

**KAKAMEGA CENTRAL SUB-COUNTY JOINT EVALUATION EXAMS
ENGLISH 101/2
MARKING SCHEME**

MARCH APRIL 2015

Q.1. The student should write minutes containing the following items

Format - 6

Content - 9

Language - 5

a. Format 6mks

1. Heading 1 mk

e.g. Minutes of winner Drama Club Meeting $\frac{1}{4}$ held in the Library $\frac{1}{4}$ on 22nd February 2015 $\frac{1}{4}$
at 10:00a.m $\frac{1}{4}$

2. Sub Headings 5 mks

i. Present

ii. Apologies $\frac{1}{4}$ marks each = 1 mk

iii. Absent

iv. In attendance

3. Others

v. Preliminary $\frac{1}{4}$

vi. Reading and confirmation of the previous minutes $\frac{1}{2}$

vii. Matters arising $\frac{1}{2}$

viii. Rehearsal Time $\frac{1}{2}$

ix. A trip to Moi University $\frac{1}{2}$

x. Any other business $\frac{1}{2}$

xi. Signing off $\frac{1}{2}$

b. Contents 9 marks

N.B Contents under the first 4 sub-titles will score $\frac{1}{4}$ Marks each = 1 Imk. Those under others will score 1 mark each 8 mks

c. Content —9 mks

1. Contents under the following sub-titles will score $\frac{1}{4}$ marks each
present -8 $\frac{1}{4}$ mks

Apologies — A list of 3 members $\frac{1}{4}$ mk

Absent — A list of 2 members $\frac{1}{4}$ mks

In Attendance Mr/Mrs. _____ the club Patron $\frac{1}{4}$ mks

Other contents (8 mks)

Preliminary 1 mk

Reading and confirmation 1 mk

Matters arising 1 mk

Rehearsal Time 1 mk

A trip to Moi University 1 mk

Any other business 1 mk

Adjournment 1 mk

Signing off* Must be left blank 1 mk

Q.2. **Close test 10 mks**

1. these 6. do

- 2. wherever 7. ways
- 3. and 8. resemble
- 4. no 9. since/as
- 5. their 10. only

- Q.3. i. Son perfect son son sobriety pleasure
Sun direct shone none purity treasure 1mk each
- (ii) I would say it with a soft tone full of emotions and use gestures e.g. with an open palm point at and imaginary son (2 mks)
- ii. Repetition. The first line of every stanza has been repeated- "My love for you son"
Alteration — pure and perfect, sweet, sweet, scared sobriety
Consonance — Bright and direct
Assonance — love and son Any 2 1 mk each = 2 mks
- iv. My Love, you and son, they are content words and they carry the central message in the poem, the strong affection the mother has for the son / They emphasise the strong affection the mother has for the son 2mks
- Identification ½ mks,
Content words ½ mk, and
Explanation 1 mk
- b. 1. bait. – bate iv. Climb - clime
ii. dough -- doe/doh v. Cloze — close
iii. Fate – fete I mk each (5 mks)
- c. - If they sit upright
- If they maintain eye contact
- Use body language appropriately e.g. nodding appropriately, laugh where necessary
Ask and respond to questions appropriately 1 mk each = 4 mks
- d. i. Distance to be covered e.g. 5 mks
ii. Time taken e.g. 2 hours
iii. Landmarks on the way e.g. River tana
iv. Sides e.g. left or right ½ marks each = 2 mks
- e. Silent letters
(i) I (iii) P
(ii) h (iv) d ½ mk each = 2 mks
- f. (I) You; Jane Oku, Form 3 white (1 mk)
(ii) You: Excuse me V2 madam deputy principal ½ mk
(iii) I've been told come and see you by the principal 1 mk
(iv) Because I've reported to school late 1 mk
(v) I was feeling unwell so my mother decided to take me to hospital before I come to school 2 mks
(vi) Yes madam
(vii) Thank you madam 1mk

NAME..... INDEX NO:.....

CANDIDATE'S SIGNATURE

DATE:

101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

JULY/AUGUST

TIME: 2 ½ HOURS

KAKAMEGA CENTRAL SUB-COUNTY JOINT EVALUATION EXAM-2015

Kenya Certificate of Secondary Education (K.C.S.E.)

101/2

ENGLISH

PAPER 2

TIME: 2 ½ HOURS

INSTRUCTIONS TO CANDIDATES

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

FOR EXAMINERS USE ONLY

Question	Maximum Score	Candidate's score
1		
2		
3		
4		
TOATL SCORE	80	

This paper consists of 8 printed pages.

*Candidates should check the question paper to ascertain all the pages are printed as indicated
And no questions are missing.*

COMPREHENSION

(20 marks)

QUESTION ONE:

Doubtlessly, many of us consider ourselves patriots. And we have evidence to prove it; we cheer Harambee Stars hoarse when they are playing international matches. What's more, when our athletes are competing in foreign capitals, we root for them with all enthusiasm we can muster. Actually, some of us have been observed to heave and pant in rhythm with our fellow Kenyan competitors as we watch them on television, Wonderful and noble though it is to identify with, and celebrate the exploits of our country men and women, we need to do a lot more to earn the label 'patriot'.

