

Name _____ Index No. _____

Candidate's signature _____

Date _____

101/1
ENGLISH
PAPER 1
FUNCTIONAL SKILLS
JULY/AUGUST 2014
2 HOURS

KIBWEZI DISTRICT FORM FOUR INTER-SCHOOL EXAMINATIONS
Kenya Certificate of Secondary Education
ENGLISH
PAPER 1
2 HOURS

FOR OFFICIAL USE ONLY

QUESTION	MAX. SCORE	CANDIDATES SCORE
1	20	
2	10	
3	30	
Total	60	

This paper consists of 6 printed pages

Turn Over

1. You have been invited to represent your school in a cooking competition. Each participant is expected to prepare a dish to serve five people.

(a) Write the recipe of the dish that you will prepare.

(10mks)

(b) Write a report on how the competition was conducted.

(10mks)

2. **CLOZE TEST**

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

The most natural way to embark on a serious (1) _____ of oral literature is to establish a working definition of our subject.

What is oral literature? Oral literature may be (2) _____ as those utterances; whether spoken, recited (3) _____ sung, whose composition and (4) _____ exhibit to an appreciable degree the artistic characteristics of accurate observation, (5) _____ imagination and ingenious expression.

We refer to our (6) _____ narratives, proverbs, recitations, songs and other forms as (7) _____ because in their natural state, they are composed and (8) _____ through the spoken word. We call these performances literature because, like all literature, they (9) _____ language as their medium of communication. They are artistic because they are (10) _____ to move us by appealing to both our understanding and our feeling.

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

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

Burry me in a free land.

Make me a grave wherever you will,
In a lowly plain, or a lofty hill,
Make it among earth's humblest graves,
But not in a land where men are slaves.
I could not rest if around my grave
I heard the steps of a trembling slave;
His shadow above my silent tomb
Would make it a place of fearful gloom.
I could not rest if I heard the tread
Of a gang to the shambles led.
And the mother's shriek of wild despair.
Rise like a curse on trembling air

By France Watkins Harper (USA)

(i) Describe the rhyme scheme of the above poem. (2mks)

(ii) What features would you employ when reciting the above poem before an audience? (2mks)

(iii) Mention two ways in which you would know that your audience is fully participating during the recitation of the above poem. (2mks)

(iv) How would you say the last line of the poem? (2mks)

(b) You are part of an audience that is listening to a speech. You look around and notice that some people are looking at their watches, a few are yawning and one or two are shifting in their seats.

(i) What would be the likely cause of such behaviour? (3mks)

(ii) What would you do to ensure you continue listening effectively? (3mks)

(c) Cut your cloth according to your size.

(i) Name the genre above. (1mk)

(ii) Describe one economic activity practiced by the community in which the genre in c (i) has been taken. (2mks)

(iii) Describe a situation in which the genre in c (i) would apply. (2mks)

(iv) Give one function and one characteristics of the genre in c (i) above. (2mks)

(d) Identify the silent letter in each of the following words. (5mks)

- (i) Gnarled
- (ii) Scepter
- (iii) Solemn
- (iv) Poignant
- (v) Whether

(e) Give a word that is pronounced the same as the following.

- (i) Heal _____
- (ii) Elicit _____
- (iii) Beach _____
- (iv) Moor _____

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PAPER 1
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JULY/AUGUST 2014

KIBWEZI DISTRICT FORM FOUR INTER-SCHOOL EXAMINATIONS
Kenya Certificate of Secondary Education
ENGLISH
PAPER 1
MARKING SCHEME

1. (a) Must be a recipe (if not deduct 4mks)

Should have:

- Heading/Title of the meal – 1mk
- Ingredients and amounts – 1mk
- Preparation method – 4mks
- Serving instructions (should include number to be served).- 1mk
- Language 3mks

NB: Preparation method should be in point form. If not deduct 2mks

- (b) Must be a report (if not deduct 4mks)

Must have:

- Heading ½ mk
- Sub-heading ½ mk
- Introduction ½ mk
- Body 4mks should include purpose, chief guest, other guests, participating schools types of foods, adjudication.
- Conclusion/recommendation – 1mk
- Signing off ½ mk
- Language 3mks

2. CLOZE TEST

1. study
2. defined/experienced/described
3. and/or
4. performance
5. vivid/clear
6. oral/traditional
7. oral
8. performed
9. use/employ
10. meant/intended

NB: Don't award if words begin with a capital letter.

