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**101/1**

**ENGLISH**

**Paper 1**

**Functional skills, cloze test and oral skills**

**July/ August 2014**

**2 Hours**

**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

**2 hours**

**INSTRUCTIONS**

1. Answer all questions
2. All answer must be written in the space provided.

For examiners use

|  |  |  |
| --- | --- | --- |
| Question | Maximum | score |
| 1 | 20 |  |
| 2 | 10 |  |
| 3 | 30 |  |
| Total | 60 |  |

***This paper consists of 7 printed pages***

***Turn over***

**Question 1**

During a school function you made many new friends. They all would like to know you better.

Write an autobiography that you would send to each of them in which you include the following details.

-Date and place of birth

- Early childhood.

- Most memorable events in you life.

- Family members.

- Future plans.

Remember to make your writing as creative and interesting as possible.

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***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 ENGLISH P.1*** 2.

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***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 ENGLISH P.1*** 3.

2. ***Fill the blank spaces with the most appropriate words.***

History was 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when Mrs. Ellen Johnson- Sirleaf was 2 \_\_\_\_\_\_\_\_\_\_\_\_ president of Liberia in November 2005. This 67- year-old Havard- trained economist and banker became the 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ female Head of states in Africa. 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was no mean 5 \_\_\_\_\_\_\_\_\_\_\_\_ on a continent notorious for their oppression of women and suppression of their 6 \_\_\_\_\_\_\_\_\_\_\_\_\_. In Mrs. Johnson-Sirleaf the women of Africa could 7 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a major milestone in their struggle for emancipation, empowerment and 8 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. More important than this, however, is the 9 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which this event gave the African women to continue with the 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. For indeed, a great deal remains to be done.

**Question 3**

**Hare, Elephant and Hippo**

One day Hare, popularly known as Ogila Nyakarondo, met Elephant on his way to the forest. As Hare is a cunning and clever animal, he wanted to fool Elephant on some issue. He started talking to Elephant; ‘ Elephant my brother, good morning. What is the matter? Why are you walking alone like that my friend? Why don’t you ask me to walk along with you through the forest?

After they had walked together for some time Hare said, ‘Elephant my brother, I want to go on a rope- pulling contest with you. I know that I can defeat you miserably, for I am stronger than you.’ Elephant replied, ‘iii! Ogila Nyakarondo, you are too small to contest with me. You are playing about, my brother. Think twice.

They then planned to go on a contest the next day in the forest, but Elephant went laughing, thinking that Ogila could do nothing to him.

The same day, Ogila met with Hippo and started talking to him saying, ‘ Hippo my brother, I want you to contest with me one of these days. We shall pull a rope across the forest and see who will be the winner.’ Hippo said, ‘ Don’t play with me , Hare my brother, you are just too small to contest with me.’ He made the same plan, just as he had planned with Elephant to pull the rope in the contest across the forest.

The next morning, Hippo and Elephant went to each side of the forest thinking that they were going to contest with Hare. They started pulling the rope. Meanwhile Hare was sitting on a high hill looking at what was happening below. He sang a song to taunt Elephant and Hippo. As he sang, Hippo and Elephant pulled even harder. They pulled and pulled and got very tired. At dusk, they almost fainted and stopped pulling.

Hare immediately ran to Elephant and asked,’ am I not great?’ elephant told Hare, ‘ Oh Hare my brother, I have agreed that you are really great. I have had it tough the whole day.’

Hare then ran to Hippo and told him the same thing he had told Elephant. Hippo wondered at the strength of the Hare and said, ‘ Hare my brother, I have just realized that you are very strong. In fact you should be made the king of the jungle.’ Hare went away merrily playing his guitar.

(***Adapted from African Oral Literature for schools by Jane Nandwa***

***and Austin Bukenya, Longman Kenya.)***

***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 ENGLISH P.1*** 4.

a. (i) If you were to narrate the above narrative, what would you do to prepare the audience

to listen effectively? (2 marks)

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(ii) “Hare immediately ran to Elephant and asked, “Am I not great?” how would you say

the underlined words to make them effective? (3 marks)

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(iii) Imagine you are going to the field to collect the above narrative, formulate two specific

objectives of study. (2 marks)

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(iv) You are among the audience that is participating in listening to the performance of the above narrative. How would you ensure that you enjoy the above story most? (4 marks)

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b. (i) underline the part (syllable) where the stress falls in each of the following words.