A reliable yardstick where patriotism is concerned is our taste in various things. Take music for example. Most of us like listening to it as it is pleasant to the ear and soothing to the heart. The question is, what music do you predominantly listen to? Some wouldn't be seen dead listening to local music. To them, it is 'uninspiring' and 'primitive'. They prefer foreign lyrics, and drug abuse. The moral damage inflicted upon the impressionable minds of our youth by such music is immense.

There are several reasons why we should cultivate a liking for local music. To begin with, our artists are now producing music that can hold its own anywhere. Most of them pass information with positive values such as obedience, respect and the importance of avoiding HIV infection. Secondly, when we buy local music, we help to create employment in the music and tourism industries. Besides, we promote talent and enhance the local languages in which some of the music is composed.

Another area in which some have turned their backs on Kenya is education. After fourth form, there are those who opt to study abroad even though the very courses they want to do there are available locally. They either mistakenly believe that Kenyan education is substandard or they are simply lured by the mirage of better prospects abroad.

There are obvious advantages of studying locally. In terms of cost, it is much cheaper here. Needless to say, you are spared the added cost of air tickets and the hustle of obtaining travel documents. Your money remains here and boosts our economy; more lecturers, non academic staff and even suppliers find employment. Moreover, you remain close to your family and friends and thus avoid the nasty culture shock experienced by those who go abroad.

Supposing somebody offered to sponsor you for a sight-seeing tour to a place of your choice. Which country would you choose? Chances are that it wouldn't be Kenya, right? Yet, the reality is that most of us know

very little of this gem of a country whose natural endowments beckon so many from so far. We are ignorant about the world’s finest safaris, commanding waterfalls, spectacular lakes, in parallel array of big game and varied cultural activities the induce adrenalin rush. Such scenic splendor, or heritage, left to be savored almost exclusively by foreign tourist! Hasn’t our government heavily subsidized domestic tourism? Why then should some Kenyans save up to go to Seychelles or Hawaii before they have tasted their own **mother’s appetizing dish?**

If we were true patriots, we would fully familiarize ourselves with our local attractions before going to foreign destinations. Apart from the guaranteed pleasure we would derive from such local adventures, we would, more importantly, be building the Kenyan economy in various ways. Tourism is directly linked to the hotel, entertainment, transport, trade and agriculture industries.

Lastly, let us desist from talking ill of our country. True, there may be many things that have gone wrong in Kenya but let us try to look for a positive speck even in the **muck**. Lets criticize constructively for the betterment of our nation. We only demean ourselves when we strip our motherland naked for all and sundry to ridicule.

Most of us feel the itch of patriotism. Let us now scratch that itch by promoting what is truly uniquely Kenyan. Our choices in the past may have made the present bleak, but our future as Kenyans does not have to be bleak.

Answer the following questions

a. Why does the author mention Harambee Stars in paragraph one? (2mks)

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b. Rewrite the last line of paragraph one to start with: Though (1mk)

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c. What is the position of the author on foreign music? (3mks)

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d. In note form summarize the reasons we should cultivate a liking for local music. (3mks)

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e. What view of local education do those who study abroad have? (2mks)

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f. Why would it be advantageous to study locally. Give any two reasons. (2mks)

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g. Explain the irony in paragraph six. (2mks)

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h. What is the author's partying shot on patriotism? (2mks)

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i. Explain the meaning of the following words and phrases as used in the passage. (3mks)

I. Yardstick

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II. Own mother's appetizing dish

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III. Muck

QUESTION TWO: EXTRACT

GUEST :(*seeing and shrieking*): Good God! Jussup!

Everyone leaps up in alarm. The women rush to the door. GRUSHA, still on her knees, turns around and stares at the man.

PEASANT: A funeral supper! You'd enjoy that, wouldn't you? Get out before I throw you out! (*As the guests stampede from the house, gloomily to (GRUSHA ;) I've upset the apple cart, huh? (Receiving no answer, he turns round and takes a cake from the pan which his mother is holding.)*)

SINGER: O confusion! The wife discovers she has a husband. By day there's the child, by night there's the husband. The lover is on his way both day and night. Husband and wife look at each other. The bedroom is small. *Near the bed the PEASANT is sitting in a high wooden bathtub, naked, the*

MOTHERN-LAW: *is pouring water from a pitcher. Opposite*

GRUSHA: *Cowers with MICHAEL, who is playing at mending straw mats.*

PEASANT: (*to his mother*): That's her work, not yours. Where's she hiding out now?

MOTHER-IN-LAW: (*calling*): Grusha! T--he peasant wants you

GRUSHA (*to MICHAEL*): There are still two holes to mend.

PEASANT (*When GRUSHA approaches*): scrub my back!

GRUSHA: Can't the peasant do it himself?

