

Name _____ Index No _____

Candidate's signature _____

Date _____

101/1
ENGLISH
Paper 1
(Functional Skills)
JULY 2011
2 hours

KIBWEZI SECONDARY SCHOOL EXAMINATION 2011
Kenya Certificate of Secondary Examination
ENGLISH
PAPER 1
JULY 2011
2 hours

Instructions to candidates

- (a) Answer **All** questions in this question paper
- (b) All answers should be written in the spaces provided in the question paper

For Examiner's use only

Questions	Maximum score	Candidates score
1	20	
2	10	
3	30	
	Total score	

This paper consists of 7 printed pages

Turn over

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

The education 1 _____ very small children is in the 2 _____ of the mother and the nurse. It is 3 _____ on through lullabies. In these, the 4 _____ history and tradition of the family 5 _____ clan are sang and by hearing 6 _____ lullabies daily, it is easy for the 7 _____ to take in this early 8 _____ without any difficulty. This is one of the 9 _____ by which the history of the people is passed from generation to 10 _____.

3 (a)

Read the story below and answer the questions that follow

The Origin of Procreation

Long ago, a man came down from heaven, while another man and woman came out of the ground. The lord of heaven also sent python, the non-poisonous snake, which made its home in the river. In the beginning, men and women had no children, they had no desire for one another and did not know the process of procreation and birth. It was python who taught them. He asked the men and women if they had any children and on being told they had none, the python said that he would make the woman conceive. He told the couple to stand facing each other, and then he went into the river and came out with his mouth full of water. This, he sprayed on their bellies, sayings “KUS! KUB” (words that are used in clan rituals). Then the python told the couple to go home and lie together, and the woman conceived and bore children.

That is how procreation came about.

Questions

(i) What type of narrative is this? Give a reason for your answer. (1mark)

(ii) Identify and explain the function of an idiophone in the narrative. (2marks)

(iii) State two functions of oral literature. (2marks)

(iv) State two ways in which the narrator would involve the audience in the performance of this narrative. (2marks)

(b) **Read the poem below and then answer the questions that follows**

The Tropics in New York

Bananas ripe and green, and ginger root,
Cocoa in pods and alligator pears,
And tangerines and mangoes and grape fruit,
Fit for the highest price at Parish fairs.

Set in the window, bringing memories
Of fruit-trees laden by low-singing rills,
And dewy dawns, and mystical blue skies
In benediction over nun-like hills.

My eyes grew dim, and I could no more gaze;
A wave of longing through my body swept,
And hungry for the old familiar ways,
I turned aside and bowed my head and wept.

Claude Mckay.

(i) What is lost if this poem is not recited? (2 marks)

(ii) How would you perform line 10 in the poem? (1mark)

(iii) Comment on the use of alliteration in the poem. (2marks)

(c)
In the following pairs of words the syllables in capital letters indicate stress. For each pair choose the word with the correct stress (2 ½ mks)

- | | |
|---------------|---------|
| (i) ENGLish | engLISH |
| (ii) JUngle | juNGLE |
| (iii) IMprove | imPROVE |
| (iv) INject | inJECT |

(d) Use the following words in two different sentences to differentiate the meanings. (5marks)

(i) Wound

(ii) Mouse

(iii) Live

(iv) Lead

(v) Buffet

(e) Indicate the intonation in the following sentences. (5marks)

(i) The president will tour Kibwezi tomorrow.

(ii) The following students were late: John, Mutanu, Ndaka and Joseph.

(iii) What is your name?