-Glorify

-mistake

- Nationalism

(ii) For each of the following words underline the silent letter.

- Daughter

- Vehicle

- Parliament

- Indictment

***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 ENGLISH P.1*** 5.

c. To get to Jamaa college of Agriculture, walk straight along this path for about two hundred metres and you will see a huge mango tree to your left. Turn right and walk on the murram road for about one kilometer. The road passes through a maize farm but it is quite safe. You will then get to a junction. Turn left and you will see St. Peter’s primary school to your right. Walk straight on until you cross a wide river. You will then walk for about 100 metres and get to the college.

i. If you were the one receiving the directions above what would make you get to the

desired location? (2 marks)

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ii. What would make you get lost even if the directions are effectively given? (2 marks)

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d. You have completed your KCSE exam and required to attend an interview for a part time job that

you applied for, which requires you to be computer literate. Below is the conversation you hold with the Human Resource Manger in her office. Fill in the missing information to make it complete.

HR: (hears a knock) please come in

You: (Opens the door and gets in)

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HR: Good morning? How are you? You may take a seat please.

You:

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HR: Welcome. May you please tell us your name?

You:

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HR: What personal attributes make you feel you can competently do this job?

You:

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***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 ENGLISH P.1*** 6.

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HR: Good. What language can you fluently communicate in. this is a sales and marketing job,

you know?

You:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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HR: Could you briefly tell us your Educational background?

You:

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HR: Mr. Mulinge, what are you hobbies?

You:

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HR: The interview is over. Thank you for coming.

You:

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***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 ENGLISH P.1*** 7.

**101/1**

**ENGLISH**

**Paper 1**

**Functional skills, cloze test and oral skills**

**July/ August 2014**

**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

**Marking scheme**

1. - must be an autobiography. If not deduct 4 marks

- Must be written in 1st person singular

**Format -3 marks**

- Title 1 mark

- paragraphing 1 mark

- Chronological order of events 1mark

**Body -10 marks**

- Date and place of birth √ 2 marks

- early childhood√ 2 marks

- Family members√ 2 marks

- Future plans√ 2 marks

**Tone - 2 marks**

- Must be written in 1st person singular

- **Language** -5 marks

- Creativity

-spelling

- correct grammatical structure.

2. 1. Made

2. elected

3. first

4. this

5. achievement

6. rights

7. celebrate

8. equality

9. encouragement

10. struggle

3.a (i) – candidates may give convectional ways of attracting attention eg

- telling a relevant proverb.

- ring a bell /drum

- whistle

- Clear your throat

2 marks

***This paper consists of 2 printed pages***

***Turn over***

(ii) – with rising intonation√ because hare is expecting a yes answer a confirmation, with a

gesture /facial expression √ of mockery, he is just making fun of the bigger animal.

- Candidates brings out the verbal√ and non-verbal √ and effect.

3 marks

(iii) – to collect a trickery narrative.

- To examine the symbolic significance of the trickster character.

- To discuss human traits represented by the satirical tool (character)

2 marks

(iv) – avoid all forms of distraction.

- Pay attention to the narrator’s use of non-verbal cues eg gestures, facial expressions.

- pay attention to the narrator’s tone variation and pitch.

- Actively participate by answering questions by narrator, nodding etc

4 marks

b.(i) -glorify

-mistake

- Nationalism

(ii) – daughter (g)

- vehicle (h)

- parliament (i)

- indictment (c)

c.(i) the directions are

- precise and clear.

- appropriate distance is given.

- permanent land marks given.

- systematic (logical flow)

(ii) – inattentiveness

- Failure to seek clarification

d. you: I am fine thank you madam. √ 1mark

You: My name is John Muli Mulinge√ (do not award my names are ) 1mark

You: I feel I am a team player√ can work under minimum supervision and good at

interpersonal communication. 1mark

You: Thank you madam. I am an excellent speaker of the English language and can

speak Kiswahili with ease. 1 mark

You: I undertook my primary at St Pauls primary for K.C.P.E in 1999 my secondary

school education was at … (KCSE), Java college …….. did the package in computer

for 8 months. 2 marks

You: I like swimming, √ reading, listening to music. 1 mark

You: Thank you√ madam for giving me the opportunity for an interview. 1 mark

2.