Don't award wrongly spelt words

This paper consists of 2 printed pages

Turn Over

3. ORAL SKILLS

(a) (i) aabbccddeeff 1mk – regular rhyme scheme. 1mk

(ii) I would use an appropriate

- Tonal variation
- Gestures
- Facial expressions
- Costumes
- Dramatization

Any 2 x 1 = 2mks

(iii)

- Nodding their head
- Through facial expressions
- Clapping
- Laughing or expressing sadness where necessary
- Maintaining eye contact with the recitor
- Stamping their feet

Any 2 x 1 = 2mks

(iv)

- I would use a falling tone 1mk
- I would stress the words rising, curse, trembling and air since they are the content words 1mk

(b) (i)

- The speech has been going on for too long
- The people think that they'll be late for something else
- They are bored
- They are tired/uncomfortable
- The speaker could be irrelevant
- The topic could be boring
- The environment could be hostile

(ii)

- Mentally summarise the speaker's key points
- Remind myself of the importance of the talk and how the information can help me
- Take notes
- Maintain eye contact with speaker
- Avoid day dreams and distractions
- Paraphrase what the speaker says

(c) (i) Proverb

(ii) Dressing making "... cloth..."

(iii) Highlighting over – ambition, living beyond one's means etc. (any relevant situation)

(iv) Functions of proverbs

- To summarize messages
- To warn, teach, caution
- To express wisdom and experience of a community etc

Characteristics of proverbs

- Brief
- Has two parts – proposition and completion
- Use of imagery
- Use of express wisdom and expressions of a community etc

(d) (i) G - (ii) – c - (iii) – n (iv) – g - (v) – h -

(e) (i) heel

(ii) illicit

(iii) beech

(iv) more

Name _____ Index No. _____

Candidate's signature _____

Date _____

101/2

ENGLISH

PAPER 2

Comprehension, Literary Appreciation and Grammar

JULY/AUGUST 2014

2 ½ HOURS

KIBWEZI DISTRICT FORM FOUR INTER-SCHOOL EXAMINATIONS

Kenya Certificate of Secondary Education

ENGLISH

PAPER 2

2 ½ HOURS

FOR OFFICIAL USE ONLY

QUESTION	MAX. SCORE	CANDIDATES SCORE
1	20	
2	25	
3	20	
4	15	
Total	80	

This paper consists of 9 printed pages

Turn Over

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

(20 marks)

A Healthy Day

Maintaining a healthy body is the secret to long life. I have taken this seriously through reading various health magazines and medical journal articles. I shall confess, this information I have gathered has been in some cases confusing and contradictory. Some I have discarded and through my own judgment and God given intuition, I came up with a plan for my day.

Professor John Blundell of Leeds University says that taking four cups of coffee at breakfast **inhibits** absorption of nutrients. He also argues that taking breakfast high in carbohydrates and low in fat makes one likely to binge on high calories foods later in the day. Taking a glass of fresh juice and milk makes me feel refreshed and ready for work. Then I drive through the heavy Nairobi traffic to my place of work. It is now eight o'clock. I do much of the work that demands extra mental effort. This is in accordance with research finding of Michael Hastings of Cambridge University who deals with body's physical rhythms. He says that human brain **hits a peak** before noon.

I have also borrowed a leaf from Chiroprator Mark Blokland and taken care of my posture at any workstation. He says that most back, neck and shoulder problems are caused by bad posture at desks. I avoid slouching, I adjust my seat to my comfort and make sure the computer mouse is within easy reach. At ten o'clock I take a break from my computer for five to ten minutes. I take a cup of tea. Tea has been found to be good for your heart. This reduces the eye strain caused by looking at the computer screen for long. Guidance suggests five to ten minutes break every hour.

