

Name \_\_\_\_\_ Index No. \_\_\_\_\_

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

**101/1  
ENGLISH  
PAPER 1  
(FRACTIONAL SKILLS / CLOZE TEST / ORAL SKILLS )  
JULY / AUGUST 2011  
TIME : 2 HOURS**

**MAKUENI / KATHONZWENI JOINT EXAMINATION  
Kenya Certificate of Secondary Education  
ENGLISH  
PAPER 1**

**INSTRUCTIONS**

- Answer ALL the questions in this paper.
- All your answers must be written in the spaces provide in this paper.
- Candidates should check the question paper to ascertain that all the pages are printed as indicated and 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*

1. You are the secretary of the health club in your school. In consultation with the chairperson, you call a meeting for 27<sup>th</sup> June 2011 at 10.00a.m. Out of a total membership of twenty, ten attend, five are absent with apologies and five do not send any apology. The agenda is as follows:

1. Preliminaries
2. Confirmation of minutes by the previous meeting of 21<sup>st</sup> May 2010
3. Matters arising
4. Income generating project
5. Source of capital
6. Activities for the year
7. A.O. B

Record the minutes of the meeting giving details of discussions and resolutions made. (20 marks)

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2. CLOZE TEST

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

1 \_\_\_\_\_ amazing how different people react once they are either affected or infected with the HIV virus. I remember one occasion we 2 \_\_\_\_\_ a couple round for dinner. The subject of AIDs came up as it often does. Then the conversation turned to homosexuality and the ways different people develop as they grow up. I was shocked when the wife told us 3 \_\_\_\_\_ no uncertain terms that if their five-year-old son was ever to develop signs of being homosexually inclined as a teenager, 4 \_\_\_\_\_ he remained celibate or not, she 5 \_\_\_\_\_ throw him out of the house and have nothing more to do with him. 6 \_\_\_\_\_ wonder many people with AIDs are careful whom they tell. In most people's minds, to admit you have AIDs is the same thing as admitting you are a 7 \_\_\_\_\_ character with low moral standards, although this is often quite untrue.

In fact, most women with HIV in some African countries have been 8 \_\_\_\_\_ before marriage and celibate 9 \_\_\_\_\_, but infected because their partners have not kept 10 \_\_\_\_\_ in the same way

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

Every step I take,  
Every move I make,  
Every single day,  
Every time I pray,  
I'll be missing you.

Thinking of the day,  
When you went away,  
What a life to take  
What a bond to break,  
I'll be missing you.

( Faith Evans )

(a) (i) Classify the poem above.

( 2 marks )

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(ii) What is the rhyme scheme of the poem ? ( 1 mark )

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(iii) What is the effect of the repetition in the poem ? ( 2 marks )

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(iv) What aspects of the poem would make it easy to sing? ( 3 marks )

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(b) For each of the following words, underline the stressed syllable. ( 3 marks )

(i) aero.plane

(ii) panide.mo.nium

(iii)em.bar.rass

(c ) Write another word that is pronounced in the same way as the following. ( 3 marks )

(i) Profit \_\_\_\_\_

(ii) Sweet \_\_\_\_\_

(iii) False \_\_\_\_\_

(d) You are giving a talk to the KCPE candidates in a neighbouring primary school on how to handle their examinations

(i) State any three instances of the audience's behaviour that will indicate that you are not effective in delivery. ( 3 marks )

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(ii) What are likely to be your weaknesses of presentation ? ( 3 marks )

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(iii) Show any two ways in which you would solve the problem and make your presentation effective. ( 2 marks )

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(e) Imagine you are the secretary Kitaingo Breakdown Services. Your boss is out. A certain man calls to speak to him. Here is part of the conversation that takes place between you and the caller. Complete it.

Secretary: Kitaingo Breakdown Services. How may I help you?

Caller: \_\_\_\_\_  
\_\_\_\_\_ ( 1 mark )

Secretary: Oh, Mr. Mason, I am sorry he's not in.

Caller : \_\_\_\_\_  
\_\_\_\_\_ ( 2 marks )

Secretary : He's attending a HEF Seminar

Caller: \_\_\_\_\_  
\_\_\_\_\_ ( 2 marks )

Secretary : Two days, Sir

Caller : \_\_\_\_\_  
\_\_\_\_\_ ( 2 marks )

Secretary : I'll definitely tell him you need to see him the soonest possible.

Caller: \_\_\_\_\_  
\_\_\_\_\_ ( 1 mark )

**101/1  
ENGLISH  
PAPER 1  
(FRACTIONAL SKILLS / CLOZE TEST / ORAL SKILLS )**

**MAKUENI / KATHONZWENI JOINT EXAMINATION  
Kenya Certificate of Secondary Education  
ENGLISH  
PAPER 1**

**MARKING SCHEME**

1. Question 1 (Minutes )

This must be minutes

Points to look for

2. Format / layout

Title / heading (Must have the following )

- Nature of meeting
- Date
- Time
- Venue

e.g MINUTES OF A MEETING OF THE HEALTH CLUB HELD ON 27<sup>TH</sup> JUNE 2011 IN THE ASSEMBLY HALL AT 10.00 A.M.

