

NAME: ..... Index No: .....

101/1

ENGLISH

Candidate's Signature .....

Paper 1

Date: .....

(Functional Skills)

Mar. / Apr. 2015

2 hours

## THE LAINAKU JOINT EXAMINATIONS

Kenya Certificate of Secondary Education

ENGLISH

Paper 1

2 hours

### Instructions to candidates

- Write your name and index number in the spaces provided at the top of this page.
- Sign and write the date of the examination in the spaces provided above.
- Answer **all** the questions in this paper
- All your answers must be written in the spaces provided in the question paper.
- Candidates **MUST** answer all the questions in English.

### For Examiner's Use Only

Question	Maximum Score	Candidate's Score
<b>1</b>	20	
<b>2</b>	10	
<b>3</b>	30	

*This paper consists of 6 printed pages. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.*





**CLOZE TEST**

The Magallanic penguin is the..... warm-weather penguin.

It is .....after Ferdinand Magellan who spotted the penguin on.....first trip round.....tip of South America.....1519.The penguins are very social and live in flocks. They.....for cuttle fish, krill and squid and can.....quite deep for a.....minutes at a time in order to catch their prey. Leopard seals and large fur seals are.....main.....predators.

**3(a) Oral skills**

A song in springs

O little buds all burgeoning with spring,  
You hold my winter in forgetfulness;  
Without my window lilac branches swing,  
Within my gate I hear a robbin sing-  
O little laughing blooms that life and bless!

So blow the breezer in a soft caress,  
Blowing my dreams upon swallow’s wing;  
O little merry buds in dapped dress,  
You fill my heart with very wantonness-  
Oh little buds all burgeoning with spring!

**Thomas S. Jones,Jr**

**Questions**

1. Explain what makes this poem an oral poem.(4mks)

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2. List two pairs of rhyming words in this poem (2mks)

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3. How would you perform the last line of this poem

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B) For each of the following provide a word that is pronounced the same way.

- i. Cousin \_\_\_\_\_
- ii. Bitten \_\_\_\_\_
- iii. Call \_\_\_\_\_
- iv. Symbol \_\_\_\_\_
- v. Throws \_\_\_\_\_

C) You have been appointed as the chairperson of a discussion group. State three roles you will have to play. (3mks)

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D) Underline the syllable where the stress could fall in the following words (5mks)

- Rebel            noun
- Respect        noun
- Manage        verb
- Contact        verb
- Access         verb

E) Imagine you are part of the audience that is listening to a speech. You look around and notice that some people are looking at their watches few are yawning and one or two are shifting in their seats

What would be the likely cause of such behavior? Mention at least four causes. (4mks)

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F) Four students of Majuu mixed secondary school are discussing on which set of text books in their syllabus they should perform for the rest of the school

Read their discussion below and then answer the question that follows.

- Doreen:**        What play should we pick for our class play? Does anyone have suggestions?  
                  Tom?
- Tom:**            I suggest we do ‘The River and the source’
- Jack:**            How about “Betrayal in the city?”
- Doreen:**        No I dislike ‘Betrayal in the city’
- Lillian:**        I love the ‘whale rider’

**Tom:** No way! That will make a stupid play! Let's do 'The River and the source'.

**Peter:** I have never watched 'Betrayal in the city but.....

**Peris:** It's a superb play

**Doreen:** Peris please let Peter finish then it will be your turn

**Peris:** Sorry

**Peter:** Anyway, I have not seen a play on the 'Whale Rider' but I have watched the movie and I love it.

**Doreen:** Peris?

**Peris:** I just want to say that I think 'Betrayal in the city' is a real good play.

**Doreen:** Apepo?

**Apepo:** I saw the movie; 'Betrayal in the city' too and I real like it I loved that part where Boss asks Mulili to.....

**Doreen:** Going by our discussion it seems we will have to perform 'Betrayal in the city'

**All:** Agreed.

i. Identify and explain the negotiation skills of Doreen who is leading the discussion?(4mks)

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ii. What does the discussion reveal about the nature of negotiation? (2mks)

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NAME: .....Index Number: ...../.....

101/2

Candidate's Signature: .....

**Paper 2**

(Comprehension, Literary  
Appreciation and Grammar)

Date: .....

