

NAME:Adm. No.....

Candidate's Signature:..... Class:.....Date:.....

101/1
ENGLISH
Paper 1
(Functional Skills)
March/April, 2015
Time: 2 Hours

MOKASA JOINT EVALUATION EXAMINATION
Kenya Certificate of Secondary Education

101/1
ENGLISH
Paper 1
(Functional Skills)
March/April, 2015
Time: 2 Hours

Instructions to candidates

- (a) Write your name, index number and class in the spaces provided above.
- (b) All your answers must be written in the spaces provided in this question paper.
- (c) This paper consists of 7 printed pages.
- (d) Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

For Examiner's Use Only

Question	Maximum Score	Candidate's Score
1	20	
2	10	
3	30	
TOTAL	60	

CLOZE TEST

10 MARKS

There is this bizarre preoccupation with 1..... class among us such
2..... what happened at Langa'ta was bound to happen. Our greed
3..... wealth and standing considers nothing sacred, nothing immoral, nothing
offensive to everyone, which is why some people were wondering why the children were
protesting 4..... they were supposed to be in class! Our preoccupation with
private academies for our children is partly what made the “private developer” target public
school 5....., only that for the “developer”, the police who came to secure the
interests of one against many used tear gas on children.

If most of us decided to 6..... our children to public schools and worked
collectively to make them better, chances are this particular “private developer” and many
7..... would avoid school land for fear of reaction. But many of us have
8..... to this mess by avoiding public facilities— schools, hospitals
9..... even parks — because using them does not speak
10.....of our social standing.

ORAL SKILLS

30 MARKS

a). Read the following poem and then answer the questions that follow. (8marks)

The Bride.

Why do you wear that dress so white?
Why do you wear that veil so light?
Why do your young eyes shine so bright?
Is it your wedding?

I wear dress and veil to show
That gladly to my love I go
My young eyes shine because I know
It is my wedding.

(i) Identify the rhyme scheme of this poem? (2 marks)

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(ii) Using illustrations show how rhythm has been achieved in the poem. (3 marks)

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(iii) Would you use the rising or the falling intonation in reading line 3 in stanza one in this poem? Give reason. (1 mark)

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.....
(iv) How would you say the last line of the second stanza? (2 marks)

b). Identify the silent letters in the following words (6 marks)

i) Practically

ii) Ballet

iii) Bristle

iv) Guilt

v) Baguette

vi) Psychotic

c). Underline the stressed syllables in the following words. (3marks)

i) Palatial

ii) Rejuvenation

iii) Police

d). Underline the stressed syllable of the following words when used as verbs. (2marks)

i) Ridicule

ii) Suspect

e). You are going to attend an interview for your first job in a bank. You want to look presentable to create a good impression. What would you do before and during the occasion to achieve this? (4marks)

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f). Complete the telephone conversation below between a parent and a student acting as a receptionist at her school.

Mrs. Wanjau: 1mark

Joan: Hallo, this is Makutano High School. How can I help you?

Mrs. Wanjau:
..... 2marks

Joan: I am sorry the Principal is not in at the moment. Can you leave a message?

Mrs. Wanjau: 1mark

Joan: I am Joan, a form 4 student stepping in for the receptionist who has gone out shortly.

Mrs. Wanjau: 1mark

Joan: Yes once in a while students of office practice and typing are allowed to step in for the receptionist as part of their practice.

Mrs. Wanjau:
..... 2marks

Joan: Thank you very much. I will let the Principal know that you will call tomorrow.

NAME: INDEX NO:

CLASS:

Candidate's Sign:

101/2
ENGLISH
Paper 2
(Comprehension, Literary
Appreciation and Grammar)
March/April - 2015
Time: 2½ Hours

MOKASA JOINT EVALUATION EXAMINATION

Kenya Certificate of Secondary Education

101/2

ENGLISH

Paper 2

(Comprehension, Literary
Appreciation and Grammar)

Time: 2 ½ Hours

Instructions to Candidates

- Write your name, index number and class in the spaces provided.
- Answer **all** the questions in this paper.
- All your answers must be written in the spaces provided.