It's lunch time and I decide to take a brisk walk to the restaurant at the far end of the street. Studies at Indian University and Washington University show that a twenty minutes or longer brisk walk energizes your brain making it ready to tackle the afternoon tasks. At the restaurant I order for a light lunch: Grilled fish and some salads. I also take a glass of juice. Research has shown that eating fish helps to strengthen your heart and helps to lower the bad cholesterol. Fish has omega -3 fatty acids that help to maintain a healthy heart. I finish my meal by taking two glasses of water. At two o'clock I walk back to the office ready for the afternoon work. The brain power has now a second surge

It is five o'clock and according to Prof Hastings, muscle temperature reaches its peak in the late afternoon. I hop into my car and head for the gym to do my workouts. I exercise three times a week for one hour. This is said to help in maintaining a healthy long life. It also helps to keep my weight down. I also take two glasses of water during my workouts. This helps to replace the lost body fluid through sweat. After my workouts, I have a shower and head for home. I relax on my sofa with a low calorie drink. For the evening meal at 7.p.m, I prepare a balanced diet with very little fat. A light supper is the best at this time as overloading the digestive system can cause discomfort at night. I take a balanced diet low in fat and carbohydrates with plenty of fruit and vegetables. The day is coming to an end and cortisol, the stress hormone is getting lower. It is time to relax. As the night draws in, the metabolism and blood pressure drop. There is constant flow of sleep-inducing hormone called metabolism amid and my heart-rate gradually drops.

At 10p.m I have a warm bath. Soon after at around 10.30 I am in bed well tucked in, having sprinkled some drops of **lavender** oil on my pillow to help me **drop off** as if I need them. At 3.00 o'clock in the morning, I am in deep sleep as my blood pressure, levels of stress hormones and alertness have plummeted to their lowest.

Questions

1. Suggest another title for the passage. (1mk)

2. What type of work does the writer do? Give reasons for your answer (2mks)

3. What are the writer's hobbies? (3mks)

4. Supporting your answer with illustrations from the passage, identify the social status of the writer (2mks)

5. What does professor Blunde advice one to do in order to have a refreshed day? (2mks)

6. Make notes on the way the writer spends her day. (6mks)

7. Each of the following words has two meanings. Use them in two separate sentences to express the two meanings

(i) Mouse

(a) _____

(b) _____

(ii) Strain

(a) _____

(b) _____

(iii) Drink

(a) _____

(b) _____

(iv) Drop

(a) _____

(b) _____

2. **Read the following extract and answer the questions that follow**

Odero looked confused for a moment, having expected a spirited fight to reduce the number to at least twenty head. However, he was not a great Chief for nothing. He rose beautifully to the occasion. After all style had to be met with style, Nyadhi with Nyadhi

“Ayie, I have accepted your suit. May the young girl be called so that people of Sakwa may see what a jewel we are giving them.” “Giving us!” thought Otieno in annoyance. ‘at this rate there will be no cattle left for me pay bride price with.’

In a little while Akoko walked in, in the company of her mother. Traditionally the girl at this point should have been the picture of demure shyness, her eyes fixed firmly on the floor, her hands held together in front of her mouth. Not Akoko. She walked in, steps measured, head held high, hands at her sides. Her head swiveled around a bit and then her gaze rested on Owuor. Let him see what he was getting.

‘What a brazen lass,’ thought Otieno. ‘Thirty head indeed!’ Owuor experienced an indescribable sensation. What happened, of course was that he had fallen deeply and irrevocably in love. Since that was not considered particularly important for a successful marriage, he did not understand or appreciate what was happening to him and that it would change his entire life and outlook.

She turned and left the room. Her mother remained for the rest of the ceremony. “People of Sakwa,” continued Aloo, “We are pleased that we have reached an understanding. We hope that a friendship will spring up between us now and into posterity. Let us pour more libation to Were and drink more kong’o to gladden our hearts. Mother of Akoko, please bring us some food.” The feasting went on into the late afternoon until about the tenth hour. Then the suitors had to leave, for chick did not allow them to spend the night.

Questions

(a) Place this excerpt in its immediate context.

(4mks)

(b) What were chief Odero's expectations after fixing the bride price at thirty head?

