

CENTRAL KENYA NATIONAL SCHOOLS JOINT MOCK - 2015
101/1 – ENGLISH PAPER 1– MARKING SCHEME

1. (a) Relevant costumes.
(b) Attractive and relevant décor
(c) Appropriate make-up e.g. facial point.
(d) Use of drum.

2. **CLOZE TEST.**

- | | |
|--------------|--------------------------|
| 1) was | 6) and |
| 2) dedicated | 7) area / place / region |
| 3) some | 8) epidemic |
| 4) times | 9) contracted |
| 5) without | 10) infected |

3. (a) (i) Indeed, if; but, just; endeavour, end; wonder, dost, (any other answer) (4 x ½ = 2mks)
(ii) abba abba cdc dcd – Regular
(iii) I would kneel and raise my eyes, use a low, prayerful tone to capture the essence of prayer. (Any other appropriate verbal + non verbal cue).

- (b) (1) aloud
(2) ants
(3) bare
(4) buy
(5) flower (5mks)

- (c) (i) (i) Book an appointment – by visiting or calling the other party – set up a meeting.
(ii) Be clear on what you want to get out of the deal by:
 - Setting your minimum demands
 - Your actual demands
 - Your optimistic demands(iii) Know your subject well and the order in which you present your arguments.

- (ii) (i) Do not always take no for an answer.
(ii) Be enthusiastic and positively believing in your product.
(iii) Be flexible – be ready to compromise.
(iv) Speak simply – avoid jargon.
(v) Keep cool – observe turn-taking, no irritation etc.
(vi) Maintain good relations – politeness and goodwill.

- (d) (i) Sincere
Reserve
Indeed

- (ii) Bowing and curtsying
Good grooming
Use of gestures
Facial expressions
Eye contact
Body postures (any 3)

4. - Dress lightly.
- Sit near a window (fresh air coming in).
- Sit at the front (to avoid distractions from the back and to hear the speaker clearly).
(Any other logical answer) (3mks)

5. (i) Change.
(ii) Star

CENTRAL KENYA NATIONAL SCHOOLS JOINT MOCK - 2015
101/2 – ENGLISH PAPER 2 MARKING SCHEME

1. (a) - Law Society of Kenya Honours Award. (1mk)
(b) Achroo Ram Kapila. (1mk)
(c) - Light hearted / humourous / jovial; the author comments that he (Kapila) speaks in a hilarious manner.
- Hardworking; must have worked hard to deserve the greatest award a lawyer can expect.
- Dedicated, he loves his work. He is not even willing to retire.
- Loving; relates very warm with his sons, grandchildren and daughters-in-law.
- (d) Though characterized by problems such as police harassment (1mk) and imprisonment, (1mk) it enabled him to meet and work with memorable (1mk) figures in the struggle to end oppression and also heroes of Kenya's freedom struggle.
(Show the distribution of marks in that question)
- (e) - He admires Kapila for having accomplished so much in his career.
- He also praises him for his ability to blend all the qualities attributed to him.
- (f) (i) I Must seem like a fossil or dinosaur.
Means that his achievements appear to be things of the past.
(ii) I find it as bad as alcohol; compares praises to alcohol which is likely to give one the wrong impression/intoxicating. (Same distribution as above)
- (g) Means that he has achieved what he would have liked to achieve in his career. (1mk)
- (h) (i) Memoirs – The story of one's life.
(ii) Salient – Clear / more noticeable / conspicuous
(iii) Even doing time at Kamiti prison - Even being imprisoned at times
(iv) Prime – Important
2. (a) (i) Grusha says the song of the four generals.
(ii) Grusha knocks at the old man's cottage.
(iii) She asks to buy milk for Michael.
- (b) - The soldiers have looted from the farmers and peasants; taken away their goats.
- Milk and food are scarce.
- People have become mean and individualistic e.g. the old man.
- (c) - Natella Abashwili, the late governor's wife hurriedly flees her house and abandons Michael, her son.
- The servants too flee and leave the boy in a pile of clothes.
- Grusha refuses to heed the other servants' advice to abandon Michael.
- She sits by the boy's side the whole night and takes him away the following morning and flees northwards with him.
- (d) - He imagines that Grusha wants the milk and corn cake for free.
- He thinks she will only thank him for any offer he gives.
- (e) - Michael is the late governor's son hence heir.
- If he lives he will come back to claim his father's estate and leadership.
- If he is killed that will wipe out the Governor's claim on the land and leadership.
- (f) (i) Grusha:
- Motherly / responsible: she wants to feed Michael and so she goes looking for food.
- Persistent; she pesters the old man for milk.
- Proud; well pay like princes. Head in the clouds backside in water.
- Persevering / enduring. She endures the hardship of carrying, caring for and feeding Michael.