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

**KIBWEZI SECONDARY SCHOOL EXAMINATION 2011
Kenya Certificate of Secondary Examination
ENGLISH
PAPER 1
FUNCTIONAL SKILLS
JULY/AUGUST 2011
MARKING SCHEME**

Question 1

Format – 5mks

All items – i.e. two addresses (Each 1mk)

Date ½ mk

Salutation ½ mk

Topic ½ mk

Closing tag ½ mk

Signature ½ mk

Name ½ mk

- NB: Closing tag – accept ‘Yours faithfully’ only
- If item missing deduct ½ mk

Body – Praise (2 qualities) – 5 marks

- Weaknesses – (2 qualities) 5mks

Language use – 5mks

Question 2 CLOZE TEXT

1. of
2. hands
3. carried
4. whole
5. and
6. these
7. children
8. teaching/education/learning
9. method
10. generation

(1 MARK EACH – TOTAL 10)

- Penalize punctuation errors
- No mark for wrong capitalization, etc
- Penalize if lower case *i* is not dotted.

This paper consists of 3 printed pages

Turn Over

3. (i) - A myth it talks about the origin of procreation and involves spirits
 - Aetiological narration (1 IDENT 1 EXPLANATION = 2MARKS)
- (ii) 'KUS ... KUB
 Symbolic for a clan ritual
 Administered by the python to procreation
 NO MARK FOR IDENT. WITHOUT ILLUSTRATION AND VICEVERSA
 (1 IDENT 1 ILLUSTRATION = 2 MARKS)
- (iii) – Entertainment
 - Socialization
 - Preservation of culture
 - Teaches of our history
 - Cultivates national unity
 - Educative. ANY TWO = 2 MARKS
- (iv) – Asking rhetorical questions
 - Introduce a song and have the audience sing along
 - Ask direct questions
 - Leave/words incomplete for audience to complete
 - Picking illustration from people in the audience e.g. refer to the children in the audience
 ANY OTHER RELEVANT POINT
- 3b. (i) - Rythm/musicality
 - Intonation
 - Stress
 - Tone
 - Enjoyment/entertainment/
 - Dramatic features – facial expressions/movement
 - Gestures
 1 each
 Any TWO – max 1 mark
- (ii) Use hand gestures (candidates should describe the gesture) (1mark)
- (iii) Dewy dawns
 Laden ... low + 1 example
 Enhances musicality
 - Rhythm
 - Entertainment
 2 marks
- 3 c. (i) ENGLISH
 (ii) Jungle
 (iii) imPROVE
 (iv) inJECT
 (½ MARK EACH = 2 MARKS)

3 d. The spelling of the words MUST NOT change

The difference in meanings must be clearly brought out. IF NOT GIVE NO MARK.

3(e) (i) Falling ↘

(ii) Rising ↗

(iii) Falling ↘

3(f) – The performance was boring

- The performers were inaudible
- The acting was not convincing
- The performance was irrelevant

ANY RELEVANT REASON 2MARKS

3 (g) – The two do not seem to communicate

- Students language is impolite
- The student lacks the turn taking skill
- The student is a poor listener
- Both speakers lack negotiation skills
- The student is rude
- The teacher is compromising
- The student lacks courtesy

ANY 4 = 1 EACH 4 MARKS

Name _____ Index No _____

Candidate's signature _____

Date _____

101/2
ENGLISH
Paper 2
(Comprehension, literary appreciation and grammar)
JULY/AUGUST 2011
2 ½ hours

KIBWEZI SECONDARY SCHOOL EXAMINATION 2011
Kenya Certificate of Secondary Examination
ENGLISH
Paper 2
(Comprehension, literary appreciation and grammar)
JULY/AUGUST 2011
2 ½ 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.*

For Examiner's use only

Questions	Maximum score	Candidates score
1	20	
2	25	
3	20	
4	15	
Total	80	

This paper consists of 11 printed pages

Turn over

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

Smoking is a dangerous and life threatening habit. Yet, many continue engaging in it. They say it gives them a good feeling while others claim that it makes them fit in a crowd. Still, others do it because it is 'fashionable' and provide fun. Perhaps, if these people knew the full extent damage caused by smoking, they would think twice before indulging themselves.