PEASANT: "Can't the peasant do himself?" Get the brush! To hell with you! Are you the wife here? Or are you a visitor? (*To the MOTHER-IN-LAW:*) It's too cold!

MOTHER-IN-LAW: I'll run for hot water.

GRUSHA: Let me go.

PEASANT: You stay here. (The MOTHER-IN-LAW exits.) Rub harder. And no shirking.

GRUSHA *stops scrubbing him, starts back. Enter the MOTHER IN-LAW.)*

PEASANT: A nice thing you've saddled me with! A simpleton for a wife!

Questions:

a) A funeral supper? You'd enjoy that, would you? Get out before I throw you out! Briefly explain the circumstances that have lead to this utterance. (3mks)

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b) Who and where is the lover mentioned in this extract? (2mks)

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c) Why is the bedroom said to be small? (2mks)

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d) Describe the peasant and Grusha's character in the extract (4mks)

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e) Make notes on how Grusha comes by the child mentioned in the extract. (4mks)

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f) Comment on the effectiveness of the following diction in context. (4mks)

I've upset the apple cart, huh?

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'A nice thing you've saddled me with'

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g) What conclusions can you draw about the society portrayed in this extract? (3mks)

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h) 'Where's she hiding out now?' Asked the peasant. Rewrite in reported speech. (1mk)

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i) Identify the mood at the beginning of this excerpt. (2mks)

QUESTION THREE:

A. If you want honey, be prepared for stings.

i. Identify the above genre. (1 mk)

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ii. What is the message in the above statement? (2mks)

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iii. State the function of the genre above. (3mks)

iv. State an example of the genre in (b) above. (2mks)

B. Kaana ka nikora koono koiakoora

i. Identify the above genre? (1mk)

ii. What is the dominant style in the genre above? (2mks)

iii. Of what educational value is the genre in (B) above? (2mks)

iv. From your understanding of Oral Literature, give your own example of the genre in (B) above. Present it in English. (2mks)

C. Identify the functions riddles. (5mks)

QUESTION FOUR: GRAMMAR (15mks)

A. Combine the following sentences. (2mks)

- i. Teachers prepare their students adequately.
- ii. They care about them.

- iii. This is the rat.
- iv. It ate the grain.

B. Correct the following sentences. (2mks)

- i. I know for who bought the book.

- iii. The set of books which was donated prove invaluable.

C. Complete each of the following sentences using the appropriate interrogative pronoun. (2mks)

- i.did you meet on your way?
- ii.girl do you prefer, Jane or Joyce?

D. Rewrite the following sentences placing the word in brackets after each in the most appropriate position. (2mks)

- i. Jane could tell the difference between Paul and Peter. (Hardly)
- ii. Paul wanted to chat her up. (Merely)

E. Rewrite the following sentences replacing the underlined words with one word. (2mks)

- i. Read each question with a lot of care.
- ii. He looked towards the east and saw the approaching car.

F. For each given word, construct two sentences first using it as a verb then a noun. (4mks)

- i. Book
- ii. Register

G. Fill in the gap with an adjective formed from one of the words in the sentence. (1mk)

i. At first we thought the car was..... but the mechanic assured us that he could repair it.

101/3

ENGLISH

(CREATIVE COMPOSITION and ESSAYS BASED on SET TEXTS)

PAPER 3

JULY/AUGUST

TIME: 2 ½ HOUR

KAKAMEGA CENTRAL SUB-COUNTY JOINT EVALUATION EXAM-2015

Kenya Certificate of Secondary Education (K.C.S.E.)

INSTRUCTIONS TO THE CANDIDATES

- Answer **three** questions only
- Questions **one** and **two** are compulsory.
- In question **three** choose **only one** of the optional texts, for which you have been prepared.
- Where a candidate presents work on more than one optional text, only the first to appear will be marked
- Each of your essay must not exceed **450** words

This paper consists of printed pages.

Candidates should check the question paper to ascertain all the pages are printed as indicated

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1. IMAGINATIVE COMPOSITION (20MKS)

(a) Write a composition beginning with the following statement:

“As I walked out of the gate that day, I knew it was the beginning of a good life ahead...”

(b) Write a composition to illustrate the saying: “A bird in hand is worth two in the bush,”

2. COMPULSORY SET TEXT:

The River and the Source by Margaret Ogola

‘Awiti was a prototype of others yet to come.’ How valid is this statement in relation to female characters in The River and the Source? Write a composition based on the novel .

3. THE OPTIONAL SET TEXT

(a) The short Story:

When the Sun Goes Down and Other Stories.

Write an essay showing how insecurity hinders the development of a community basing your illustrations from the story, ‘**The War of the Ears**’ by *Moses Isegawa*

(b) The play:

Betrayal in the City by *Francies Imbuga*

Betrayal in the city is a satire of a society that clothes truths in lies. Write an essay in support of this assessment of Kafira

(c) The Novel:

The Whale Rider by Witi Ihmaera

Witi Ihimaera brings out serious issues light-heartedly. Drawing your illustrations from The Whale Rider, write a composition describing how he does this