk from the total) Any 3 points x 2 = 6mks*
- (c) The young had been absorbed into the ways of the white man/the old knew the peace enjoyed by the traditional society/the young never feared the influence of the whitemen.  
(Any 1 correct answer = 2 marks )
- (d) Most of the whites were working in complete contrast of the expectations of the Africans. (2mks)
- (e) They thought that his continued stay without a wife could cause conflict as many women both young and old hung around his house with offers (2mks)
- (f) I remembered something else while I was writing this story (1mk)
- (g) intriguing – interesting (because of being unusual)  
fringes – outskirts (2mks)
- (h) exasperation/annoyance/irritating
- (i) Her step father had walked out on them

**Question 2**

- (i) Before: - The Mayor has been at the editorial office to talk to the press men not to print the Doctor's article  
- He hides in one of the rooms when Aslaksen and Hovstad notice the Doctor approaching the offices  
- The Doctor enters through the printing room to enquire whether they have printed the article.  
After:  
- The Doctor notices the Mayor's official hat and staff of office and senses foul play  
- He puts them on and the Mayor re-emerges to demand for them.  
- The editorial staff tell him the truth that they will not print his article due to the Mayor's influence/article is an imagination  
(Any 2 points for before and 2 points for after = 4 marks )

**This paper consists of 3 printed pages**

**Turn Over**

- (ii) She had come to look for her husband because she thinks that he is neglecting his family to take care of the town's interests.√ (2mks)
- (iii) - Doctor stockmann loses his job as Medical Officer in the Baths committee as Peter had warned him earlier.√ (1mk)  
 - Katherine had warned the Doctor that he was being duped by Hovstad and the press and this becomes true when they deny his report√ (1mk)  
 - The compact majority the Doctor brags about later declare him 'An Enemy of the people'√(1mk)  
 - As Katherine notes, the Doctor has "dragged all of us into misfortune" – Petra is dismissed from employment and the children are sent away from school √ (1mk)  
 (Accept any relevant answer ) 4 x 1mk = 4 marks )
- (iv) 'He is determined√1' He wants the truth to prevail √1 (Identification 1 Illustration 1mark)  
 He is naïve√ – he believes the pressmen too much√1 (1mk)  
 Trusts masses will follow him  
 (Any other relevant answer)
- (v) (a) He angrily enquired what was lying there√ (1mk)  
 (b) He notices Peter's official staff and hat in the office and is surprised for he did not expect him to be there (2mks) Noticing 1mark surprise 1mark.
- (vi) Doctor Stockmann is misled by the fact that he thinks that he has the compact majority behind him, the whole broad –minded middle class and that his report would be printed. In the rest of the play, the press deny his report and later turn against him calling him "an enemy of the people"  
 (3 marks – Contrast must be brought out to score).
- (vii) haven't I? (No comma no score)
- (viii) (a) Being reasonable/no extreme (2mks)  
 (b) The masses/the rest of the people who pay taxes.√ (2mks)

### Question 3

- (i) There is literal translation of the last line i.e. the last sentence. √ (1mk)
- (ii) Hyena is gullible (2mks)
- (iii) He's gluttonous and quarrelsome (he eats gluttonously what he is given and complains bitterly if food was not ready)  
 ( 2 well illustrated traits x 2 = 4 marks )
- (iv) – Opening formula – A long time ago.  
 - Closing formula – lived happily ever after  
 - Dialogue – between squirrel and hyena  
 Personification – given human qualities. etc.
- (v) Hyena acknowledged that he could smell it but enquired whether it was enough. (1mk)
- (vi) Hyena is the one who starts with the plans of killing squirrel but ends up dead.  
 - Hyena expects squirrel is giving him a good roll of meat but dies of having swallowed a stone.  
 (2 marks for any)
- (vii) (a) Friendship (1mk)  
 (b) Livestock keeping (1mk)
- (viii) Intelligent (1mk)  
 Revenge/hit back (1mk)  
 Sweet smelling (1mk)