3. List of attendance

- Present – 10 members
- Absent with apology – 5 members
- Absent – 5 members

NB: The candidate might or might not indicate the agenda.

4. Preliminaries

5. Matters arising

6. Business of the day-except

- Income generating project
- Source of capital
- Activities of the year
- Expect 1 or 2 others and
- A.O. B

7. Adjournment

8. Signing off                      Chairman \_\_\_\_\_ Date \_\_\_\_\_

Secretary \_\_\_\_\_ Date \_\_\_\_\_

*This paper consists of 3 printed pages*

*Turn Over*

e.g Title

Present

Absent with apology

Absent

Min 1/07/2011 prelimination

Min 2/07/2011 Confirmation of previous minutes

Min 3/07/2011 matters arising

Reported (Ref min 2/6/2011

Reported (Ref min 3/6/2011

Resolved ref Min 5/6/2011

Min 4/07/2011 – Income generating project

Discussed –

Resolved –

Min 5/07/2011 – Source of capital

Min 6/07/2011 – Activities of the year

Min 7/07/2011 – A.O.B

Min 08/07/2011 – Adjournment

Confirmed Chairman \_\_\_\_\_ Date \_\_\_\_\_

Secretary \_\_\_\_\_ Date: \_\_\_\_\_

Marks allocation ( summary )

HE - 2 marks ( heading – Name of club  $\sqrt{1/2}$  , venue  $\sqrt{1/2}$

Date  $\sqrt{1/2}$  , time  $\sqrt{1/2}$  )

L/ATT – 2 marks - List of attendance ( Present  $\sqrt{1}$  , absent with apologies  $\sqrt{1/2}$  , absent  $\sqrt{1/2}$

PR – 1 mark – preliminaries  $\sqrt{1}$

CON – 2 marks confirmation of previous minutes  $\sqrt{2}$

MA – 2 marks – matters arising  $\sqrt{2}$

AG – 3 marks Agenda ( 3 items  $\sqrt{1}$  mark each )

A.O. B – 1 mark Any other business  $\sqrt{1}$

ADJ – 1 adjournment  $\sqrt{1}$

SIGN – 1 signature space  $\sqrt{1/2}$

LA – 5 language accuracy

Total 20 marks ( A- 5, A – 4, B – 3, C – 2 , D – 1 )

NB: Attendance – 2 marks - If 1 item is missing ignore  
- If 2 items are missing award 1 mark  
- If more than two items are missing award 0

- Language should be passive.

## 2. CLOZE TEST

1. It's
2. had
3. in
4. whether
5. would
6. No
7. loose
8. faithful
9. since
10. themselves



- NB: - No mark for wrong spelling  
 - Where two alternatives are given and one of them is wrong, no mark.  
 - Where a capital letter is expected, and it does not appear, award no mark.

### 3. ORAL SKILLS

- (a) (i) A love poem ✓ (1 mark )  
 It's an expression of one's fondness for another. "I'll be missing you." ✓ ( 1 mark )  
 (ii) aa abbc bb aac ✓ ( 1 mark )  
 (iii) To emphasize the intensity of love ✓ ( 1 mark ) / fondness ✓ ( 1 mark ) /  
 loneliness ✓ ( 1 mark )  
 (iv) Repetition ✓ ( 1 mark), rhyme ✓ ( 1 mark ), rhythm ✓ ( 1 mark )
- (b) (i) aero.plane  
 (ii) pan.de.mo.nium  
 (iii) em.bar.rass 3 x 1 = 3 marks
- (c) (i) prophet  
 (ii) suite  
 (iii) faults 3 x 1 = 3 marks  
 Wrong spelling = 0
- (d) (i) - dozing  
 - yawning  
 - fidgeting on seats / shiftly .  
 - passing small papers at one another.  
 - whispering at their friends' ears.  
 - some leaving and re-entering the room at will. ( 3 x 1 = 3 marks )
- (ii) - topic poorly prepared on.  
 - audience not involved in the presentation ( - monotonous monologue ).  
 - use of inappropriate tone e.g too high pitched ).  
 - Sinaufility  
 - inappropriate dressing / and grooming which could be distractive.  
 - being too fast or too slow in speech.  
 - using language that is of higher level of difficulty than the audience could grasp.  
( 3 x 1 = 3 marks )
- (iii) - involve the audience more.  
 - move closer to the audience / maintain eye contact.  
 - use correct tone of voice.  
 - be audible / confirm from them if I am.  
 - use appropriate tempo of voice in order to be understood.  
( 2 x 1 = 2 marks )
- (e) Caller: My name is Johnny Mason. Can I please speak to the boss ? ✓ ( 2 marks )  
 Caller : May I ask where he is ? ✓ ( 2 marks )  
 Caller: How long will he be away? ( 2 marks )  
 Caller : When he comes back, please tell him that I need to see him the soonest possible. ✓ ( 2 marks )  
 Caller : Thank you too, and good day. ✓ ( 1 mark )