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ index No \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Candidates’ signature \_\_\_\_\_\_\_\_**

**101/2**

**ENGLISH**

**Paper 2**

**Comprehension, literally appreciation and grammar.**

**July/ August 2014**

**2 ½ Hours**

**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 2**

**2 ½ hours**

**INSTRUCTIONS**

1. Answer all questions
2. All answers must be written in the space provided.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Maximum | Score |  |
| Q 1 | 20 |  |  |
| Q 3 | 25 |  |  |
| Q 3 | 20 |  |  |
| Q 4 | 15 |  |  |
| Total | 80 |  |  |

***This paper consists of 8 printed pages***

***Turn over***

1. **comprehension** 20 marks

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

The needle-in-a haystack hunt for a missing Malaysian airliner spread to the vast Indian ocean today after the white House cited “new information” that it might have flown for hours after vanishing nearly seven days ago

Multiple Us media reports citing American officials, said the Malaysia airlines Boeing 777’s communication system continued to “ping” a satellite for a number of hours after it disappeared off the rader with 239 people abroad, en route from Kuala Lumpur to Beijing.

“It’s my understanding that based on some new information that’s not necessarily conclusive, but new information, an additional search area may be opened in the Indian ocean .” White House spokesman Jay Carney said. A US navy official said that the USS kidd was “ transiting the strait of Malacca en route to the Indian ocean,” The guided missile destroyer was initially deployed for the gulf of Thailand on the other side of Malaysia’s coast.

It was the latest in a series of tantalizing leads that have pulled the search for fight MH370 in multiple directions and deepened one of the biggest mysteries in modern aviation history.

Delhi-based aviation analyst Kapil Kak, a former Indian air marshal, called the situation “inexplicable, unprecedented and shocking.”

The new thrust opens an additional search front of daunting magnitude. The Indian Ocean is the world’s third largest with an average depth of nearly 3,900 metres. It is like going “from a chessboard to a football field,” commander William Marks of the Us 7th fleet told CNN.

Marks insisted the search remained coordinated with the Malaysian authorities and that the US navy was “ not out here freelancing.”

At the same time, Malaysia continued “to work closely” with US officials sent to Kuala Lumpur to help in the investigation. Malaysaia officials were expected to hold news conference later today.

The lack of results from the investigation and search so far has created a volatile mix of grief, anger, frustration and speculation that the Malaysian authorities have struggled to control.

The government has stressed the “ unprecedent” nature of the challenge, with the search parameter expanding daily and the focus swinging wildly from the east to the west of the Malaysia peninsula. The Boeing 777 vanished early Saturday over the southern China Sea with no indication.

“There are so many stories swirling around. This morning one man told me the plane had landed in Africa,” said Subrama-niam Gurusamy, a 60-year-old Malaysia security guard whose son was on the flight.

“How am I going to explain to my grandchildren that nobody knows where their father is?” he told AFP.

Adding to the anguish of relatives –most of whom are Chinese - has been the succession of false leads, mixed signals, and miscommunication between the various countries involved in the hunt. (AFP)

( ***Adapted from Saturday nation march 15 2014)***

(a) What is meant by the phrase “ new information?” 2 marks

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(b) What makes the disappearance of the flight MH370 a mystery? Write in point form. 5 marks

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***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 ENGLISH P.2*** 2.

(c) Why is there a volatile mix of grief, anger, frustration and speculation over its disappearance.1 mark

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(d) How have the Malaysian authorities tried to control the situation in ‘c’ above? 2 marks

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(e) How can we tell that the situation is posing a great challenge to all involved. 4 marks

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(f) What is the evidence that the plane’s mysterious disappearance is weighing heavily on

the family members of the passengers and what is adding to their anguish. 2 marks

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(g) “How am I going to explain to my grandchildren that nobody knows where their father is?