#### Question 4

- (a) (i) memorial (1mk)  
(ii) apprehensive (1mk)
- (b) (i) up with (1mk)  
(ii) away with (1mk)
- (c) (i) to (1mk)  
(ii) for (1mk)
- (d) (i) The cow I bought was so tired that it/she could not continue walking . (1mk)  
(ii) “Consider the consequences of your behaviour,” the visitor advised the students√,  
The visitor advised the students “Consider the consequences of your behaviour. (1mk)  
(iii) A petrol station has been established here by the oil company.
- (e) (i) kaleidoscope (1mk)  
(ii) bouquet (1mk)  
(iii) pinch (1mk)
- (f) (i) an ignoble (1mk)  
(ii) impudent (1mk)  
(iii) infamous (1mk)

NAME \_\_\_\_\_ INDEX NO. \_\_\_\_\_

**101/3  
ENGLISH  
PAPER 3  
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)  
JULY/AUGUST 2011  
2 ½ HOURS**

**NZAU / MUKAA FORM 4 CLUSTER EXAMINATION  
Kenya Certificate of Secondary Education  
ENGLISH  
PAPER 3  
2 ½ HOURS**

**INSTRUCTIONS TO CANDIDATES**

- (a) Answer three questions only.
- (b) Question one and two are compulsory.
- (c) In question three choose only one of the optional texts you have prepared on.
- (d) Where a candidate presents work on more than one optional text, only the first one to appear will be Marked.
- (e) Each of your essays must not exceed 450 words.
- (f) All answers should be written in the answer booklet provided.

**This paper consists 2 of printed pages**

**Answer three questions only**

1. **Imaginative composition (Compulsory)** (20mks)

**Either**

(a) Write a composition illustrating the saying that  
“A rolling stone gathers no moss”

**Or**

(b) Write a composition explaining how the society benefits from the constituency  
Development Fund.

2. **Compulsory set text: Ngugi wa Thiong’o’s The River Between.** (20mks)

In their quest to ensure that children grow up morally parents sometimes can become insensitive to their children’s human basic freedom of decision making. With close reference to Joshua in Ngugi wa Thiong’o’s novel, ‘The River Between, Show the validity of this statement.

3. **The optional set texts : Answer any one of the following three questions.**  
(20mks)

**Either**

(a) **The Short Story : Macmillan (Ed.), Half a Day and Other Stories.**

“Government by Magic Spell by Saida is a clear exposition of the many evils facing many African governments.” With clear illustrations from the given story write an essay supporting this statement.

(b) **Drama : John Ruganda’s Shreds of Tenderness.**

“The world would be torn apart without mediators.” With close reference to John Ruganda’s Shreds of Tenderness show how Stella suits the above statement.

**Or**

(c) **The Novel: Velma Pollard’s Homestretch.**

Write an essay on the surprise which David and Edith got when they returned to Woods village from overseas.



**101/3  
ENGLISH  
PAPER 3  
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)  
JULY/AUGUST 2011**

**NZAU / MUKAA FORM 4 CLUSTER EXAMINATION  
Kenya Certificate of Secondary Education  
ENGLISH  
PAPER 3  
MARKING SCHEME**

**Question one: Imagination composition**

(20mks)

Paper 101/3 is intended to test the candidate's ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks.

Examiners should not hesitate to use the full range of marks for each essay.

It is important to determine first how each essay communicates and in which category A,B,C or D it fits.

(The marks indicated below are for question one.)

- |                      |   |
|----------------------|---|
| D CLASS<br>(01 – 05) | The candidate either does not communicate at all or his language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English words he knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors “Broken English.” |
| D – 01 – 02          | Chaotic, little meaning whatsoever. Question paper or some words from it simply copied.   |
| D 03                 | Flow of thought almost impossible to follow. The errors continuous.   |
| D+ 04-05             | Although the English is often broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.   |
| C CLASS<br>(06 - 10) | The candidate communicates understandably but only more or less clearly. He is not confident with his language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language; mother tongue influence is felt.                                |
| C – 06 – 07          | The candidate obviously finds it difficult to communicate his/her ideas. He/she is seriously hampered by his/her very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.  |