Name \_\_\_\_\_ Index No. \_\_\_\_\_

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

**101/2  
ENGLISH  
PAPER 2  
(COMPREHENSION, LITERARY  
APPRECIATION AND GRAMMAR)  
TIME : 2 HOURS**

**MAKUENI / KATHONZWENI JOINT EXAMINATION  
Kenya Certificate of Secondary Education  
ENGLISH  
PAPER 2**

**INSTRUCTIONS**

- (a) Write your name and index number in the spaces provided above.
- (b) Answer ALL the questions in this question paper.
- (c) 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*

Q1. Read the passage below and answer the questions that follow. ( 20 marks )

**THE VILLAGE DEGREE**

She was coming from the river when she noticed her primary school headteacher’s bicycle leaning against the tree in front of her parents house. Instinctively she decided to stealthily go round the house and hide in the kitchen. She didn’t want her teacher to see her in her torn and patched work dress. But mention of the name Alliance Girls’ High School made her forget about her attire. She rushed into the house, water jerrycan still on her back.

She became the heroine of her family, the village, the location and even the district. Her name appeared in the newspapers. She was the best Kenya Certificate of Primary Education in the province and her name was on the lips of everybody. The whole family crowded around the teacher to read for themselves this great letter. Even those who could not read wanted just to touch it. The letter spoke of hope and freedom from poverty, and, as many of the women seemed to think, free from dependence on men in their celebration. Many older women repeated in different versions their belief that “with education you my daughter won’t have to slave’ for a man. You will be your own ‘Master’ – You won’t have to depend on a man for anything.” Though Mwangeli did not understand much about what the older women meant, she was excited as they were over this apparently open path to freedom

So Mwangeli had joined Alliance thrilled by the prospects of freedom. There she met the best brains in the country and they were all celebrating freedom from slavery. But to her surprise, the presence of the visiting boys’ school seemed to generate such excitement that she wondered whether the girls really needed freedom from men. As for Mwangeli, her mother had told her not to mix men and education. In obedience, she kept the two a part and sure enough, after four more years, yet another letter came to her and there was a cause for women folk in her village to celebrate again. Their daughter had been admitted to study for a degree in Electrical engineering at the University of Nairobi, the only woman in her class of twenty. Yes, she was no longer Mwangeli, she was already the village engineer. In fact, the name Mwangeli even in its shortened form “Ngeli” was lost. Now the focus was the degree. She was now “Engineer Mwangeli.”

“Aren’t you going to open the letter?” Atieno asked, startling Mwangeli out of her reverie. ‘It’s not urgent,” Mwangeli replied in a flat tone. “I was just thinking of how I can do this quietly ..... you remember the way the whole village hired a van to come and celebrate my masters scholarship offer? I’m usually glad to see them happy and excited but I find I have no privacy. I’d like to handle this one differently. I’ll read the letter when I have had a rest and I’ll tell you what I decide. “And with that, Mwangeli put the letter in her handbag and sat down to enjoy a cup of tea and chat with her friend.

*(Adapted from the village degree by Angelina Kioko in Mermaids of Msambweni and other stories Anthcology)*

**Questions**

(a) According to the passage, why did Mwangeli want to hide at first ? ( 2 marks )

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(b) Outline the freedom Mwangeli’s letter would bring to her according to the passage. ( 2 marks )

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(c) State and explain the most useful advice Mwongeli's mother gave to her and which would be useful to girls today. ( 3 marks )

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(d) "Aren't you going to open the letter?" Atieno asked. (Write in reported speech ). ( 1 mark )

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(e) How many other engineering students were there in Mwongeli's class? ( 1 mark )

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(f) According to the passage, what shows that children belonged to the community as whole ? ( 2 marks )

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(g) Make notes on Mwongeli's educational back ground as given in the passage. ( 4 marks )

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(h) If you were Mwongeli, what would you do to encourage girls to excel in education. ( 2 marks )

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(i) Give the meaning of the following words and expressions as used in the passage. ( 3 marks )

(i) Stealthly \_\_\_\_\_

(ii) On the lips \_\_\_\_\_

(iii) Reverie \_\_\_\_\_

**AN ENEMY OF THE PEOPLE**

**2. Read the excerpt below and answer the questions that follow.**

DR. STOCKMANN: (*Looking at the letter*): He daren't do otherwise, he says. Doesn't like doing it, but dare not do otherwise – on account of his fellow-citizens – out of regard for public opinion. Is in a dependent position – dares not offend certain influential men.

MRS. STOCKMANN: There, you see, Thomas !

DR. STOCKMANN : Yes yes, I see all right; the whole lot of them in the town are cowards; no one among them dares do anything for fear of the others. (*Throws the letter on the table* ). But it doesn't make any difference to us, Katherine. We are going to sail away to the New World, and .....