Rewrite this statement in reported speech. 2 marks

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***Read t he following extract and answer the question that follow*** 25 marks

Vera did not want to be held, and the big flashing eyes on her skinny face were restless and tempestuous. Even adults were a little afraid of her. She however had one saving grace; her capacity for love. Hers was and would remain a passionate nature. She took nothing for granted. She was completely loyal and from an early age her sister was the object of love and protection. It was her business to see to it that Becky was happy and had everything she needed. She was willing and ready to do battle with anyone who crossed Becky’s path and she was a fearless fighter although tears were ready to fall at the slightest provocation. Once when she was about five, she almost tore a playmate apart before anyone realized what was happening because she was screaming at the top of her lungs while pummelling him. The boy remained mute and shocked and did not or could not utter a sound. He only remembered to snivel a little when they pulled the screaming Vera off him.

When the girls were two, Mark got his long awaited promotion and moved to a slightly bigger house which had an extra bedroom. It was just in the nick of time for Elizabeth was pregnant again and sleeping arrangements were becoming tricky. Their joy was however tempered by the fact that owing to the state of emergency , the country was becoming more and more dangerous even for ordinary people between the White Johnies on one side and the Mau Mau freedom fighters on the other ,death could arrive without

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warning. It was therefore decided that as soon as the baby was born, Elizabeth would move back to her old teaching job at Alour where it was much safer, being far from the central region which was the enclave of the freedom fighters.

Aoro, a bouncing boy and the apple of his father’s eye was born in the middle of along dry season – thus his name. When he was two weeks old he was whisked off to Alour with his sister. When she heard about it, their paternal grandmother was furious.

“ How can you allow that woman to take off with my grandchildren? Is this why they refused to take a bride price for her? So that they could treat us like dirt?”

“Mother nobody is trying to treat anyone else like dirt. It is just that there is no suitable school for her to teach in around here. She can bring the children over during the holidays.”

“ Huff!” snorted his mother. Mark was almost sorry he had stopped by to see his mother on his way back to Nakuru. Things became very bad and lorries carrying the dead, purportedly Mau Mau were a common sight. There was suspicion everywhere -white against black and black against white .the kikuyu especially suffered greatly- and could be shot ,maimed, killed or translocated at a moment’s notice. They returned atrocity for atrocity and blood flowed- both black and white. Mark was very lonely without his wife and children. He particularly missed little Vera’s constant chatter which he had found so irritating before. She had been tireless and irrepressible, but now he would have given anything to hear her say: “Father why is mother’s stomach so big?”

(a) Place the extract in its immediate context. 4 marks

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(b) Characterize Vera according to the extract. 4 marks

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(c) Identify and illustrate two features of style employed in the extract. 4 marks

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(d) What are some of the themes brought out in the extract? 6 marks

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(e) In a paragraph of not more than 20 words give the effects of war as seen in the extract. 4 marks

Rough draft

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( f) Mark is said to have been lonely. This loneliness leads to something. Briefly say what

happens. 3 marks

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***Read the following passage and answer the questions that follow***  20 marks

At the edge of Montono forest there was village occupied by a few inhabitants. The people of the village got their firewood, water and fruits from the forest. But inside the forest lived a giant ogre. The ogre was known to kill and feast on the children of the village. Every other weekend a family was heard wailing and moaning their loved one.

One day the villagers decided enough was enough. “We will all be dead soon unless we do something to contain this monster,” many lamented. They considered leaving the village altogether. But some reasoned that the monster would follow them whenever they would go.

“What shall we do then?” they asked one another in panic. “Let us gather all our young men together and lay in ambush for this monster and kill it,” a wise man said. They all agreed with him, the young men of the village, armed with all manner of weapons, laid an ambush in the forest for several days. They were beginning to despair when the ogre finally appeared. The young warriors rushed after the beast. But to their

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dismay none of their weapons could penetrate the ogre’s thick skin.

There was panic among them. Some fainted on realizing this. The ogre was vicious as usual. He let out a loud laughter that shook the warriors to the bone. “You don’t know who you are messing up with,” the ogre said. But one warrior was determined to kill the monster. Before embarking on the mission he had consulted the oracles on how to kill such a giant. The gods revealed that the giant’s life lay in its shadow. If anybody struck the ogre’s shadow, it would surely die.