**This paper consists of 8 printed pages**

**Turn Over**

- C 08 The candidate communicates but not with consistent clarity. His/her linguistic abilities being very limited, he/she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English, links are weak, incorrect, repeated at times.
- C+ 09 – 10 The candidate communicates clearly but in a flat and uncertain manner. Simple concepts / sentence forms are often strained. There may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is till jerky. There are some errors of agreement, tenses and spelling.
- B CLASS (11 – 15) This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he/she can use English as a normal way of expressing himself/herself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over-ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may be just clean and unassuming but they still show that the candidate is at ease with the language. There may be a tendency to under mark such essays. Give credit for tone.
- B – 11 – 12 The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally, but this must not be overpunished by the examiner.
- B 13 The sentences are varied but rather simple and straight forward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless. Some items of merit, economy of language.
- B+ 14 – 15 The candidate communicates his/her ideas pleasantly and without strain. There are very few errors and slips. Tenses, spelling and punctuation are quite good. A number of items of merit of the “whole sentence” or the “whole expression” type.
- A CLASS (16 – 20) The candidate communicates not only fluently, but attractively, with originality and efficiency. He/she has the ability to make us share his/her deep feelings, emotions, enthusiasms. He/she express himself/herself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement, felicity of expression.
- A – 16 – 17 The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provide the “Spark” in such essays. Vocabulary, idiom, sentence structure, links, variety are impressive. Gross errors are very rare.
- A 18 Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin ticks.

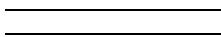




A+ 19 – 20 The candidate communicates not only information and meaning, but also and especially the candidate’s whole self: his/her feelings, tastes, points of view, youth, culture. This ability to communicate is deep self may express itself in many ways wide range of effective vocabulary, original approach,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

**TABLE OF CATEGORIES**

<b>CLASS</b>	<b>MARK CATEGORY EACH ESSAY</b>	
A	A+	19-20
	A	18
	A-	16-17
B	B+	14-15
	B	13
	B-	11-12
C	C+	09-10
	C	08
	C-	06-07
D	D+	04-05
	D	03
	D-	00- 02

**MARKING SYMBOLS.**

1. The main signs indicate three degrees of seriousness of error.

(a)	<b>GROSS ERROR</b> 	<b>OMISSION</b> 	<b>FOR CONSTRUCTION IN MARGIN</b> 
(b)	<b>MINOR ERROR</b> 	<b>OMISSION</b> 	<b>MINOR CONSTRUCTION ERROR</b> 
(c)	<b>MINOR OR POSSIBLE ERROR</b>		

This sign in the margin is used only when a construction error affects more than one line.

1. The following symbols may also be used

#### FAULTY PARAGRAPHING//P

REPETITION - (of words) a circle around the word  
- (of ideas) R usually in the margin

#### ILLEGIBILITY

VAGUENESS obscure/vague (in margin)

V

WRONG WORD ORDER underline once and write W.O. in margin

W.O

ILLOGICAL or CONTRADICTIONARY ILL (in margin)

ILL

BROKEN ENGLISH when the candidate fails to communicate BR in margin.

BR

#### FOR PURPOSES OF IDENTIFICATION

COW to indicate that a candidate has used a pencil to make a correction

BRACKETS [ ] indicate a part of a D script that communicates

\* Use an asterisk to indicate an item or a sentence that the rubrics indicate should be used

II TO INDICATE AN ITEM OF MERIT use a tick (✓) either above a word or in the margin for the whole sentence.

#### GROSS ERRORS

(a) Almost any error of agreement.

(b) Serious tense error.

© Errors of elementary vocabulary: spelling and misuse.

(d) Punctuation errors or missing punctuation which causes serious lack of communication.

(e) Elementary errors of sentence construction.

(f) Ridiculous use of idiom that affects communication.

(g) Misuse of common prepositions.

(h) Misuse of capital letters - use of CAPS underline the first page.  
and use CAPS on subsequent pages.  
where the mistake persists.