FOR EXAMINER'S USE ONLY

Question	Max Score	Student's Score
1	20	
2	25	
3	20	
4	15	
TOTAL SCORE		

This paper consists of 8 printed pages.

1. COMPREHENSION

Read the passage below and answer the questions that follow

Terrorism is a real and urgent threat to nations and their interests a threat that could become perilous if terrorists acquire nuclear or biological weapons. The policies pursued by the bush administration have too often been counterproductive and self-defeating. In the name of an 'offensive' strategy, they have undermined the values and principles that made the United States a model for the world, dismayed cooperative nations around the world and jeopardize their cooperation with us, and provided ammunition for terrorist recruitment in the Middle East and beyond. To achieve our long-term objective we must go beyond narrow counterterrorism policies to **embed** counterterrorism in an overarching national security strategy designed to restore American leadership and respect in the world. This leadership must be based on a strong commitment to our values and to building the structures of international cooperation that are needed to only fight terrorists, but also to meet key challenges of our time: proliferation; climate change and energy security; the danger of pandemic disease; and the need to sustain a vibrant global economy that lifts the lives of people everywhere.

We have to demonstrate that the model of liberty and tolerance embodied by the United States, are the enemy of these universal ambitions. We must pursue an integrated set of policies- on non-proliferation, energy and climate, global public health and economic development- which reflect recognition that in an independent world, the American people can be safe and prosperous only if others too share in these blessings. Our policies must demonstrate a respect for differences of history, culture and tradition, while remaining true to the principles of liberty embodied in the Universal Declaration of Human Rights. This kind of enlightened self interest led others to rally to American leadership in the Cold War and offers the best hope for sustaining our leadership in the future. The world is filled with terrorist organizations. While the State Departments list of **designated** groups includes almost four dozen, numerous well known ones are still omitted because of issues related to designation process. Yet to many organizations, only one subset currently poses a serious and sustained threat to the United States and its allies: the Sunni jihadist organization known by the shorthand 'al Qaeda'

The group merits this special status because it is the only terrorist organization with the ambition and the capability to inflict genuinely catastrophic damage, which can provisionally be defined as attacks that claim casualties in the four digits or higher. The group is also unique in that it may eventually be able to carry out a campaign of repeated attacks that would have a paralyzing effect on American life and its institutions. Its ability to **foil** fundamental U.S. strategic goals-as it did in Iraq and as it threatens to do together with the Taliban in Afghanistan-has been amply demonstrated. As the turmoil in Pakistan has demonstrated, its capacity for upsetting the geopolitics of major regions of the world today is also unrivalled among non-state actors. The evidence provided by September 11, 2001 is sufficient to demonstrate the groups' capability and its determination. Unlike most terrorist, it eschews incremental gains and seeks no part of a negotiation process; it seeks to achieve its primary ends, including mobilization of a large number of Muslims, through violence.

The Bush administration has fundamentally misunderstood the nature of the jihadist movement and its actions have made the threat considerably worse. The administration has hyped the threat and subordinated foreign security policy into the 'Global War on Terror.' It has relied on the wrong tools –principally the military- and vastly overemphasized tactics at the expense of strategy. To the extent that it has a strategy for reducing the appeal of jihad, it is the 'freedom agenda' which has backfired. Counter terrorism requires a shift away from a foreign and

security policy that makes counterterrorism the prism through which everything is evaluated and decided. It requires a policy that must go beyond uncompromising efforts to do away with those who seek to harm us today. International engagement is essential in meeting this threat since it will ensure that new terrorist recruits do not come to take the place of those that have been defeated.

(Adapted from 'strategic Counterterrorism' by Daniel Benjamin, Policy Paper Number 7, 2008)

Questions

- 1. In what ways were the policies pursued by the Bush administration counterproductive and self-defeating? (3mks)

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- 2. What according to the author is the essence of American counterterrorism leadership? (3mks)

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- 3. Make notes on what ought to be done to uphold American leadership? (4mks)

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- 4. In the following sentence, replace the underlined expression with one word(1mk)

It requires a policy that must go beyond uncompromising efforts to do away with those who seek to harm us today.