While the few warriors were attacking the ogre from different directions, and taking cover when it hit back with its massive hand, the brave warrior was desperately aiming for its shadow. But he had to be careful lest the monster got hold of him. His strategy was to first aim at its eyes to distract it. And sure it worked. His arrow went straight to the ogre’s eye.

As the monster struggled to remove the struck arrow, the brave warrior moved close and aimed at its shadow, and the giant fell with a thud. There was a cry of joy from his fellow fighters,” You have done it brother, it is dead,” they congratulated the brave warrior. Now it was time to return to the village and claim his prize. But when they looked around, some of their fellow warriors still lay unconscious while others had sprinted for safety when they realized the ogre could over power them. They watched from a distant.

When they saw the animal fall they were equally jubilant. Some ran towards their homestead to inform the villagers of the good news, while others walked in the direction of the forest singing songs of praise.

It was a moment of joy as villagers started streaming into the forest. They cut it into pieces till they were sure it was no more. The warrior who brought down the monster received a fat heifer as a gift for his courage.

(***Adapted from the Sunday Nation February 23 2014).***

(a) Classify the above sub-genre. 2 marks

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(b) Identify and illustrate two features of oral narratives in the story. 4 marks

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(c) From your knowledge of ogre stories, give four characteristics of ogre’s. 4 marks

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(d) What are some of the economic activities practiced in this community? 4 marks

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(e) How is the victorious warrior portrayed? 4 marks

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(f) Give the meaning of the following word and expressions. 2 marks

(i) Vicious

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(ii) Shook the warrior to the bone.

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4. **Grammar**

a. ***Identify by underlining the non-finite verbs and their object in the following sentences***. 2 marks

(i) The college intends to offer new courses in August.

(ii) The cleaner forgot to lock the doors.

b. ***Rewrite the following sentences into plural***  2 marks

(i) A polluted river should be rehabilitated.

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(ii) The bank closes at 5 pm.

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c. ***Choose*** ***the correct form of the pronoun in each of the following sentences.*** 3 marks

(i) Kinya and (she, her) work in a media house.

(ii) I read the report he wrote to Murna and (I, me).

(iii) She is more responsible than (they, them)

d. ***Combine each pair of sentences using appropriate relative pronoun.*** 2 marks

(i) I know some lies. They can lead to success.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(ii) Here is the man. He stole my blanket.

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***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 ENGLISH P.2*** 7.

e. ***Complete the following sentences with the correct form of the verb in the brackets.*** 2 marks

(i) The painting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (steal) from the museum.

(ii) The patient has \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) in a coma for five days.

(iii) He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (lead) the delegation to the party’s national convention last year.

f. ***Use (shall, should, will or would) to complete each of the following sentences.*** 3 marks

(i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you like some orange juice?

(ii) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I shut the window? It is cold.

(iii) Let’s make up, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we?

***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 ENGLISH P.2*** 8.

**101/2**

**ENGLISH**

**Paper 2**

**Comprehension, literally appreciation and grammar.**

**July/ August 2014**

**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 2**

**Marking scheme**

**Comprehension**

(a) What is meant by the phrase “ new information” 2 marks

- that there have been many speculation which have proved futile.

(b) What makes the disappearance of the flight MH370 a mystery. Write in point form.

- The plane vanished with no indication of distress.

- The night was clear.

- The weather was fine.

- The plane had one of the best safety records of any jet.

- there are so many stories swirling around its whereabouts.

- That the plane could fly undetected to the Indian Ocean given the number of military radars

operated in the region by Malaysia, India, Thailand and Indonesia.

(c) Why is there a volatile mix of grief, anger, frustration and speculation

over its disappearance. The lack of results from the investigation and search.

(d) How have the Malaysia authorities tried to control the situation in ‘c’ above.

- By assuring all that Malaysia is working closely with the US officials sent to Kuala Lumpur to

help in the investigation and that the search remained co-ordinated

(e) How can we tell that the situation is posing a great challenge to all involved?

- Delhi- based aviation analyst Kapil Kaka, a former Indian air marshar, calls the

situation inexplicable, unprecedented and shocking.