(2mks)

(c) Why is Otieno disappointed

(2mks)

(d) Explain what Otieno does later in the novel as a sign of dislike for Akoko.

(4mks)

(e) Explain the meaning of the following words as used in passage

(i) Demure

(ii) Brazen lass

(f) Change the following into a question
“What a braze lass”

(1mk)

(g) Describe any two aspects of tradition evident in the excerpt.

(2mks)

(h) Describe Otieno’s character as depicted in the extract.

(4mks)

(i) Examine two aspects of style and their effects.

(4mks)

3. **Read the following oral poem and answer questions that follow.**

Oh, Mother
Behold the daughter of Lekamoi
Who has just grown up
Young woman, when will she return?
When does my love come back?
Daughter of the bull?
Woman, come, let me see you,
Listen;
Daughter of Lekamoi
Leader of the girls,
When does my own arrive?
Ah, Abul, chief of women.
Her neck resembles a snake
Coming out of a vase.
Behold daughter of Lekamoi

Her teeth are like ash
Oh, when does my love come back?
Daughter of the bull
Abul, come and dance before me
Listen
Daughter of Lekamoi
Who has just shot up.
All men want her
Ah, Abul, chief of women
My girl appear on the path from
Anaka
Behold the daughter of Lekamoi
Tall and graceful
With whose daughter can you
Compare her?
My companion, when will
She return?
Daughter of the bull,
Woman come, I will take
You from your husband, Listen
Daughter of Lekamoi,
Leader of the girls,
Yes, all the men want her
Abul, chief of women

Questions

(a) What type of song is this? Give reasons for your answer. (2mks)

(b) Who is the singer and to whom is the song? (2mks)

(c) What is the attitude of the singer towards his subject (4mks)

(d) Where is Abul (1mk)

(e) What makes this song an oral song? Support your answer. (4mks)

(f) Identify and illustrate four poetic styles used in this song. (4mks)

(g) Discuss the mood of this song (3mks)

4. **GRAMMAR** (15 MARKS)

(a) *Fill the blanks with the correct form of the most appropriate verb.* (3mks)

(i) Children at times _____ their parents. (nag/nags)

(ii) The land _____ to the west. (slope/slopes)

(iii) All liquids _____ from higher to lower levels. (flow/flows)

(b) *Supply a suitable preposition in the sentences below.* (3mks)

(i) The ailing man has been in bed _____ the whole week.

(ii) It has been the same old story ever _____ he was a small boy.

(iii) The swallows gather and leave Europe _____ autumn.

(c) Punctuate the following sentences.

(2mks)

- (i) After reporting the students went to class
- (ii) There is a teacher I will never forget Mr. Jeff

(d) Rewrite each of the following sentences according to the instructions given. Do not change the meaning of the sentences.

(2mks)

- (i) I have never heard a more ridiculous story. (Rewrite beginning: That is ...)

- (ii) Chirchir has a daughter who is eighteen years old. (Rewrite beginning: Chirchir has ...)

(e) Use phrasal verbs formed from the words in brackets to fill the blank spaces.

- (i) I am sorry you were not satisfied by our services. I will _____ your complaint at once. (look)
- (ii) The last thing I would like to do is _____ with my parents. (fall)