Cigarette smoking is the major cause of lung cancer; approximately 85 to 95% of lung cancer patients are smokers, and most of the reminders are exposed to second-hand smoke. And unfortunately, lung cancer has no cure, so once you contract it, you are destined for death. In women, smoking increases the risk of getting cancer of the cervix and uterus. It is more difficult for a smoking woman to conceive and up to three times more likely for her to have miscarriage. She is more likely to have stillbirths and low birth weight babies because of the carbon monoxide and nicotine that affect development of the foetus. Smoking can also cause premature menopause. Second-hand smoke has also been associated with breast cancer.

In men, smoking reduces the blood flow to the genital areas, resulting in impotence. The chemical compounds contained in tobacco can also damage sperms, thus leading to babies born with birth defects. Male smokers have been known to have higher oestrogen and lower testosterone levels. In both men and women, smoking increases the chances of an individual getting a heart disease. It does so by causing high blood pressure and clogging arteries. This eventually leads to heart attack and stroke. Emphysema is another condition brought about by smoking. This is progressive respiratory disease characterized coughing incessantly, shortness of breath and wheezing. These then lead to extreme difficulty in breathing, a situation that may cause disability and death.

Furthermore, smokers have twice the risk of developing cataracts in their eyes than non smokers. A cataract is a clouding of the eye lens thereby blocking off light and causing blindness. Smoking can also lead to premature loss of ability to see in fine details and to differentiate colors. All this is brought about by the constant irritation of eyes by tobacco smoke.

Yet another medical condition associated with smoking is Buerger's disease. Here, blood vessels get blocked thereby cutting off blood flow to certain parts of the body. The affected areas are literally starved to death. This leads to amputation, especially of legs and hands

Most of us care about how we look right? Then, we should not smoke, for tobacco interferes with the chemistry the mouth, with the consequence of the tooth decay, bad breath and discolored teeth. Besides, chemicals in tobacco reduce the ability of the skin to restore itself.

The result is a dry lathery complexion and etched lines around the lips and eyes. These make one look far older than one's actual age.

Lastly, smoking leads to lighter and weaker bones by interfering with calcium deposits in the body. A smoker's bones therefore lose density, fracture more easily and take up 80% longer to heal. Given these multiple adverse effects of smoking, it would be shocking to find someone wanting to start, or to continue this potentially fatal habit.

(Adapted from the Daily Nation of 27th December 2003)

Questions

(a) What does the writer think would make people reconsider their smoking habit? (2mks)

(b) How do smokers endanger the lives of others? (4marks)

(c) Add a question tag to the following statement

Male smokers have been known to have higher estrogen and lower testosterone levels (1 mark)

(d) Join the following sentences by replacing the first full stop with another punctuation mark

(1 mark)

In both men and women, smoking increases the chances of an individual getting heart disease. It does so by causing high blood pressure and clogging arteries.

(1 mark)

(e) What respiratory problems does smoking cause?

(3marks)

(f) Provide a suitable title for the passage.

(2marks)

(g) Explain why it might be difficult to tell the real age of a smoker. (2marks)

(h) Re-write the following sentence (2marks)
Beginning with: It would

(i) For each of the following words provide antonym (3marks)

(a) Premature

(b) Clogging

(c) Incessantly

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

DR. STOCKMANN: Wait a bit! I do not think anyone will charge me with having forgotten my native town up there. I was like an eider duck brooding on its nest, and what I hatched was the plans for these Baths. (*Applause and protests.*) And then when fate at last decreed for me the great happiness of coming home again – I assure you, gentlemen, I thought I had nothing more in the world to wish for. Or rather, there was one thing I wished for – eagerly, untiringly, ardently – and that was to be able to be of service to my native town and the good of society.

PETER STOCKMANN: (*looking at the ceiling*): You chose a peculiar way of doing it – ahem!

DR. STOCKMANN: And so, with my eyes blinded to the real facts, I reveled in happiness. But yesterday morning – no, to be precise, it was the evening before – the eyes of my mind were opened wide, and the first thing I realized was the colossal stupidity of the authorities ... (*Noises, shouts and laughter. MRS. STOCKMANN coughs persistently.*)

PETER STOCKMANN: Mr. Chairman!