#### BREVITY

It should be remembered that the main quality of an essay is how effectively it communicates. If an essay looks too short, the examiner should take the time to count the exact number of words.

## KENYAN ENGLISH

A good number of words and expressions are understood and currently used by all Kenyans. They can be used in essays without any need for quotation marks or explanations. We can include among these:

panga, rungu, shamba, murrum, matatu,  
wananchi, ugali, madarasa, harambee, matoke,  
maendeleo ya wanawake, salaam, ayah, askari,  
debe, duka, Nyayo, boma, sukumawiki, goat party, manyatta, magendo.

## AMERICAN SPELLING

Although “English” spelling is more common than “American” spelling in Kenya, examiners should accept both spelling and no penalty should be given for such variations. Penalize for lack of consistency in usage of either.

### POINTS OF INTERPRETATION.

1. (a) It must be a story.

If not, deduct 4 marks. AD

The story must illustrate the saying, how an unsettled lifestyle eventually gets one into trouble, miserable life. The story must naturally lead to the conclusion that, “A rolling stone gathers no moss.”

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

(b) It must be a discursive or explanatory essay detailing benefits of the Constituency Development Fund.

If not, treat as irrelevant and deduct 4 marks. AD

### 2. Introduction

Each community is governed by a code of behaviour. This code of behaviour may involve people’s beliefs, practices or even social relationships. In ‘The River Between; Joshua is the embodiment of the Christian way of life. Thus, he tries to ensure that his family follow what he believes in. However, this quest brings about his family’s disintegration.

(NB: Accept any other relevant introduction but must reflect on the question.)

#### Content

(i) Joshua believes that circumcision as taught by the new religion (Christianity) is heathen.

- Cannot allow any of his daughters to get circumcised.
- Regrets even having married a circumcised woman.
- At the river, Nyambura reminds Muthoni that their father will not allow it p.g 24.

(ii) Muthoni rebels against his authority and seeks circumcision.

- She believes that Christianity is not a barrier to traditional practices – says that her parents too are circumcised and are Christians.
- Due to her fathers strictness, she goes to her aunt in Kamenon to get circumcised.
- He disowns her.

- (iii) He interprets Muthoni's death as a punishment from God for her rebellion against him and God's authority.
- (iv) Again Joshua has a cold relationship with his daughter Nyambura
  - She experiences hollowness/emptiness, that only human love would fill – seeks solace from river Honia – Because of Joshua's cold and remote behaviour towards his daughter – no family warmth. Pg 73.
- (v) Nyambura starts dreading going to church because her father's proximity would vex her. pg 72 – 73, 100 – "Going to church was becoming a burden...."
- (vi) When Joshua suspects that Nyambura is seeing Waiyaki, he reacts menacingly towards her and threatens her with dire consequences – to disown her if ever she will be seen with him. "There was more than malice in that voice." Pg 112
- (vii) Nyambura believes that it is because of her obedience that she is alienated from friends and almost loses the man of her love – Waiyaki - she wishes that she would die.
- (viii) Eventually Nyambura openly declares her love for Waiyaki.
  - Her father almost strikes her
  - He disowns her
 Mark 3:3:3:3 = 12mks

#### Conclusion

Due to Joshua's uncompromising nature and fanaticism, he ends up losing her two daughters.

Mark: Introduction	2marks
Content	12 marks
Grammar	4 marks – should be pegged on the content
Conclusion	2 marks

### 3. (a) Introduction

Most African governments are ruled by leaders who are motivated by their own selfish gains. This leads them to engage in various evil activities so as to attain their goals. This is very true of 'The government by magic spell' which is characterized by many evils.