MRS. STOCKMANN: But, Thomas, are you sure we should take this step, this business of leaving ... ?

DR. STOCKMANN : Are you suggesting that I should stay here, where they have pilloried me as an enemy of the people – Granded me – broken my windows ! And just look here, Katherine – they have torn my black trousers too!

MRS. STOCKMANN : Oh dear! And they are the best pair you have got!

DR. STOCKMANN : You should never wear your best trousers when you go out to fight for freedom and truth. It is not that I care so much about the trousers, you know: You can always sew them up again for me. But that the common herd should dare to make this attack on me, as if they were my equals – that is what I cannot, for the life of me, stomach!

MRS. STOCKMANN : There is no doubt they have behaved very badly towards you, Thomas; but is that sufficient reason for us to leave our native country for good?

DR. STOCKMANN : If we went to another town, do you suppose we should not find the common people just as insolent as they are here? Of course there is not much to choose between them. Oh, well, let the mongrels yap that is not the worst part of it. The worst is that, from one end of this country to the other, every man is the slave of his party. Although, as far as that goes, I dare say it is not much better in the free West either; the compact majority, and liberal public opinion, and all that internal old bag of tricks are probably rampant there too. But there things are done on a larger scale, you see. They may kill you, but they won't subject you to slow torture. They don't squeeze a free man's soul in a vice, as they do here. If, need be, one can get away from it all. (*Walks up and down*). If only I knew where there was a virgin forest or a small South sea Island for sale, cheap ....

MRS. STOCKMANN: But think of the boys, Thomas!

**Questions**

(a) Where is this conversation taking place. ( 2 marks )

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(b) From whom is this letter? What are its contents ? ( 3 marks )

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(c) What are the implications of the letter in view of what has happened before ? ( 4 marks )

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(d) What does this dialogue reveal about the character of Mrs. Stockmann? ( 6 marks )

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(e) Explain the use of the term “mongrel” by Dr. Stockmann. What is its implications for his family’s future ? ( 3 marks )

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(f) Who are the “Common herd?” ( 2 marks )

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(g) According to Mrs. Stockmann’s last speech, what are the implications of what has happened? ( 3 marks )

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(h) "... every man is the slave of his party" means.

( 2 marks )

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### **Question 3**

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

#### **THE VULTURE AND THE HEN**

Long ago the hen and the vulture used to live on excellent terms, helping each other at any time they needed a hand to procure their domestic necessities.

One day the hen thought of borrowing a razor from the vulture, to shave the little ones. The shaving was already much overdue but it couldn't be helped, because she had no razor, and was depending on the kindness of her neighbours. So the hen went to see the vulture and said: Dear vulture, I should like to borrow your razor, mine was lost months ago. My little ones are looking very ugly, and also very untidy with their long unkempt hair, overgrown.:

The vulture listened to the hen with great concern, and after a short silence, said: 'Dear Hen I can't refuse you this favour. Tomorrow perhaps I might need your help as well, and we must help each other. However, you must remember one thing. You know what the razor means to me. I have no other income except the rent of the razor; that is to say, the razor is my field, whence I get my daily food. I do not intend to ask you any fees as I do with others; but please be careful to return it to me, as soon as you have finished your saving'

"Thank you brother vulture, I quite understand what you say, and I am very grateful to you. I'll bring it back very soon."

The hen was very glad of the favour and as soon as she arrived home, made arrangements to be shaved by another woman. The following morning she also shaved her two little ones, so that the whole family was now shining like the moon. The work over, instead of immediately returning the razor to the owner, she put it in a leather purse, which was hanging in a corner of the hut.

The days passed, and passed away like the water under the bridge, but the hen never thought again of returning the razor to the vulture. She forgot it completely. The vulture grew impatient, and deeply resented in his heart the unkindness nay, the ingratitude of the hen. Pressed by necessity he decided to go personally to the hen and demand his razor.

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

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

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

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

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

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

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

(i) With reasons for your answer, categorize the above narrative. ( 2 marks )

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(ii) Identify two stylistic devices used in the narrative. ( 4 marks )

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(iii) What preparations would you put in place if you intend to carry out a field study in this genre? ( 4 marks )

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(iv) Highlight the problems you are likely to encounter during the field study and propose suitable solutions to them.

( 6 marks )

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**Q4. Grammar ( 15 marks )**

A. Rewrite the following sentences according to the instructions given after each without changing the meaning.

(i) Neither Peter nor Michael prefers coffee to tea.  
(Rewrite to begin with Peter and end with Michael )

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(ii) He was the chairman of the society, and therefore he couldn't tolerate anybody's impudence.  
(Begin As ..... )

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(iii) Joseph and his sister came out of the bus accident unhurt.  
(Begin Neither Joseph and end with hurt in the bus accident )

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(iv) When the guests arrived, the function begun.  
(Begin No sooner ... )

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(v) Kiprono would have won the race if he had done enough practice.

(Rewrite beginning : Had .... )

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B. Substitute the underlined verbs with phrasal verbs formed from the verbs in brackets.