- Malaysian government stressed the unprecedented nature of the challenge with the

search parameters expanding daily and focus swinging wildly from east to the west

of the Malaysian peninsula.

- Even the new information opens additional search front of daunting magnitude because

of the expanse nature of Indian ocean.

Any two -2 marks each.

(f) What is the evidence that the plane’s mysterious disappearance is weighing heavily on

the family members of the passangers and what is adding to their anguish. (2 marks)

- A 60-year –old malaysian security officer says he doesn’t know how to explain to his

grand children that their father is missing.

- The false leads, mixed signals and miscommunication between various countries involved

in the hunt.

***T his paper consists of 3 printed pages***

***Turn over***

(g) “How am I going to explain to my grandchildren that nobody knows where their father is?

Rewrite this statement in reported speech. (2 marks)

- He wondered/asked/wanted to know how he was going to explain to his grandchildren that

Nobody knew where their father was

give the meaning of the following words as used in the passage.

1. Ping – send a signal

(ii) volatile – unstable /that could easily change.

**Question 2.**

(a) Place the extract in its immediate context

**Before**

The twins had been born. The writer takes the reader though their differences, Becky all soft,

cuddly and pretty and just plain irresistible, People wanted to touch her, to hold her and she was

quite accommodating unlike Vera.

**After**

The father would tell her he didn’t know but she should ask herself. She would go something

like- mother, father wants to know why your stomach is so big.

(b) Characterize Vera according to the extract. (4 marks)

- Protective /loyal /loving – …….. and from an early age her sister was the object of her love

and protection.

- Brave /fearless –she was a fearless fighter.

- Emotional – her tears were ready to fall at the slightest protection.

- Talkative – Vera constant chatter’

(c) Identify and illustrate two features of style employed in the extract. (4 marks)

- Humour – was screaming at the top of her lungs…………… the boy remained mute and

shocked …. He only remembered to snivel a little when they pulled………

- Dialogue – “How can you allow…………….”

(d) What are some of the themes brought out in the extract? (6 marks)

- Family – Mark/ Elizabeth was already pregnant.

- moved to a bigger house.

- Traditions – naming of the boy Aoro according to season.

- Family conflict- mother in law quarrelling.

- fight for independence/ effects of Mau Mau fighters.

- Education – her old teaching job……………..

- Insecurity – it was much safer…………………

(e) In a paragraph of not more that 20 words give the effects of war as seen in the extract

- Death

- maiming

- Families separate.

- Translocation of people/ creation of refugee camps

- Animosity.

- Suffering –people get shot.

(f) Mark is said to have been lonely. This loneliness leads to something. Briefly say what

that happens.(3 marks)

- He began to spend a lot of time drinking with his friends.

- He got involved with a girl.

- She declared herself pregnant.

- That brought him to senses. He chased her away and decided to go see his family.

2.

**Oral narrative**

(a) Classify the above sub- genre

- Ogre story/ monster narrative –there lived a giant ogre.

(b) Identify and illustrate two features of oral narratives (4 marks)

- opening formula ……. There was a village occupied.

- Dialogue – “what shall we do then?”

- Fantasy – ‘the giant life lay in its shadow.

- Onomatopoeia – “thud!”

(c) From your knowledge of ogre stories give four characteristics of ogres. (4 marks)

- Creatures are neither human nor animal.

- They are evil/ wicked (tricky).

- They are eventually defeated by the heroes of heroines.

- They can change form.

- They can intermarry with human beings.

- They take advantage of the weak.

- They teach a moral lesson.

(d) What are some of the economic activities of the people living in this community? (4 marks)

- They carry out gathering – they got their firewood, water and fruits from the forest.

- Cattle keeping – the warrior received a fat heifer as a gift for his courage.

(An activity must be in V-ing form otherwise award 0 mark)

(e) How is the victorious warrior portrayed? (4 marks)

- Determined – but one warrior was determined to kill the monster.

- Superstitious – before the mission he had consulted the oracles on how to kill such a giant.

- Brave /courageous – while others we…. The brave warrior was desparetly…..

- Intelligent – his strategy was to first aim at its eyes to distract it.

(f) Give the meaning of the following word and expression. (2 marks)

- Vicious – dangerous /cruel/ aggressive.