Mar./Apr. 2015

2 ½ hours

**THE LAINAKU JOINT EXAMINATIONS**

**Kenya Certificate of Secondary Education**

ENGLISH

**Paper 2**

2 ½ hours

**Instructions to candidates**

- a) Write your name and index number in the spaces provided at the top of this page.
- b) Sign and write the date of examination in the spaces provided above.
- c) Answer **all** the questions in this question paper.
- d) All your answers must be written in the spaces provided in this question paper.
- e) Candidates must answer all the questions in English

**For Examiner's Use Only**

Question	Maximum Score	Candidate's Score
<b>1</b>	20	
<b>2</b>	25	
<b>3</b>	20	
<b>4</b>	15	
<b>Total Score</b>		

This paper consists of 10 printed pages. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

**Turn over**

*Read the passage below carefully and answer the questions that follow.*

Poverty has many faces, among them dependency and inability to take part in economic activity. It also includes lack of access to productive assets and services. Poverty has come to be viewed not only in social economic terms, but also legally as a breach of the human right to an acceptable standard of living.

For now, we will take the monetary definition of poverty on the basis that a certain minimum amount of money is mandatory for one to meet basic needs. In Kenya, the figure which has been adopted is sh. 1,239 a month for an adult in the rural areas and sh.2,648 in urban areas. This is the poverty line.

Currently, it is estimated that 56 per cent of Kenya's population lives below the poverty line. The highest incidents of poverty are in Nyanza and Coast provinces where 63 per cent and 62 per cent of the population live below the poverty line. Behind these are a number of factors primarily poor economic growth accompanied by inflation and a rise in the prices of the consumer goods. Poor economic performance and increase in poverty levels have been attributed to bad governance, inefficient use of public resources and corruption.

Another factor is the introduction of structural adjustment programmes following which the government introduced cost sharing, decontrolled and reduced its involvement in the provision of services. Moreover, government was required to reduce its work force. These measures have had a negative impact on vulnerable groups in society.

Poverty is accompanied by poor distribution of the resources necessary to meet the basic needs. Kenya ranks among the top low-income economies with a high concentration of income among its earners with the top 10 percent of the population controlling 35 per cent of the nation's income.

Inequality is manifested among and within regions. For example, North Eastern Province has a high average household income of sh.10,117 compared to a national average of sh.6,492 level of poverty, way above the national average.

Another manifestation of inequality can be seen in vulnerable socio-economic groups, mainly households headed by people without formal education, the landless pastoralists, subsistence farmers and the urban poor, unskilled and semi-skilled casual labourers among others.

Women tend to be employed in non-paying activities such as subsistence agriculture, while in general there are more male employers as well as skilled and semi-skilled employees.

Links between education and poverty with homes headed by people without education showing greater incidences of poverty. Other characteristics of vulnerable groups are less access to land, larger families and limited access to safe water and sanitation.

The National Poverty Eradication plan was prepared in line with the goals of the world summit of 1995. Its main objective is to reduce poverty. It emphasizes strengthening of the capability of the poor and vulnerable groups to earn income.



The poverty eradication strategy paper (PRSP) is based on a concept developed in the World Bank based on several underlying principles, the most important which is a country driven by broad based consultative process. The PRSP has the twin objectives of poverty reduction and economic growth and is expected to ensure resources allocation and the shifting of public expenditure towards priority sectors and provision of basic social services. As such, reforming public finance is a key long-term strategy.

There are also a number of government interventions. The ministry of Education has come up with initiatives to address access to education and gender inequalities such as bursaries and gender responsive policies.

The main problem of these initiatives is lack of common objectives and coordination. The initiatives are also characterized solely by short rather than long-term interventions.

**QUESTIONS**

1) What is the monetary definition of poverty? (1mk)

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2) What are the causes of poverty in Kenya? (3mks)

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3) In note form suggest ways in which poverty can be eradicated. (4mks)

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4) Why is there inequality in the distribution of wealth among some regions within Kenya? (2mks)

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5) Why are vulnerable groups prone to suffer in poverty? (2mks)

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6) (a) Mention at least one government intervention to address poverty. (1mk)

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(b) Why are the strategies above likely to fail? (2mks)

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.....  
7) Poverty has many faces, among them dependency and inability to take part in economic activity. (**Rewrite beginning: Dependency .....**) (1mk)

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

a) Broad based consultative efforts

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.....  
b) Gender responsive policies

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.....  
c) Manifestation

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.....  
d) Vulnerable.