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- 5. Why is Al-Qaida a unique group? (2mks)

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- 6. What is needed in the fight against terrorism? (2mks)

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- 7. In your opinion, what is the most dangerous aspect of terror a threat? (1mk)

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.....
.....

- 8. Explain the meaning of each of the following words as used in the passage (4mks)

- a) Embed
- b) Designated

- c) Foil
- d) Prism

Q 2 Read the excerpt below and answer the questions that follow

SIMON: I thank you, Grusha Vashnasdze. And good-bye!

He bows low before her. She does the same before him. Then she runs quickly off without looking round. Enter the ADJUTANT from the gateway

ADJUTANT (*harshly*): Harness' the horses to the carriage! Don't stand there doing nothing, scum!

SIMION SHASHAVA *stands to attention and goes off. Two SERVANTS crowd from the gateway, bent low under huge trunks. Behind them, supported by her women, stumbles NATELLA ABASHWILI she is followed by a WOMAN carrying her CHILD.*

GOVERNOR'S WIFE: I hardly know if my head's still on. Where is Michael? Don't hold him so clumsily. Pile the trunks onto the carriage. No news from the city, Shalva?

ADJUTANT: None. All's quiet so far, but there's not a minute to lose. No room for all those trunks in the carriage. Pick out what you need. (*Exit quickly.*)

GOVERNORS WIFE: only essentials! Quick, open the trunks! I'll tell you what I need (*The trunks are lowered and opened. She points at some brocade dresses.*) The green one! And of course, the one with the fur trimming. Where are Niko Mikadze and Mika Loladze? I have suddenly got the most terrible migraine again. It always starts in the temples. (*Enter GRUSHA.*) Taking your time, eh? Go and get the hot water bottles this minute!(*GRUSHA runs off, returns later with hot water bottles; the GOVERNOR'S WIFE ordered her about by signs.*) Don't tear the sleeves.

A YOUNG WOMAN: Pardon, madam, no harm has come to the dress.

GOVERNOR'S WIFE: Because I stopped you. I've been watching you for a long time. Nothing in your head but making eyes at Shalva Tzereteli I 'll kill you, you bitch! (*She beats the YOUNG WOMAN*)

ADJUTANT (*appearing in the gateway*) : Please make haste, Natella Abashwili. Firing has broken out in the city. (*Exit*)

GOVERNOR'S WIFE :(*Letting go off the YOUNG WOMAN*) Oh dear, do you think they'll lay hands on us? Why should they? (*She herself begins to rummage in the trunks.*) How's Michael? Asleep?

WOMAN WITH THE CHILD: Yes madam.

GOVERNOR'S WIFE: Then put him down a moment and get my little saffron-coloured boots from the bedroom. I need them for the green dress. (*The WOMAN puts down the CHILD and goes off.*) Just look how these things have been packed! No love! No understanding! If you don't give them every order yourself.....At such that moments you realize what kind of servants you have! They gorge themselves at your expense, and never a word of gratitude! I'll remember this.

ADJUTANT: (*entering, very excited*) Natella, you must leave at once!

GOVERNOR'S WIFE: Why? I've got to take this silver dress- it cost a thousand piasters. And that one there, where's the wine-coloured one?

a) Why does simon thank Grusha? (2marks)

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.....

Explain the sense of urgency displayed by the Adjutant. (2marks)

.....
.....

Describe what happened immediately after this excerpt ? (3marks)

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.....
.....

Identify and illustrate a character traits of each: (4 marks)

(i)Natella Abashwili

(ii)Shalva Tzereteli

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e) Identify the main theme in this excerpt. (3 marks)

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.....

f) I hardly know if my head's still on. Where is Michael? (*Rewrite this in reported speech*) (2 marks)

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.....

g) Describe the mood of the excerpt. (3marks)

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.....

h) What is Natella's attitude towards the servants? (3marks)

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.....

Identify one stylistic device used in this excerpt and comment on its effect (3marks)

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Q3 read the poem bellow and answer the question that follows

My grandmother *by Elizabeth Jennings*

She kept an antique shop-or it kept her.
Among Apostle spoons and Bristol glasses,
The faded silks, the heavy furniture,
She watched her own reflection in the brass
Salvers and silver bowls, as if to prove
Polish was all, there was no need for love.