- Shook the warrior to the bone – very scared.

**Grammar**

(a) (i) to offer – new courses

(ii) to lock – the doors

(b) (i) polluted rivers should be rehabilitated.

(ii) banks close at 5 pm.

(c) (i) she

(ii) me

(iii) they

(d) (i) I know some tips which/ that can lead to success.

(ii) Here is the man who stole my blanket.

(e) (i) was stolen /had been stolen

(ii) been

(iii) led

(f) (i) would

(ii) should

(iii) shall.

3.

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ index No \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Candidates’ signature \_\_\_\_\_\_\_\_**

**101/3**

**ENGLISH**

**Paper 3**

**Creative composition and essays based on set texts.**

**July/ August 2014**

**2 ½ Hours**

**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 3**

**2 ½ hours**

**INSTRUCTIONS**

1. Answer three questions only.
2. Questions one and two are compulsory.
3. In question three choose only one of the optional texts you have prepared on.
4. Where a candidate presents work on more than one optional text, only the first one to appear will be marked.
5. Each of your essays must not exceed 450 words.
6. Candidates should answer the questions in English.

***This paper consist of 2 printed pages***

***Turn over***

1. **Imaginative composition (compulsory)**

Either

(a) Write a composition ending with the words;

“……It was then I realized I had ruined my life by associating with wrong friends.” 20 marks

Or

(b) Write a composition to illustrate the saying “Let not the pot call the kettle black” 20 marks

2. **The compulsory set texts**

Drama: The Caucasian Chalk Circle by Bertolt Brecht’s.

“A discussion among members of same community in an atmosphere of mutual respect and

honesty can achieve so much in such a short time.” Write an essay in support of this

statement drawing illustrations from “the Caucasian Chalk Circle” by Bertolt Brecht’s.

3. **The optional set texts**

**Answer any one of the following questions.**

(a) the short story; When the sun goes down and other stories- by Ilieva and Olembo (Ed)

with illustrations from Goro Kamau’s “ When the sun goes down. Explain how love is a source

of strength for those suffering from HIV/AIDs and other related illness. 20 marks

(b) Drama Imbuga; Betrayal in the city. “ Betrayal in the city is a play on betrayal.

Write an essay to illustrate the above statement drawing illustrations from the play . 20 marks

(c) The novel; Witi Ihimaera: The whale rider.

“Societies use traditions to justify their suppressions of women” write an essay to support

this statement drawing illustrations from the whale rider by Witi Ihimaera.

***KILUNGU DISTRICT FORM 4 JOINT EXAM 2014 ENGLISH P.3*** 2.

**101/3**

**ENGLISH**

**Paper 3**

**Creative composition and essays based on set texts.**

**July/ August 2014**

**KILUNGU DISTRICT FORM 4 JOINT EXAMINATION**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 3**

**Marking scheme**

1. (a) – must be a story, if not deduct 4 marks

- the story should capture a situation where an individual regrets the kind of life he/she has lived

and associates this to associating with bad company.

- if merely a philosophical discussion, treat as irrelevant and deduct 4 marks

- must end with given lines, if not deduct 2 marks

(b) – must be a story.

- must clearly illustrate the saying.

- should bring out a situation where one points out of other people’s mistakes and forgets

his or her own mistakes that are even worse.

2. The Caucasian Chalk Circle

- Candidates must show that she/he understands the questions and tie it to the text.

**Points of interpretation**

- Two groups sit together in a circle.

- Members of the collective farms, mostly women and older men meet to resolve a dispute

over ownership of valley.

- A delegate from the city presides over the disputes.

- The goat herders report is presented by an old man on the right as follows:

- The cheese is no longer the same quality.

- Their goats do not like the new grass.

-the grazing land is not good.

- The land does not smell of morning in the morning.

- The two groups are told the valley belonged to the goat herders from eternity.

-the farmers respond through Kato, the agriculturalist. She says;

- When fighting in those hills, they discussed how they would build up their fruit

Culture ten times the original size.

- They will construct a dam across the mountain lake.

- They will water seven hundred acres of fertile land.

- They will establish vineyards.

Due to the honest atmosphere and mutual respect, the two groups agree, eat together and

get entertained together.