101/2

ENGLISH

PAPER 2

Comprehension, Literary Appreciation and Grammar

JULY/AUGUST 2014

KIBWEZI DISTRICT FORM FOUR INTER-SCHOOL EXAMINATIONS

Kenya Certificate of Secondary Education

ENGLISH

PAPER 2

MARKING SCHEME

1. (a) – A health fanatic
- Living healthy
 - Taking care of your health
 - Healthy living
 - Fighting off disease
- (b) Office work which involves use of a computer.
- (c) Her hobbies are:
- Reading – she reads a lot of health magazines and journals
 - Exercising – she goes to the gym for workouts three times a week.
 - Walking – she takes a brisk walk every day.
- (d) The writer’s social status is middle working class. She goes to work, she has a car, her house has all necessary amenities like hot water and T.V. She can afford such luxuries as lavender oil. She can afford to pay for gym services.
- (e) He advises one to avoid a lot of coffee, and foods that are high in carbohydrates and low in fat. Instead one should take a glass of fresh juice and milk.
- (f) Notes on how the writer spends her day.
- Takes a glass of fresh juice and milk.
 - Drives through the traffic to work and arrives at work at 8 0’clock.
 - Does work that requires mental effort upto 10 o’clock
 - Takes a tea break for five to ten minutes – also to move from the computer.
 - Works on the computer upto lunch hour.
 - Takes a walk to the restaurant at lunch time and has light lunch.
 - Back to the office at 2 o’clock and works until 5 o’clock.
 - Goes to gym, does workouts, takes a shower and goes home.
 - At 7.00pm – has light supper.
 - At 10.00pm has a warm bath and by 10.30, she is in bed ready to sleep.

This paper consists of 3 printed pages

Turn Over

(g) Words with double meaning. The sentences should bring out the following meanings.

(i) Mouse – A computer gadget that controls the cursor.

- A rodent (noun)

(ii) Strain - Pressure caused by difficult situation. (noun)

- To separate solid from liquids

(iii) Drink - To take a liquid to your body through the mouth (verb)

(iv) Drop - To let something fall (verb)

- A very small amount of liquid falling from a higher position

2. (a) Before

- The Jodongo had been outside consulting on how much to demand as bride price.

- They have come back into the hut.

After

- The people of Sakwa bring the bride price

- Akoko is married off after the traditional mock fight

(b) He thought the suitors would request to have it reduced. It wasn't to be

(c) He did not expect the bride price to be fixed at thirty heads as this would mean there will be no more cattle to pay (bride price) for his own wives

(d) Complains as does his mother about Akoko's inability to have many children.

He takes away Akoko's wealth. He is not willing to hand over the chieftancy to Akoko's grandchild

(e) (i) Modest

(ii) A girl who is shameless

(f) Is she not a brazen lass?

(g) Tradition – the behaviour of girls before their suitors – they should be shy, their eyes on the ground hands at their mouths

Suitors cannot spend the night at their in-laws

(h) Selfish – wants Akoko's bride price reduced so as to benefit “at this rate there will be no cattle left to pay bride price with”

Sarcastic – says “Thirty head indeed.” As he does not approve of Akoko's behaviour (4mks)

(i) Metaphor – “Jewel” refers to Akoko – she is precious/her beauty makes her extremely valuable as a jewel

Local dialect – “Kong'o” and “Were” - the local words give the story local flavor

3. (a) Love song √e.g. when does√ my love come back? Or praise song e.g. leader of girls (2mks)

(b) The singer is a male√ lover. He √is singing to Abul/daughter of Lekamoi (2 x 1 = 2mks)

(c) Loving √e.g. all √men want her. Admiration√ e.g. tall and graceful√. Respectful e.g. leader of the girls√ (4mks)

Any 2 with illustration. No mark without illustration.

(d) With her husband 1mk

(e) Direct address ✓e.g. listen✓
Speech marks ✓e.g. oh, ah✓ (4mks)

(f) Simile✓ e.g. her neck resembles a snake
Coming out of a vase

- Metaphor ✓e.g. daughter of the bull

- Repetition✓ e.g. listen

- Rhetoric✓ questions e.g. when does my own arrive (4mks)
Any two with illustrations $2 \times 2 = 4$

(g) Loving mood✓. The speaker✓ wishes that Abul would appear on the path from Anaka. He is desperate ✓to see her 3mks

$1 \times 3 = 3$

4. **Grammar**

(a) (i) nag
(ii) slopes
(iii) flow

(b) (i) for
(ii) since
(iii) in

(c) (i) After reporting, the students went to class.
(ii) There is a teacher I will never forget; Mr. Jeff.
NB. Award for a correctly punctuated sentence.

(d) (i) That is the most ridiculous story I have ever heard
(ii) Chirchir has an eighteen year old daughter.

(e) (i) look into
(ii) fall out

Name _____ Index No. _____

Candidate's signature _____

Date _____

101/3

ENGLISH

PAPER 3

Imaginative Composition and Essays based on Set Tests.