ASLAKSEN (*ringing his bell*): By virtue of my position ...!

DR. STOCKMANN: It is a petty thing to catch me up on a word, Mr. Aslaksen. What I mean is only that I got scent of the unbelievable botch-up our so-called leaders had been responsible for down at the Baths. I can't stand these leaders at any price! – I have had enough of such people these leaders at any price! – I have had enough of such people in my time. They are like goats on a young forest; they do mischief everywhere they go. They stand in a free man's way, whichever way he turns, and what I would like best to see is them being exterminated like any other vermin ... (*Uproar*)

PETER STOCKMANN: Mr. Chairman, can we allow such comments to pass?

ASLAKSEN (*with his hand on his bell*): Doctor Stockmann ...:

DR. STOCKMANN: I cannot understand how it is that I have only now acquired a clear idea of what these gentry are, when I had almost daily before my eyes such an excellent specimen of them – my brother Peter – slow-witted and buried in prejudice ... (*Laughter, uproar and hisses. MRS.*)

STOCKMANN (*sits coughing earnestly. ASLAKSEN rings his bell violently.*)

THE DRUNKEN MAN (*who has come in again*): Is it me he is talking about? My name's Petersen, all right – but devil take me if I ...

ANGRY VOICES: Throw out that drunken man! Kick him out. (*He is pushed out again.*)

PETER STOCKMANN: Who was that person?

1st CITIZEN: I don't know who he is, sir.

2nd CITIZEN: He doesn't belong here.

3rd CITIZEN: It must be that timber merchant from over at ... (*the rest is inaudible*).

ASLAKSEN: He had obviously had too much beer. Proceed, Doctor; but please strive to be moderate in our language.

DR. STOCKMANN: Very well, gentlemen, I shall say no more about our leaders. And if anyone imagines, from what I have just said, that my object is to attack these people this evening, he is wrong – absolutely wide of the mark. For I am happily convinced that these parasites – all these venerable relics of a dying age are most admirably paving the way for their own extinction; they need no doctor's help to hasten their end. Nor is it folk of that kind who constitute the most pressing danger to society. It is not they who are most instrumental in poisoning the sources of our moral life and infecting the soil on which we stand. It is not they who are the most dangerous enemies of truth and freedom in our society.

(a) What follows immediately after this dialogue.? (3marks)

(b) Comment on the character of the drunken man and explain his role in the extract. (5marks)

(c) Rewrite according to instructions.

(i) I can't stand his leaders at any price! (*Begin: At no*) (1mark)

(ii) "He has obviously had too much beer. Proceed, Doctor but strive to be moderate in your language.

(Rewrite indirect speech) (1mark)

(d) List three phrases that reveal Dr. Stockmann's attitude towards the authorities. (6marks)

(e) Comment on two instances of use of figurative language in this extract. (4marks)

(f) Comment on one theme evident in this extract. (2marks)

(g) Who according to Dr. Stockman is the most dangerous enemy of truth in society? (1mark)

(h) Explain the meaning of the following: (2marks)

(i) Relics

(ii) But devil take me if I

3. Read the narrative below and then answer the questions that follow

Once, a woman gave birth to a child who was given the name Ntemelua. As is the practice, an ox was slaughtered to obtain fat for the baby. The mother cut up the fatty parts of the meat and left it cooking while she performed other duties outside. She left the baby sleeping. The mysterious little baby got out of bed, sat by the fireside, took a spoon and started removing the meat from the pot, saying;

Draw near little pot

Draw near little spoon

I finish out the meat and put in boulders.

He ate all the meat and replaced it with hardened moulds of dung. When he had finished, he went back to sleep like a new – born baby. When the mother returned to stir the pot of meat, she found it full of moulds of dung. She was startled but told no one what had happened. She prepared some more meat and left it cooking. After a short while, she stealthily stole into the calf-pen and observed

the baby perform his uncanny tricks of eating the meat and replacing it with moulds of dung. She then stole away softly. After a few minutes, the baby was heard crying and the mother went to pick him up.