(Accept any other plausible introduction. It must reflect on the question = 2marks)

#### Content

- (i) Policies that benefit an individual against the common good of the society
  - Halima asks the leaders to have all water resources in the city to be closed and have only a central water reservoir.
  - This facilitates in her performing of the Tahleel
  - Slaughter houses are closed and a huge one build at the eastern shore – near the Lido, a popular beach front
  - The animal innards attracted man-eating sharks – a number of people are killed.
  - People stop going to the beach.
- (ii) Subjugation of citizens by the leaders
  - The tahleel put in water, makes citizens offer blind loyalty to the government.
  - It cures their curiosity – they cannot question the government's excesses.
  - The government creates deliberate shortage of all basic commodities in order to keep the common people subdued.
- (iii) Economic sabotage and mismanagement.
  - Leaders and their families grow immensely rich as the majority struggle to survive to make ends meet e.g. in the city, Halima and her brother are given a beautiful villa with lots of servants and security guards.
  - Free enterprise is discouraged as a result of closing down private water resources and slaughter houses – leads to poor economic development.

- (iv) Nepotism - Senior government positions allocated to clan members only.
- Halima's brother though not educated, is made the head of the department that handled the sale of all incense.
- (v) Abuse of power.
- Leadership is dominated by people from Halima's clan.
  - They can get away with murder.
  - Building of the slaughter house near the beach.
  - Centralizing water resource to perfect the use of Tahleel.
  - Creates a department so that Halima's brother can get a government post.
- (vi) Greed – Twenty years after Halima has gone to the city, the clan is still prospering.
- Its men still hold all important posts in the government and still control the wealth of the country.
- Mark 3:3:3:3 = 12 marks  
Any four valid, well illustrated points.

### **Conclusion**

All the above evil activities by the government leaders are aimed at ensuring that they maintain dominance in political, social and economic power. Through suppressing the common man, the leaders remain insensitive so long as all is well with them.

Accept any other relevant conclusion.

Must be a recap of the content 2 marks

Grammar = 4 marks : should be pegged on the content.

### **3. (b) Introduction**

The world is full of conflicts and there is a need for a voice of sobriety. As such, in the play, Stella is used as a mediator between her two brothers.

Accept any other plausible introduction 2 marks)

### **Content**

- (i) Primer – During the Primer, she stops the two brothers from fighting.
- (ii) Marriage to Katalikawe. When Wak suggests she should marry Katalikawe for they would role in Millions.
- (iii) Family ties – When Odie tries to justify that Wak is only a step-brother, Stella stands firm to defend Wak as a brother.
- (iv) Wak's arrival from exile – when Odie tries to deny him the basic necessities e.g. a drink, Stella offers him.
- (v) Odie's mental state – Stella informs Wak that Odie has been hospitalized at Butabika hospital and that was the explanation for the mental aberrations.
- (vi) Execution of the queen mother – Stella empathises with her and thus cannot execute her as directed by Odie.

Expect any four well illustrated instances. Accept any other plausible areas

Mark 3:3:3:3 = 12 marks

### **Conclusion**

Without Stella, the world would be a miserable place to live in

NB: Conclusion should be a recap of the content

Accept any plausible conclusion 2 marks

Grammar and presentation = 4 marks.

**3. (c) Introduction 2 marks**

For instance:

David and Edith are a couple. They leave Jamaica for overseas in search of green pastures. They find life in England unbearable prompting their coming back to Woods village. It is a fact that they get surprised upon arrival.....

(Accept any other relevant introduction).

**Content/surprise they get** 12 marks

- Lack of manpower; Woods village is neglected; lack of professionals, youth, entrepreneurs pg 36-37; lack of teachers pg 174-175. The young and educated have moved to work in Kingston ...
- Economic decline; businesses have collapsed, gas stations in Woods are down page 18, poverty is prevalent. banana industry pg 21, poor infrastructure – roads are bumpy and impassable...
- Low life expectancy .....
- Poor state of transport system....
- The church was almost crumbled ....
- Poor housing ...
- Migration of people to Europe and America (brain drain) pg 20, 58 ....
- Electricity fails often .....
- Short supply of water ...

Expect any 4, well-developed areas

Accept other textually correct point

Mark: 3:3:3:3 = 12 marks

Grammar and presentation: (4 marks)

**Conclusion:** (2 marks)

In conclusion, David and Edith get surprised on getting back to Woods. They encounter a totally changed place. Hence, there is need to rebuild Woods village alongside the whole of Jamaica.....

Accept any other valid conclusion.)