Introduction 2marks

Body -3:3:3:3 =12 marks

Conclusion 2 marks

Language 4 marks

20 marks

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

***Turn over***

3. (a) The short story; when the sun goes down and other stories.

**Introduction** (2 marks)

- Can be contextual or general.

- Candidates must show love is a form of fortification against challenges faced by

those suffering from HIV/AIDs or other terminal diseases.

(Accept any relevant introduction)

**Content** (12 marks)

- Steve comforts Maureen and shows her true love despite the realization that they are HIV positive.

- Maureen says Steve has shown her true love that she had not known for the last 35 years

under the sun. out of love Steve says they had been happy for the last 3 years.

- Caring- Steve constantly encourages Maureen to take medication. He accepts his situation/

status and refuses to blame Maureen for their status.

- Moral strength – Tom assists Steve to take Maureen to hospital and gives Steve strength –

“Tom explained and dashed off before Steve could say anything” .pg 28. Tom too takes care

of Kinuthia when Steve goes to hospital to check on Maureen.

- Steve’s love for his son Kinuthia and his wife gives him the determination to live despite

being infected with HIV/AIDs/ this love gives the slogan in his life, “When the sun goes down do

not cry because the tears will not let you set the stars.

Conclusion a summary/ recap of the discussion carry relevant conclusion.

Introduction 2 marks

Content 3:3:3:3 = 12 marks

Conclusion 2 marks

Language 4 marks

20 marks

(b) Drama ‘ Betrayal in the city’

**Introduction**

Contextual or general introduction highlighting betrayal (accept any other relevant introduction)

**Content**

- Mulili betrays boss by denying their close kinship in the palace coup when his life appears to

be in danger. He disregards all favours he ever got from boss and contents to his shooting.

- The government betrays its own people. Doga and Nina’s deaths are authorized by boss for their persistence on what is their right, to carry out a shaving ceremony rather than protect the citizens, it kills them.

- Jusper betrays Tumbo when he takes advantage of the opportunity given to him to write the

play meant to entertain the state guest. He writes a play that would pave way for a palace coup.

- Regina betrays Mosese’s principled when he goes ahead to see boss to petition for his

release against the brother’s wish.

- Boss betrays Kabito’s loyalty to him, when he believes Mulili’s allegations and orders his killing.

- Tumbo betrays Regina’s trust in him when he fails to fell her the exact intentions of boss

during her appointment to petition for Mosese’s release.

- The boss betrays his wife’s trust in him when he brings another woman (Regina) into their

house, when she complains she is locked in the palace cell.

Introduction 2 marks

Body 12 marks

Conclusion 2 marks

Language 4 marks

20 marks

2.

**(c)** The whale rider

**Introduction**

It is intended truth that society use cultural practices to deny women opportunities. This is

clearly brought out in the novel.

Accept contextual (general introduction hihglifying gender disparity to women)

**Content**

- The naming of the girl after her male ancestor Kahutia i.e. Rangi is vehemently opposed by

her great grandfather Koro Apirina, that it would be a contemptuous act since Kahu is a girl

who was believed to be of no use in this male dominated society. He felt naming the girl child

after the founder of the tribe was belittling Kahutia.

- Tradition in this text does not allow a girl to take over leadership mantle. The news of Kahu’s birth

annoyes Koro so much that he startes to desperately search for someone, in fact a boy,

a man that would succeed him.

- Kahu is struggles to assert her leadership potential is brutally rejected by tradition

through Koro the girl naively bites Koro’s toes, searches and obtained his sacred stone are

additional of crayfish that the boy had failed to retrieve. This did not appeal to him

because she is a girl.

- in this society the traditions restrict women from attending men’s lesson. Koro is upset

when Kahu intrudes into the room where lessons on language are going on.

- the cultural practices have had a negative effect to women in school despite Kahu doing well

by topping in every item in school, Koro fails to attend the ceremony.

(accept any relevant points 3:3:3:3 =12 marks

**Conclusion**

-Women are never allowed to express themselves in society. They have to fight like the girls –Kahu.

Or a recap/ summary of the discussed points.

Introduction 2 marks

Body 12 marks

Conclusion 2 marks

Language 4 marks

20 marks

3.