The woman related the incident to her husband, who absolutely refused to believe it. He ordered that a ram be slaughtered and the fatty pieces of meat be left cooking while the old man and a few others hid at the calf-pen to wait for the baby to perform the alleged tricks. It was not long before Ntemelua awoke, and was soon at his usual tricks.

Draw near little pot / draw near little spoon
I fish the meat and put in boulders.

What the old man saw convinced him about the character of the child. He immediately ordered everyone to pack and leave that home. All the packing was done and loaded on to donkeys. Ntemelua was left sleeping. To avoid waking him up, nothing was touched at the bed where he lay. It was further decided that a cow, a goat and a donkey be left behind so as to give the impression that the village was not deserted. The cow mooed, the goat bleated and the donkey brayed as they always had done.

On waking up, Ntemelua realized he was the only being in the village. He got up and hit the goat, pau! The goat bleated: mee! Ntemelua said to the goat “Why do you now bleat and you never said, ‘Ntemelua, get up for you are being left behind;!’” He then went and hit the donkey, which brayed. Ntemelua told it what he had told the goat. Soon, he was at the cow’s whom he hit, pau! When the cow mooed, Ntemelua said: ‘You mow for nothing since you never said, “Ntemelua, get up for you are being left behind”’.

Ntemelua then drove his cow following the hoof prints of the caravan. As he was walking along, he came across some warriors. At the same time, the cow defecated. Ntemelua quickly went into its stomach. The warriors came, looked around, and finding no one, they assumed that the cow had no owner, so they drove it along. When they hit it, a little voice was heard saying: “Leave! This cow alone since it has an owner”. On hitting it for the second time, the voice again said:

What where are you taking a cow that has an owner!?” The warriors searched the whole place for the source of the voice, but on failing to find it, they drove the cow up to the meat-camp, where to slaughter it. From inside the cow’s stomach, Ntemelua continued to make noise all the way. At the meat-camp, where the warriors were cutting up the cow, the little voice said: “Oh, how you almost cut me!” But still the warriors could not see where the voice was coming from. This continued until they had removed the last piece of meat from the dead cow, when Ntemelua suddenly slipped out, sprang on the back of one of the warriors and clung to it. The other warriors tried to pull him down, but he clung even tighter. When they tried to cut him down, they ended up cutting the warriors, for the two had merged into one. But when they stopped pulling or cutting Ntemelua, he remained on the warrior’s back like a child that was being carried. Eventually the warriors came up with an idea: they gave him a lot of fatty meat as well as liquid fat to drink. This made him limp drowsy. The warriors lay down with him for a while and when slumber overcame Ntemelua all the warriors stole away, leaving him asleep.

The warrior’s had disappeared, the hyena arrived at the compound rummaged through looking for bones. As he cracked a bone, he woke Ntemelua up, who immediately jumped on to the hyena’s back and stuck there. He stayed there for a long time and hyena was unable to go hunting for food, since he was constantly on the run. He became very thin. After a long time, hyena got into a hole,

leaving Ntemelua sitting by the entrance. Hyena finally died of hunger, too scared to come out. No one knows what happened to Ntemelua from that time.

(a) Classify the above narrative. (2marks)

(b) Make notes on the main events in the narrative above. (6marks)

(c) What economic activity do the people from where this narrative comes from engage in? (1mark)

(d) Identify and illustrate two features of style found in the extract above. (4marks)

(e) Give one character trait of the following: (4marks)
i. Ntemelua

ii. Hyena

(f) What is the importance of the above narrative. (1mark)

(g) Give evidence to show that Ntemelua is not a normal child. (2marks)

4. GRAMMAR

(a) *Fill in the blank spaces with appropriate prepositions.* (3marks)

(i) Happiness largely consists _____ knowing what it is that will make you happy.

(ii) The office of the prime minister is _____ Harambee Avenue.

(iii) It was good to speak _____ yesterday.