(i) The detective penetrated the criminals disguise. (see)

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(ii) Have those customers been served ? (attend)

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(iii) You need a rest, you look sickly. (run )

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C. Fill in the blank spaces with the correct form of the given adjectives comparative or superlative , whichever completes the sentence correctly.

(i) The patient says he feels \_\_\_\_\_ this morning. (good)

(ii) Who is the \_\_\_\_\_ writer in the world? (famous )

D. Rewrite the following sentences in the passive voices omitting the agent if any. ( 3 marks )

(i) People speak English in Kenya.

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(ii) His father told him off.

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(iii) Someone stole his car.

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E. Explain the difference in meaning between the following pair. ( 2 marks )

(a) A Mr. Gitau came to see you when you were out.

(b) Mr. Gitau came to see you when you were out.

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**101/2  
ENGLISH  
PAPER 2  
(COMPREHENSION, LITERARY  
APPRECIATION AND GRAMMAR)**

**MAKUENI / KATHONZWENI JOINT EXAMINATION  
Kenya Certificate of Secondary Education  
ENGLISH**

**MARKING SCHEME**

1. (a) She didn't want him to see her in her torn patched work dress. ( 2 marks )
- (b) - Freedom from poverty. ( 1 mark )  
- Freedom from dependency on men. ( 1 mark )
- (c) - Not mix men with education ( 1 mark )  
- Avoid intimate relationship with men and learn. ( 2 marks )  
Total 3 marks
- (d) Atieno asked her whether she was going to open the letter. ( 1 mark )
- (e) Nineteen. ( 1 mark )
- (f) - Their daughter had been admitted to study for a degree in Electrical engineering at the University of Nairobi.  
- The whole village hired a van to come and celebrate with her. 1 x 2 = 2 marks
- (g) - Mwongeli becomes the best KCPE student in the province.  
- She joins Alliance Girls' High school .  
- She takes a degree in Electrical engineering.  
- She took her masters degree.  
1 x 4 = 4 marks
- (h) Any statement to show support for Girls' education. 2 marks
- (i) (i) Slowly.  
(ii) Oftenly talked about.  
(iii) Deeply lost in thoughts.  
1 x 3 marks = 3 marks
2. (a) Dr. Stockmann's study √ 2 marks
- (b) From the landlord √ 1mk. Notice to quit the house. √ 2 mks
- (c) Dr. Stockmann has been declared an enemy of the people and he is therefore an unwanted man even by his landlord. Everybody in the town is under intense pressure to severe ties with him so as to please the mayor and the town's authorities. ( 4 marks )

***This paper consists of 3 printed pages***

***Turn Over***

- (d) Patient √ 1 mk – tells her husband to take time to think of the decision to leave their native country for good √ 1mk

Considerate √ 1mk – Considers her family especially the boys. √ 1mk

Reasonable / logical – Practical √ 1mk – She does not want them to leave the town in a rush not knowing where they are going. √ 1mk

- (e) ‘Mongrel’ is a term he uses to derogatorily refer to the compact majority who have been swayed by the mayor to declare him an enemy of the people √ 3mks
- (f) “Common herd” are the compact majority √1mk. They are so referred because of the way they can easily be convinced like by the mayor to change their mind.
- (h) The compact majority / common people do not have a stand of their own except the stand taken by their leaders who include the mayor. √ 2 mks
- (g) The compact majority / common people do not have a stand of their own except the stand taken by their leaders, who include the mayor. √2 marks

### Question 3

- (i) Explanatory / Aetiological / how and why story. The story seeks to explain the reason why the hen is always scratching the ground and the vulture swooping on chickens.

- (ii) Dialogue / Direct speech ... ‘Oh , dear vulture,” said the hen with confusion and great regret, “forgive me ....”

Personification ... Hen and vulture have been personified. “One day the hen thought of borrowing a razor from the vulture to shave the little ones.”

- (iii) - Reading the available literature on the area and the people targeted by the research.  
- Get to know the informants and learn their attitudes and habits.  
- Accommodate the informants and community’s attitude points of view and suggestion in your plans.  
- Visit the place, community and informants well in advance.  
- Talk to the informants ( Chief – Subchief or the Headman) and let them know your motives and what you expect them.  
- Discover the natural setting for each kind of performance ie find out when that particular community performs a genre.  
- Get the apparatus ready in advance .  
- Get a specific day and time for the visit.

(iv) Problems

- Unwillingness on the part of the resource people to co-operate leading to delay in the exercise.
- Unfavourable weather during the day of performance leading to delays and subsequent cancellation of certain parts of performance.
- Slow pace recording by the scholar making it necessary to interrupt the performer so that the performance could be taken down on paper.

- Language barrier i.e the key performer could only communicate in first language cutting out the beneficiaries.
- Failure of previously arranged form of transport of area of concern due to mechanical breakdown or heavy rains.