JULY/AUGUST 2014

2 ½ HOURS

KIBWEZI DISTRICT FORM FOUR INTER-SCHOOL EXAMINATIONS

Kenya Certificate of Secondary Education

ENGLISH

PAPER 3

2 ½ HOURS

INSTRUCTIONS TO CANDIDATES

- Answer three questions only
- Question one and two are compulsory
- Answer only one question from the optional texts.

This paper consists of 2 printed pages

Turn Over

Question 1.

Imaginative composition (Compulsory)

Either

(a) Write a composition that illustrates the proposition “Stopping corruption in our country begins with you and me”

Or

(b) Write a composition beginning with:

I sat on the bench by the principal’s office in deep thought. I had put myself in trouble ...

2. The Caucasian Chalk Circle. (Compulsory)

It is only through a lot of strive that even the most humble people sustain their existence when faced with difficulties. Using Grusha as an example write an essay to justify this statement basing your answer on The Caucasian Chalk Circle by Bertolt Brecht.

3. Answer only one question in this section.

When the sun goes down.

Life is what you make it” Write a composition to illustrate this statement. Cite you evidence from Moyes G. Vassanji’s “LEAVING”

Or

4. Betrayal in the city.

The true picture of the government of Kafira is well reflected in Mulili. Write an essay to illustrate this statement drawing your illustrations from Francis Imbuga’s Betrayal in the city.

Or

5. The Whale Rider

In a world where male chauvinism abounds, only those with very strong character survive. Assess the truth of this statement with reference to Nani Flowers in The Whale Rider by Witi Ihimaera.

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ENGLISH

PAPER 3

Imaginative Composition and Essays based on Set Tests.

JULY/AUGUST 2014

KIBWEZI DISTRICT FORM FOUR INTER-SCHOOL EXAMINATIONS

Kenya Certificate of Secondary Education

ENGLISH

PAPER 3

MARKING SCHEME

Examiners should not hesitate to use the full range of marks for each essay. In a two essay paper, it is final, total mark that counts. It is important to determine FIRST how each essay communicates in which category A, B, C or D it fits.

(The mark indicated below are for each essay in a 2 – essay paper)

D Class: The candidate does not communicate at all. 01-05 or his/her language ability minimal that the examiner practically to guess what the candidate wants to say. The candidate fells to fit. English words he/she knows into meaningful sentences. The subject is glanced at or distorted. Practically no punctuation. All kinds of errors, “Broken English” is evident.

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 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 want to say.

C Class: The candidate obviously finds it difficult to communicate his ideas. He/she is seriously hampered by his/her 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 clearly but in a flat and uncertain manner.

Simple concepts, sentence forms are often strained. There may be an over use of clinches, unsuitable idioms. Proverbs are is quoted or misinterpreted. The flow is still jerky. There are some errors of agreement tenses, spelling.

B Class: The 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 and over ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may just clean and unassuming, but they show the candidate is at ease with the language.

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.

B 13: The sentence are varied but rather simple. Straight forward. The candidate does not strain himself in an effort to impress. There is fair range of vocabulary and idiom. Natural and effortless. Some items of merit. Economy of language.

B+ 14 – 15: 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. There are 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.

This paper consists of 3 printed pages

Turn Over

- A 16 – 17:** The candidate shows competence and fluency in using the language
 He/she may lack imagination origination or orignity which provides 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 are noticeable, but are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin stack.
- A+ 19 – 20:** The candidate communicates not only information and meaning, but also and especially the candidate’s whole self-feelings, tastes, points of view, youth, culture.

2.

- Grusha Vashnadze, a kitchen maid finds herself with the abandoned Michael Abashwili.
- Her kind heart cannot allow her to leave the child behind to be butchered so she takes him on her flight north. An old man refuses to sell her milk without money, and an old couple cannot adopt the child.
- A soldier who threatens to capture the baby is hit on the head as she escapes with the boy and decides to adopt him.
- A dangling bridge over an abyss is no deterrent for Grusha who crosses it despite a warning that it can give in any time.
- Her unwelcoming brother, Lavrenti Vashnadze and his equally antisocial wife, Aniko, are deterrent to her resolve to raise Michael.
- She goes through an embarrassing and humiliating marriage to Jussup for the sake of the child.
- Grusha endures a harrowing trial in Azdak’s court to reclaim the boy through the Chalk Circle test.
- Azdak, a common thief who steals rabbits, hides the Grand Duke and gets ashamed of what he has done.
- His attempts to get tried end up convincing the soldiers to make him judge.
- He is nearly hanged in the course of this after three rich farmers accuse him but the Grand Duke his skin and he is reappointed judge.
- He decides the fate of Michael’s real mother through the ingenious test of the Chalk Circle.