(b) *Rewrite the following sentences according to the instruction given. Do not change meaning*

(i) My results would not have been so good if I had not worked hard
(*Rewrite ending with hard work*)

(ii) We were impressed by Obama's eloquence. We applauded.
(*Combine using so.....that...*)

(iii) Form two work is not as challenging as form four work.

(Rewrite using the comparative 'than')

(c) Replace each of the underlined expressions in the following sentences with one word. (3 marks)

(i) The plane touched down at 9. o'clock

(ii) The patient came to when the doctor put a bottle of smelling salts under her nose.

(iii) The gangsters turned over the warehouse.

(d) Fill the blanks with article 'a', 'an' 'the' appropriately.

(3marks)

(i) We had a chance to watch _____ wildlife documentary.

(ii) The person you were talking to was _____ university student.

(iii) Do not forget to bring _____ umbrella.

(e) Rewrite the following sentences according to instructions given after each.

(3marks)

(i) He sees a great deal. But he never says anything.

(Begin: However)

(ii) "Who is the owner of this pen?" He asked. (Write in indirect speech)

(iii) Is it absolutely necessary to register students on line?

(Begin: Do students)

**101/2
ENGLISH
PAPER 2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
JULY/AUGUST 2011**

**KIBWEZI SECONDARY SCHOOL EXAMINATION 2011
Kenya Certificate of Secondary Examination
ENGLISH
PAPER 2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR
JULY/AUGUST 2011
MARKING SCHEME**

1. (a) – The writer thinks people would reconsider their smoking habit if they knew exactly how damaging smoking was. (2mks)
- (b) – Smoking endangers unborn children by causing them to be born still born or underweight
- Second – hand smoking causes lung and breast cancers. (4mks)
- (c) Haven't they?
- (d) In both men and women, smoking increases the chances of an individual getting heart disease, it does so by causing high blood pressure and clogging arteries. (1mk)
Or
In both men and women smoking increases the chances of an individual getting heart disease, it does so by causing high blood pressure and clogging arteries. (1mk)
- (e) Smoking brings about emphysema in which there is continuous coughing shortness of breath and wheezing. These conditions may lead to labored breathing resulting in disability, and ultimately death. (3mks)
- (f) Effects of smoking the health hazards of smoking, smoking and your health. (2mks)
- (g) Telling the real age of a smoker may be difficult because smoking makes people look older than they really are by crippling the skins ability to renew itself. The result is a dry leathery complexion and etched lines around the lips and eyes. (2mks)
- (h) It would be shocking to find someone wanting to start or to continue this potentially total habit given these multiple adverse effects of smoking. (2mks)
- (i) (a) Premature . (1mk)
(b) Clogging (1mk)
(c) Incessantly (1mk)

ACCEPT CORRECT ANTONYM

This paper consists of 3 printed pages

Turn Over

- (d) (i) Use of song – draw near little pot ... boulders
(ii) Idiophones – Pau! Mee!
(iii) Repetition – of the song
dialogue Any 2 illustrated (4mks)
- (e) (i) Eccentric – Did not behave like a baby like could enter inside a cow
Violent – Beat the cow and goat
Adamant – could not release the warrior and leave the hyena
(Accept any other correctly illustrated) (2mks)
(ii) Timid/cowardly – feared Ntemelua, which led to his death (2mks)
- (f) (i) It is entertaining
(ii) It is educative – discourages fear (2mks)
- (g) As a baby he's is able to serve himself from the pot
- He can eat at birth
- Enters the stomach of a cow
Accept other relevant points
ANY TWO 1 MK EACH

4.