#### Solutions

- Made costly and unexpected arrangements key performer had to be paid and others sought.
  - Performance had to be delayed / events re arranged for later time.
  - Song had to be sung and not performed.
  - Faster means of recording use of tape recorder was adapted.
  - An interpreter was involved in the exercise.
  - The field party had to cover long distance on foot.
- (v) (a) Overdue – that should have happened or been done before now  
 (b) Unkempt – not well cared for; not neat or tidy.

#### Q4. Grammar

- (a) (i) Peter doesn't prefer coffee to tea and neither does Michael.  
 (ii) As he was the chairman of the society, he couldn't tolerate anybody's impudence.  
 (iii) Neither Joseph nor his sister was hurt in the bus accident.  
 (iv) No sooner had the guests arrived than the function begun.  
 (v) Had Kiprono done enough practice, he would have won the race.
- (b) (i) Saw through.  
 (ii) Attended to.  
 (iii) Run down.
- (c) (i) better  
 (ii) most famous
- (d) (i) English is spoken in Kenya.  
 (ii) He was told off.  
 (iii) His car was stolen.
- (e) (a) The person speaking doesn't know Mr. Gitau. Someone called Mr. Gitau came, a person unfamiliar to the speaker  
 (b) The person speaking knows Mr. Gitau and expects recipient of the message knows him too.

Name \_\_\_\_\_ Index No. \_\_\_\_\_

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

**101/3**

**ENGLISH**

**PAPER 3**

**(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS. )**

**JULY / AUGUST 2011**

**TIME : 2 ½ HOURS**

**MAKUENI / KATHONZWENI JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**PAPER 3**

**INSTRUCTIONS**

- (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 has attempted more than one question in question THREE, only the first one to appear will be marked.
- (e) Each of your essays must not exceed more than 450 words.
- (f) This paper consists of two printed pages
- (g) Candidates should check on the question paper to ascertain that both pages are printed as indicated and that no questions are missing.

*This paper consists of 2 printed pages*

*Turn Over*

1. IMAGINATIVE COMPOSITION (Compulsory 20 marks )

**Either**

- (a) Write a story ending with the following words.  
..... Never again will I allow it to happen to me.

**Or**

- (b) Write a composition on how the society can assist in the fight against corruption.

2. THE COMPULSORY SET TEXT ( 20 marks )

**Ngugi wa Thiongo: The River Between.**

Using Ngugi wa Thiongo's 'The River Between' for illustrations, write an essay supporting the statement: "Waiyaki is a victim of circumstances."

3. THE OPTIONAL SET TEXTS (20 marks )

**Either**

- (a) **The short story: Macmillan (Ed) Half a Day and other stories.**

Using Saida Hagi – Dirie Herzi's story 'Government by Magic spell' for illustrations. Write an essay showing how poor governance is propagated through corruption.

**Or**

- (b) **Drama: John Ruganda: Shreds of Tenderness**

Write a composition showing how the dignity of women is compromised during a crisis.

**Or**

- (c) **The Novel: Velma Pollard. 'Homestretch'**

"If well planned for, retirement is not to be feared. It can in fact be a useful period in a person's life." Basing your reasoning on what happens in the Novel, write a composition to explain the statement.



**101/3  
ENGLISH  
PAPER 3  
(CREATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS.)  
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**MAKUENI / KATHONZWENI JOINT EXAMINATION  
Kenya Certificate of Secondary Education  
ENGLISH  
PAPER 3**

**MARKING SCHEME**

**1. IMAGINATIVE COMPOSITION**

- Question one is intended to test the candidate's ability to communicate in English. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. The linguistic competence shown by the candidate should therefore carry most of the marks.
- Examiners should not hesitate to use the full range of marks for each essay.
- It is important **FIRST** to determine how each essay communicates and in which category A, B, C or D it fits.

**D CLASS:** ( 01 – 05) The candidate does not communicate at all or his/her language ability is so minimal that the examiner has to practically 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 punctuation. All kinds of errors “Broken English”

**D- 01 – 02 :** Chaotic. Little meaning whatsoever. Question paper or some words from it simply copied.

**D O3:** Flow of thought almost impossible to follow the errors are continuous.

**D+ 04 – 05:** Although the English is often broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.

**C CLASS :**

**(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 influences is felt.

**C- -6-07 :** The candidate obviously finds it difficult to communicate his ideas. He is seriously hampered by his very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.

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

*This paper consists of 6 printed pages*

*Turn Over*

- C+ 09 – 10: The candidate communicates clearly but in a flat and uncertain manner. Simple concept sentence forms are often strained. There may be an overuse of clichés . Unsuitable idioms, proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses, spelling.
- B CLASS: (11-15) This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he can use English as a normal way of expressing himself. Sentences are varied and well constructed. 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 will 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. Gross errors are still found occasionally, but this must not be over punished 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 far range of vocabulary and idiom. Natural and effortless. Some items of merit, economy of language.
- B+ 14-15: The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spellings 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 has the ability to make us share his deep feelings, emotions, enthusiasms. He expresses himself 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 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 feelings, tastes, point of view, youth, and culture. This ability to communicate is deep; may express itself in many ways, wide range of effective vocabulary, original approach, vivid and sustained account in the case of a narrative, well developed and ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he deserves. A very definite spark.