And I remember how I once refused
To go out with her, since I was afraid.
It was perhaps a wish not to be used
Like antique objects .Though she never said
That she was hurt, I still could feel the guilt
Of that refusal, guessing how she felt.

Later, too frail to keep a shop, she put
All her best things in one long, narrow room.
The place smelt old, of things too long kept shut,
The smell of absences where shadows come
That can't be polished. There was nothing then
To give her own reflection back again.

And when she died I felt no grief at all,
Only the guilt of what I once refused.
I walked into her room among the tall
Sideboards and cupboards-things she never used
But needed: and no finger-marks were there,
Only the new dust falling through the air.

a) Identify the persona in the above poem. (2mks)

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b) In note form, summarize what each stanza is talking about (4mks)

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c) Identify and briefly explain the use of any two images in the poem (4mks)

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d) What does the persona feel towards the subject matter? (2mks)

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.....
e) What do the following lines mean in the poem? (2mks)

“too frail to keep a shop”
“Only the new dust falling through the air”

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f) Describe the tone the persona uses in the poem above (2mrks)

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.....
g) Explain the paradox in the line: (2mks)

-things she never used
But needed:

.....
.....
h) Explain the persona’s sense of guilt? (2mrks)

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.....
Q4. GRAMMAR (15 MARKS)

a) Rewrite the following sentences as instructed (4marks)

(i) No one likes to be sick. *(change the infinitive into a gerund)*

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.....

(ii) Many students do not benefit if they read late into the night. *(Rewrite using present simple)*

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(iii) My examination results were released only after I had cleared the fee balance.

(Begin: Not until.....)

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.....
.....

(iv) The teacher was annoyed by the students. He punished them severely. *(rewrite using past participle)*

.....
.....

b) Use the correct form of the word in brackets in the sentences that follow. (4 marks)

- i. Shethe teachers advice in everything she did. (seek)
- ii. He has across the muddy river. (swim)
- iii. They..... in amazement. (spin)
- iv. The senator was popular for his.....character. (conscience)

c) Replace the underlined word with the correct phrasal verb. (2marks)

- i. The class teacher promised to solve the problem.(sort)
- ii. He tried all his dirty tricks on us but he did not succeed .(come)

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.....

d) Supply correct question tags to the following (2marks)

- i. Let us go home.....
- ii. I am pleased with you.....

e) Punctuate the following sentence (1mark)

Cherotich why do you always quarrel Paul he asked.

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f) Explain the meaning of the following sentences (2marks)

- i. Lydia found the empty room.
- ii. Lydia found the room empty.

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101/3

ENGLISH

PAPER 3

**(Creative Composition and
Essays Based on Set Texts)**

March/April 2015

2 HOURS 30 MINS

MOKASA JOINT EXAMINATION 2015

Kenya Certificate of Secondary Examination

ENGLISH

PAPER 3

2 ½ HOURS

INSTRUCTIONS

1. Answer three questions only
2. Question one and two are compulsory
3. Each of your essays must not exceed 450 words
4. In question three choose only one of the optional texts you have prepared on.

This paper consists of 2 printed pages. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

1. Imaginative composition (20 marks)

Either

- a) Write a story ending with:
.... I walked home feeling sad about what had happened during the day.

Or

- b) 'The ranking of schools during the release of the national examinations should continue.' Write a composition in support or against this statement.

2. Compulsory set text

The River and the Source by Margaret A. Ogola

A strong household is founded on strong family values. Making reference to Mark Sigu's family in Margaret Ogola's *The River and the Source*, write an essay to justify the above statement.

3. Optional text

- a) *When the Sun Goes Down and Other stories from Africa and Beyond by Longhorn Kenya Limited*

"Alcohol abuse can have dire consequences." Write an essay in support of this statement drawing your illustrations from Retraction by Onjezani Kenani

- b) *Betrayal in the City by Francis Imbuga.*

When a nation is led by corrupt and greedy leaders, a nation is bound to have a great downfall. With reference to Francis Imbuga's play 'Betrayal in the City', justify this statement. 20mks.