- (a) (i) at
(ii) with
(iii) on
1 mark Each = 3MARKS
- (b) (i) I would not have got such good results had it not been for my hard work
(ii) We were so impressed by Obama's eloquence that we applauded.
Or
Obama's eloquence was so impressive that we applauded
(iii) Form two work is less challenging than form four work
Or
Form four work is more challenging than form two work
1 MARK EACH = 3 MARKS
- (c) (i) landed
(ii) revived
(iii) Robbed/ransacked 1 MARK EACH = 3MKS
- (d) (i) a
(ii) a
(iii) an
- (e) (i) However how much he sees he says nothing
(ii) Do students have to be registered online?
(iii) He wanted to know who the owner of the book was. (accept any other correct versions)
(1 MARK EACH = 3MKS)

Name _____ Index No _____

Candidate's signature _____

Date _____

101/3
ENGLISH
Paper 3
(Imaginative composition and essay based on set texts)
JULY 2011
2 ½ hours

KIBWEZI SECONDARY SCHOOL EXAMINATION 2011
Kenya Certificate of Secondary Examination
ENGLISH
PAPER 3
(Imaginative composition and essay based on set texts)
JULY 2011
2 ½ hours

INSTRUCTIONS TO CANDIDATES

- Answer *three* questions only.
- Question *one* and *two* are compulsory
- In question *three* choose only one of the optional set texts you have prepared on.
- Each of your essay must *not* exceed **450** words.
- All your answers must be written in the answer booklet provided

This paper consist of 2 printed pages

Turn Over

1. Imaginative composition (Compulsory) (20 marks)

Either

Write a composition beginning with the following sentence

(a) As the bus hurtled towards the horizon it dawned on me that I would not be back home for a long Time

Or

(b) Write a composition illustrating the saying

“A little knowledge is a dangerous thing”

2. The compulsory Set Text (20 marks)

Ngugi wa Thiong’o, *The River Between*

Given a chance the youth can contribute positively to the growth of a nation. Write a composition in support of this statement basing your argument on Ngugi wa Thiong’o’s ‘The River Between’

3. The optional Set Text (20 marks)
Answer any one of the following 3 questions

Either

(a) The Short Stories, *Half a Day* Macmillan (Ed)

With illustrations from Kyalo Mativo’s ‘On the Market Day’ write an essay on the relationship between the rich and the poor.

Or

Drama:

John Ruganda, *Shreds of Tenderness*

(b) There are numerous characters who are very important in the play although they do not appear on stage. Discuss this statement with reference to *Shreds of Tenderness*.

Or

(c) The Novel

Velma Pollard, *Homestretch*

With illustrations from Velma Pollard’s *Homestretch*, write an essay on how love can help human beings overcome challenges.

101/3

ENGLISH

PAPER 3

Imaginative composition and essay based on set texts

JULY 2011

KIBWEZI SECONDARY SCHOOL EXAMINATION 2011

Kenya Certificate of Secondary Examination

ENGLISH

PAPER 3

Imaginative composition and essay based on set texts

JULY 2011

MARKING SCHEME

1. (a) – Must be a story (if not deduct 4 marks)
- Must begin with the input sentence.
“As the bus hurtled
- If not deduct 2 marks
- (b) Must be a story, if not deduct 4 marks. The candidate must illustrate the fact that a little knowledge could pose a danger to a person in some circumstance.

2. The River Between by Ngugi wa Thiong’o

Introduction

Many a times the youth are not given a chance to contribute to the well being of the society because adults feel threatened of losing the opportunities. For example leaders cling to power even in their old age because they have no faith in the youth. In the text Waiyaki efforts to reconcile the Gikuyu community are frustrated by Kabonyi

Body

- A. Some young people have leadership qualities that can take the nation far in leadership. Yet they are not given a chance to prove their worth. Waiyaki takes up the challenge of the prophesy and is willing to lead the people but he is frustrated by Kabonyi “Did the tail lead the head or the child the father or cubs the lion” pg 93
- B. The youth are visionary and could start things that benefit the community like Waiyaki start of Marishoni and had even thought of building college. The elders did not pay Waiyaki much but he was very eager to initiate formal education in his community. Pg 80. He formed an inter ridge committee to organize the building of more school to educate the children who could not be admitted in Siriana.
- C. Youth can promote awareness to their communities about modern issues worth adoption for a better society. They can also discourage communities about redundant practices that have no place in society. Waiyaki recommends the taking of Muthoni to Siriana hospital when traditional medicine could not heal her circumcision complications. He recommends his father modern medicine for his stomach ailment but Chege refused.
- D. Young people can unite a nation in conflict. Waiyaki is trying to bridge the gap between Kameno and Makuyu. “he felt vaguely that it would be good to reconcile all these antagonism” pg 124 he says to the kiama [in defence] that he was also concerned with the development of the ridges 139. He also advised the boys of the ridges to be comrades and not to fight among themselves.pg 5