### GROSS ERRORS

- Almost any error of argument.
- Serious tense errors.
- Errors of elementary, vocabulary, spelling and misuse.
- Punctuation errors or missing punctuation which causes serious lack of communication.
- Elementary errors of sentence construction.

- Ridiculous use of idiom that affects communication.
- Misuse of common prepositions.
- Misuse of capital letters.

### CONTRAVENTION OF RUBRIC

- Penalize 2 marks A.D for essays more than 450 words.
- Penalize 2 marks A.D for essays that are too brief

NB: Kenyan English allowed, such words include: panga, rungu, askari, matatu debe duka boma sukumawiki, goat party etc.

### **Q1. Points of interpretation.**

- (a)
- Must be a story in continuous prose. If not, treat as irrelevant and deduct upto 4 marks.
  - Must end with the given statement – if not, deduct 2 marks AD.
  - The events of the story should lead to a resolution by the narrator that he/she will never allow the same to happen again.
  - The incident should be negative.
  - The composition should be between 350-450 words. If more, deduct 2 marks AD.
- (b)
- Must be a discursive essay, if not, deduct 2 marks AD.
  - The candidate should come out with credible points on fighting corruption.

### **Q2. THE COMPULSORY SET TEXT**

**THE RIVER BETWEEN By Ngugi wa Thi'ongo.**

#### **Introduction**

This statement means that the predicament (problems) that Waiyaki faces / finds himself in are not his creation. He is forced by circumstances beyond his control to do what he does. (Accept any other introduction, general or contextualised, making reference to the text )

#### **Points to consider.**

(i) Waiyaki's destiny was predetermined.

- Being the last in the lineage of Mugo wa Kibiro, the great Gikuyu seer, he was charged with the messianic role of liberating his people. "A man must rise ... hour of need (Pg 21, P133)
- Despite Waiyaki's reservations and doubt about his ability to perform this task his father was thrusting upon him, he had no option but to obey.
- He is thus enrolled at Siriana to learn the white man's wisdom as a means of preparing for the mission.

(ii) Waiyaki and Nyambura are destined to be together.

- In his vision, Waiyaki sees the indistinguishable shape of a woman which remained fixed and he could not drive it away.
- Despite his achievements, he felt a strange hollowness and yearning. When the two coincidentally meet, Waiyaki recognises the shape in his mind as that of Nyambura.
- Similarly, Muthoni's death left a vacuum in Nyambura's life. She was increasingly becoming weary of her father's brand of religion and longed for the meetings she had with Waiyaki.
- Waiyaki's decision not to forsake / deny Nyambura effectively seals his fate, for the two are hence forth placed in the hands of the Kiama.

(iii) Waiyaki's determination and ambitious nature.

- Waiyaki's ambitions put him on a collision course with Kabonyi. He is genuine in his desire to liberate his people through Education. He establishes schools and goes to look for teachers in Siriana.
- Though his act of going to Siriana is genuine / sincere, it provides an avenue for Kabonyi to destroy him, accusing him (Waiyaki) of having gone there to sell the people to the white man.

(iv) Kabonyi's knowledge of the ancient prophecy.

- Unknown to Waiyaki, only Kabonyi is aware of the ancient prophecy about the coming of a Messiah.
- Kabonyi embarks on a hateful campaign to destroy Waiyaki. He does not believe that a boy like Waiyaki should lead the people.
- Waiyaki goes about his business of opening more schools unaware of the plot by Kabonyi to destroy him.

(v) The people's impatience to fight off the white man.

- Kabonyi capitalizes on the people's impatience and uses it to incite them against Waiyaki.
- He advocates for physical confrontation as a strategy of getting rid of the white man and thus downplays Waiyaki's efforts.
- He says, "... or do you think the education of our tribe ... which you all received, is in any way below that of the white man ?" (Pg 92)

Conclusion.

- The conclusion may link up the issues raised in the body or make a general comment. ( 2 marks )

Grammar ( 4 marks )

- Expect 3 fully developed points

Mark 4 : 4 :4 = 12 marks

NB: Grammatical mark and conclusion determined by content.

3. (a) The short story

Introduction ( 2 marks )

Candidates must give a general overview of how poor governance is propagated through corruption.

Can also be contextualised to touch on injustice, nepotism, greed and superstition.

Content ( 12 marks 3 : 3 : 3 : 3 )

1. Injustice is prevalent in the states access to recreation facility like the lido, which is invested with predatory sharks – They are attracted by blood ...

- People were killed by the sharks but no comment from the government.
- Shortages of basic commodities were deliberately created – This kept people busy struggling for bare survival – They don't have time to spare worrying about the goings as in the government.

2. Nepotism

This fastens poor governance.