3. - In the story, a lot happens. The characters move through various stages and circumstances in their lives.

- When the narrator’s father was alive the family appeared to have been happier. The mother was happier healthier and more relaxed but now she is stern faced with thinner hair, a squat body and thickened voice.

- The mother is left to raise all her five children single-handedly. She does it till girls are ripe for marriage. Time comes for them to leave home. Their mother misses them dearty

- The family moves from Uhuru Street to Upanga road.

The new home is more screne and deserted. The boys can concentrate more on their studies.

- The narrator’s mother closes down her store. She thereafter does her sewing from home.

- Aloo is determined to achieve his dream to study in the U.S.A

- Aloo’s time to leave his home country to study abroad comes. He has achieved his dreams and is now settled in U.S.A for studies.

4.

- **Corrupt**

- He will do anything including framing people and having them eliminated for self gain. e.g. University milk tender

- **Vengeful**

- He pursues his grudges to the bitter end just like Boss. e.g. Kabito's case

- Jere's imprisonment

- **Inhuman**

- Cannot allow Doga and Nina to perform the shaving ceremony for their late son.

- Has the milk tender revoked and given to him.

- **Arrogant**

- He brags about his relationship with Boss especially when Boss revokes the milk tender

- He shows no respect for Doga and Nina and even when Nina threatens to strip naked, he is rude to her.

NB: Let the student tie each of the above to the government officials, who are representatives of the Kafira government

5.

- Nani Flowers is portrayed as a character who cannot be put down under any circumstances. In a community which is patriarchal in nature, she opts to defend herself and other females in her household and society.
- She is loving/adoring/caring. She goes out of her way to defend her great grandchild against Koro Apirana's prejudice. She defends Porourangi's decision to name her 'Kahu' despite it being a man's name. She hits the narrator for over working the girl and taking her to the movies. She also refuses to allow Koro Apirana to alienate the girl and encourages Kahu to pester him for attention. Despite her obvious disapproval of Koro Apirana's mannerisms, she truly loves him and fondly calls him 'Old Paka'.
- She is assertive/independent-minded as a wife and grandmother. She tells Koro Apirana occasionally that she will divorce him to marry Waari if he continues to annoy her. She pulls his boat back to the beach as he sulks after quarreling with her. She insists on bringing back to the community Kahu's afterbirth and birth cord despite Koro Apirana's opposition. She demands that women should be allowed to participate in meetings and saving the ancient bull whale.
- She is also strong-willed courageous. She says she belongs to the Muriwai people whose fierceness is legendary. Indeed, Koro Apirana agrees with her and says her Muriwai blood is too strong thus it has led to the birth of a girl as a heir in the family. She defends the decision to name Porourangi's child, Kahu, and quarrels and challenges Koro Apirana on almost everything. It is said she is always stepping out of line.
- She is foresighted/visionary. She is able to notice the extraordinary abilities and qualities in Kahu. That's why she buries her afterbirth and birth cord in front of the tribe's meeting house. She encourages the girl to attend the men's meetings by threatening Koro Apirana whenever he sends Kahu away together with the narrator, she notices that Kahu is no ordinary girl while she is retrieving the carved stone from the floor of the ocean. She also notices that the girl is communing with the dolphins and she bids her time waiting for the right signs of what is to come.

NB: For each essay consider the following:

Introduction – appropriate to the question 2 mks

Body: Any 4 points in well structured paragraphs 4 x 3mks = 12mks

Conclusion – Appropriate = 2mks

Language 4mks – 4mks – Very Good

3mks – Good

2 mks – Fair

1mk – Weak