Accept any other relevant point

This paper consists of 3 printed pages

Turn Over

Conclusion

From the information it is obvious that young people are very resourceful they only lack opportunities to prove it

Accept any other logical conclusion

Mark 3:3:3:3	- 12
Introduction	- 2
Conclusion	- 2
Grammar and presentation	- 4
Total	20

3. The Short Story

Expect an introduction (contextual) 2marks

Relationship between the poor and the rich

(a) The rich exploit the poor

- Pancreas Mbula wants to use the poor to gain entry to parliament. The promises he gives do not sound true

- The former M.P used his position to enrich himself (pg 109)

(b) They are indifferent to the suffering of the common man (pg 107) Mbula does not seem to notice the suffering of the people due to the hard times – all he wants is an audience

(c) They intimidate the common man radio Wananchi warns that those who are accusing the government of doing nothing will not be tolerated (pg 106)

(d) The rich regard no poor with contempt (pg111)

‘Menge regards Kamali as a nondescript peasant.

Pancreas Mbula has openly to the peasants (p 109) “Lift up your eyes and the energy for that”.

ANY FOUR VIABLE POINTS = EXPECT CLOSE ILLUSTRATION FROM THE TEXT

Mark 3:3:3:3 = 12

Except a conclusion 2 mks ACCEPT OTHER VIABLE POINTS

Grammar/presentation 4 marks

Total 20

(b) Expect a contextual introduction

– e.g. candidate may mention who these characters are e.g. DR. Rugenda rutaka , Mr No – Fear – no favour, Major General Ali, The Police etc

- may observe that their roles are enacted on stage by other characters

(i) Dr. Rugendarutaka – the refugee woman (pg 88_

Expect identification (1mk)

Role – brings out the character of the police – i.e. brutal, callous exploitative, amorous, immoral, hustful etc

EXCEPT FULL EXPLANATION OF ANY TWO ROLES – 1 each = 2 marks

Other roles

- enhances humour

- enhances satire

- develops the plot and explains Waks background

- develops themes e.g. suffering the plight of refugees etc

- enhances dramatic economy

candidates may mention other characters e.g.

- Mr. No. Fear
- Maj Gen Ali
- The SRB
- His Excellency
- The SRB
- The Police etc

Expect 4 characters

For each expect – identification – 1mk

Two roles 1 each

Mark 3:3:3:3 = 12 mks

2 marks – introduction

2 marks – conclusion

(c) HOMESTRETCH BY VELMA POLLARD

Introduction

Life is full of challenges and difficulties. In life, people always face problems but where love exists, these challenges are easily endured and even overcome. This evident in the case of Brenda, Laura, David Edith and others in the text.

- i. Edith stands by David throughout their life in England where they were subjected to a lot of racial discrimination. She also stands by him and helps him recuperate after suffering stroke.
- ii. Laura becomes very instrumental in helping David and Edith settle back in Jamaica by renovating their house and organizing for the clearance of their cargo at the port and also to meet old friends
- iii. Joy Stewart helps Brenda adjust to life in America where she had been subjected to mistreatment by stepmother Lyn and step sister Johnnie .
- iv. Mrs. Saul also helps Brenda in school where she had been relegated to the ‘home room’ where mostly she ended up assisting the weaker pupils and wasted time.

Conclusion

It is certain that people feel freer, relaxed and happier when they experience a loving atmosphere in spite of the difficult situations they may be in. It is true that love conquers all.

Mark 4:4:4