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

MONK: May one ask where this child comes from?

MOTHER-IN-LAW: Is there a child? I don't see a child. And you don't see a child either – you understand?  
Or it may turn out I saw all sorts of things in the tavern! Now come on.

*After GRUSHA has put the CHILD down and told him to be quiet, they move over left, GRUSHA is introduced to the neighbors.*

This is my daughter-in-law. She arrived just in time to find dear Jussup still alive.

ONE WOMAN: He's been ill now a whole year, hasn't he? When our Vassili was drafted he was there to say good-bye.

ANOTHER WOMAN: Such things are terrible for a farm. The corn all ripe and the farmer in bed! It'll really be a blessing if he doesn't suffer too long, I say.

FIRST WOMAN: (*confidentially*) You know why we thought he'd taken to his bed? Because of the draft! And now his end is come!

MOTHER-IN-LAW: Sit yourselves down, please! And have some cakes!

*She beckons to GRUSHA and both women go into the bedroom, where they pick up the cake pans off the floor. The guests, among them the MONK, sit on the floor and begin conversing in subdued voices.*

ONE PEASANT: (*to whom the MONK has handed the bottle which he has taken from his soutane*): There's a child, you say! How can that have happened to Jussup?

A WOMAN: She was certainly lucky to get herself married, with him so sick!

MOTHER-IN-LAW: They're gossiping already. And wolfing down the funeral cakes at the same time! If he doesn't die today, I'll have to bake some more tomorrow!

GRUSHA: I'll bake them for you.

MOTHER-IN-LAW: Yesterday some horsemen rode by, and I went out to see who it was. When I came in again he was lying there like a corpse! So I sent for you. It can't take much longer. (*She listens*)

MONK: Dear wedding and funeral guests! Deeply touched, we stand before a bed of death and marriage. The bride gets a veil; the groom, a shroud: how varied, my children, are the fates of men! Alas! One man dies and has a roof over his head, and the other is married and the flesh turns to dust from which it was made. Amen.

MOTHER-IN-LAW: He's getting his own back. I shouldn't have hired such a cheap one. It's what you'd expect. A more expensive monk would behave himself. In Sura there's one with a real air of sanctity about him, but of course he charges a fortune. A fifty piaster's worth and no more! When I came to get him in the tavern he'd just made a speech, and he was shouting: "The war is over, beware of peace!" We must go in.

**QUESTIONS**

1. Briefly describe the events preceding this excerpt. (2mks)

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2. Why does the presence of the child raise concern at this level in the excerpt? (2mks)

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3. In not more than thirty words, summarize what happens immediately after this excerpt. (3mks)

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4. “The war is over, beware of peace!” Discuss the feature of style used in this phrase. (3mks)

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5. What major sacrifice does GRUSHA make at this stage of the play? (2mks)

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6. Basing your answer from elsewhere in the play, highlight TWO other major sacrifices that GRUSHA makes in the process of saving baby MICHAEL. (2mks)

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7. Discuss TWO character traits of MOTHER-IN-LAW as seen in this excerpt. (4mks)

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

a) Subdued voices

b) Wolfing

.....

c) Air of sanctity

.....

9. Discuss TWO ways in which the MONK fails to uphold the expectations of a religious person in this excerpt. (2mks)

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10. I'll bake them for you. (*Add a question tag*) (1mk)

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

**THE ZULU GIRL** – Roy Campbell

When in the sun the hot red acres smoulder,  
Down where sweating gangs its labour plies,  
A girl flings down her hoe and from her shoulder,  
Unslings her child tormented by the flies.

She takes him to a ring of shadow pooled  
By thorn-trees: purpled with the blood of ticks,  
While her sharp nails, in slow caresses ruled,  
Prowl through his hair with sharp electric clicks.

His sleepy mouth plugged by the heavy nipple,  
Tugs like a puppy, grunting as he feeds:  
Through his frail nerves her own deep langours ripple  
Like a broad river sighing through its reeds.

Yet in that drowsy, stream his flesh imbibes  
An old unquenched, unsmotherable heat  
The curbed ferocity of beaten tribes,  
The sullen dignity of their defeat.