- A big part of Halima's clan is in the capital.
- They hold the most powerful positions in the government.
- One man who was powerful (of Halima's clan ) called relatives and found jobs for them. They virtually took over the government.

### 3. Superstitious

This perpetuates poor governance in an illiterate superstitious society.

- Halima is believed to have an infant Jinni. The people believe she has supernatural powers – this can be used to rule.
- Halima thus gives extra protection to her clan – they continue to exploit the society.
- Halima's request prior – to going to the city is met immediately remains. This would mean protection to the clan in return for all the inards of the animals would be used for the sacrifice to the spirits.
- Children were made to memorise ritual songs to keep ancestral rites intact for long.
- Use of 'taheel' spell on the water ensures governance by magic spell – all the water was centralized into the reservoirs and the effect of tahleed reached all.

### 4. Greed.

Halima's clan controlled the government and with that the wealth of the country – No one challenged them; they could get a slice of the big pie for themselves and the family.

Anything that stood in their way had been pushed aside or eliminated.

Conclusion.

The candidate may give a contextual conclusion touching on the context or give a general one showing the effect of corruption in a society.

### 3b SHREDS OF TENDERNESS – John Ruganda.

Introduction.

During a crisis / war, women and children are the most vulnerable. Some men may abandon their wives and children and flee to safety (accept any other relevant introduction ) ( 2 marks )

Points to consider.

- Women are misused and abused. As Wak points out, 'If you are a woman, every blinking idiot wants to paw you.'
- They are exposed to violence. Odie throws Stella down when she confronts him with the truth about the ants and his behaviour lately.
- They are faced with hostility as they try to bring peace and reconcile people. Stella faces Odie's hostility when she welcomes Wak warmly after exile. Odie also brings Stella to tears when he reminds her of her relationship with major General Ali, blaming her for their father's death.
- Women are exposed to rape and abuse by the same people who are expected to protect them. The soldiers did everything with impunity. They go to Stella's school and rape the girls and the nuns, leaving some like Stella pregnant.
- They are exposed to social immorality. At the immigrations office, Stella, as Dr. Rugenda ... is sexually molested by the police officers. Women prostitutes at the refugee camp are treated with contempt by the likes of Mr. No-fear-no-favour.

Conclusion.

Accept any relevant conclusion, general or contextualized. ( 2 marks )

Grammar 4 marks

- Marks for grammar and conclusion determined by context.
- Accept any 4 well developed points

Mark 3 : 3 : 3 : 3 = 12 marks

### 3 c) HOMESTRETCH – Vielma Pollard

#### Introduction.

With proper planning retirement need not to be a time of stress in a person's life. Returnees can in fact make useful contributions to their communities. This is exemplified in the lives of David and Edith. They use their retirement period to recapture what they had lost and to quench their longing to be home in Jamaica after having worked and lived in England for 30 years.

(Accept any other introduction, 2 marks )

#### Points to consider.

##### (i) On Education

- David and Edith decide to be useful and work to improve education in the village. This is nothing new to them as they have been active participants in the West Indies community life in Birmingham from where they learned the skills and importance of community service.

\* Edith is determined to give children under seven years access to education.

\* David makes it his project to provide chairs for the village school. He becomes the woodwork teacher while Edith teaches girls domestic work and uses them to dress the church.

##### (ii) Catalysts of development.

- David and Edith are greatly depressed by the poverty and general economic decline in Jamaica. The country is poor and needy. The roads are rough and unpaved. The church is in a pathetic state. Bananas, the chief cash crops are only grown by the rich, leaving the poor with no source of income. David and Edith become catalysts of development and because of their efforts, government service activities commence with the grading of the road. The village economy starts to grow as more stock is added to shops, more traffic starts to pass through the village and young people working in towns start coming home.

##### (iii) David and Edith rediscovers their closeness in Jamaica.

- The couple had been so busy in England and away from each other at most times and by the time they got together, they were so tired and unable to talk to each other.
- In Jamaica, they are happy and relaxed.
  - They can sit and enjoy breakfast, something that was unheard of in England.
  - They can entertain friends in their new home.
  - They can relive their favourite past – time of reading to one another and for pleasure. (P42)

##### (iv) Farming

- David and Edith are able to find time to do some gardening – growing flowers and vegetables. The climax of their happiness at returning home is experienced during the occasion of their first anniversary of returning to Jamaica when Laura gathers so many relatives and friends together for the celebrations.

##### (v) Proper savings

- Edith and David used to send money to Laura and she on her part used to renovate their house. They had not sold their house when they left for England.

- They save money that would enable them to live comfortably in Jamaica.
- Laura had helped them buy a house from where they were drawing the rent.
- Both were also receiving pension.

#### Conclusion.

All in all, David and Edith's life is one of success and serves to illustrate that people in retirement can indeed make useful contributions to their communities. ( 2 marks )

(Accept any other relevant conclusion )

Mark 3 : 3 : 3 : 3 = 12 marks

Grammar 4 marks – determined by content mark

Conclusion mark also determined by content.