Her body looms above him like a hill

Within whose shade a village lies at rest,  
Or the first cloud so terrible and still  
That bears the coming harvest in its breast.

**QUESTIONS**

a) Describe what is happening in the poem. (3mks)

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b) Who is the persona in the poem? (2mks)

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c) Identify and describe the significance of three stylistic devices used in the poem (6mks)

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d) Describe the character of the girl as presented in the poem. (2mks)

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e) What is the attitude of the persona towards the girl? (2mks)

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f) What is the mood in Stanza four? (2mks)

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g) Explain the meaning of the following lines as used in the poem: (3mks)

i. .... its labour plies

.....

ii. .... in slow caresses ruled

.....

iii. .... the sullen dignity.

.....

**GRAMMAR**

*Rewrite the following sentences according to the instructions given after each sentence.* (4mks)

i. A thief has stolen Kanyari's watch. (*Rewrite using robbed*).

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ii. Janet is an only child. Her parents are often away. She is frequently lonely. (*Rewrite as one sentence starting: In addition to .....*)

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iii. I am too tired to continue talking. (*Rewrite using 'so'*)

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iv. One subject I've liked a lot this year is Geography. I've enjoyed chemistry as well. (*Begin: Not only .....*)

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*For each of the following sentences, replace the underlined word or words with a phrasal verb which begins with the word in brackets to convey the same meaning.* (3mks)

i. Kamau was reprimanded by the teacher (*told*)

ii. How can you tolerate that awful smell? (*put*)

iii. During the Parent's Day the headteacher told the student's exactly what to do (*spell*)

**The following sentences are either ungrammatical or have inappropriate expressions. Rewrite them correctly (3mks)**

i. Pastor Kanyari, in his sermon today, emphasized that to ensure the most eternal life, we should strictly observe the teachings of the Bible.

ii. I have always argued that computer is the most unique of advanced technology.

iii. Joseph's older brother works in Nairobi.

**Fill in the blank spaces with the correct form of the word in brackets**

i. The \_\_\_\_\_ (*acquire*) of wealth was an important goal in his political life.

ii. The \_\_\_\_\_ (*administer*) staff received a presidential award for their exemplary work.

iii. My grandmother lost her \_\_\_\_\_ (*see*) after she was involved in a car accident

**Complete the following idiomatic expressions to express the meaning in brackets.**

i. He was caught \_\_\_\_\_ (*to be in a difficult situation*)



ii. As a leader you must learn to \_\_\_\_\_ (*accept full responsibility for actions taken*)

**101/3**

**ENGLISH**

**PAPER 3**

**(Imaginative Composition and Composition based on set texts)**

**March-April 2015**

**TIME: 2<sup>1</sup>/<sub>2</sub> Hours**

## **THE LAINAKU JOINT EXAMINATIONS**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 1**

**2 hours**

### **INSTRUCTIONS TO CANDIDATES**

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

1. Creative Writing

***Either***

- a) Write a composition ending with the words:

“This experience taught me that it is always good to be honest”

***or***

- b) Write a story to illustrate the saying:

” A faint heart never won a fair lady”

2. **MARGARET OGOLA’S THE RIVER AND THE SOURCE**

“The successful women in the novel have had to bear the brunt of gender discrimination in the society”. Write an essay to establish the truth of this statement drawing your illustration from Margaret Ogolla’s novel” The River and The Source.”

[20 marks]

3 **OPTIONAL SET TEXTS**

- a) **WHEN THE SUN GOES DOWN AND OTHER STORIES FROM AFRICA AND BEYOND**

“Mr. Das’ character is as strange as they come” Drawing illustration from Anita Desai’s story ‘Diamond Dust’ show the truth of this statement. [20 marks]

- B] **FRANCIS IMBUGA’S BETRAYAL IN THE CITY**

“It was better while we waited. Now we, have nothing to wait for”. Discuss the validity of this statement drawing your illustrations from Francis Imbuga’s “Betrayal in the City”.

[20 marks]

- C] **WITI IHIMAERA’S THE WHALE RIDER**

“The world would be a better place of women were given equal opportunities. With reference to Witi Ihimaera’s novel’ The Whale Rider’; show how this applies in the community