- Selfless – Uses a week’s pay to pay for Michael’s milk/a pitcher of milk.

Old Man

- Merciless / heartless – sells the milk very expensively without caring that little Michael is starving.
- Opportunistic – Uses the hard times of war to sell milk expensively.

(g) Did the princes’ Ironshirts go after her?

(h) They hunt even by night, don’t they?

3. (a) Oswera, the wife. (1mk) This is because she is able to trick the ogre to get the food from him and finally gets her husband to trick the ogre and the family survives.(1mk)
- (b) It is in the rural area (environment) (1mk) where people grow bananas and potatoes. (1mk)
- (c) Both are foolish.
- Ogre and Osumba believed he (ogre)was eating Oswera and children.
 - Didn’t realize that it was a trick.
- (d) To pass information.
- To inform the ogre about the family.
 - Where they are, so that he can go to them and then get killed.
- (e) Cunning / wise – is able to get food for her family, promising to give one of her children every time, but this never came to be.
- (f) Repetition
Dialogue
Humour
- (g) (i) Greed can kill
The ogre, because of greed is finally killed.
- (ii) Any appropriate proverb. e.g.
Akili ni mali kila mtu ana zake. (Swahili proverb. It should be translated).
- (i) – Have the ability to change their appearance.
- Have grotesque features e.g. a mouth at the back of their heads etc.
 - Usually lure young girls with an intention of eating them up.
 - Plus others
- (j) - Participation
- Interview
 - Recording (tape recording)
 - Memorizing
 - Filming

4. **GRAMMAR.**

- (a) (i) of
(ii) beyond
(iii) out
- (b) (i) Meet
(ii) Abandon
- (c) (i) My father asked me if / whether I was taking part in the walk.
(ii) The whole building was destroyed by the fire.
(iii) Seldom do tourists visit North Eastern province.
- (d) (i) Pronunciation
(ii) Irregularly
(iii) Intensive/intensified
- (e) (i) Akinyi loves both Otieno and dancing but loves dancing more.

- (ii) Akinyi and Otieno both love dancing but Akinyi loves it more.
- (f) (i) Out of the blue - Unexpectedly
- (ii) His own grave – cause own harm.

CENTRAL KENYA NATIONAL SCHOOLS JOINT MOCK - 2015
101/3 – ENGLISH PAPER 3– MARKING SCHEME

1. (a) Must be a story. If not deduct 4 marks.
- Must begin with the given sentence.
 - The candidates must show regrets due to lack of following advice.
- (b) - Must be based on the given proverb if not deduct 4 marks.

1. **Imaginative Composition (Compulsory)**

(a) *Had I known the outcome, I'd have listened to my mother's advice.*

POINTS OF INTERPRETATION

AN 'A' SCRIPT (16 – 20)

Linguistic ability : few errors

- Relevant to the subject.
- Very good arrangement.
- Script arouses the reader's interest and enthusiasm.
- Very well developed, mature script.
- Many items of merit e.g. Vocabulary, sentence, variety, fluency, humour, figures of speech, punctuation, good links, definite fluency.

A+ OUTSTANDING (19 – 20)

- Wide range of vocabulary and idioms.
- Great variety of sentence structure.
- Many items of merit.
- Vivid sustained account.
- No spelling problem.
- Tenses and punctuation – very good.

A: VERY GOOD (18 – 20)

- Positive ability
- Few errors that do not mark the impact of the scrip.
- Fluent, variety of sentences.
- Good vocabularies and idioms.
- No grammar problems – definite SPARK.

A-: VERY GOOD (18 – 20)

- Has the “spark” and excellence of A+ and A.
- Vocabularies, idioms and sentence structure.
- Still impressive, good grammar.

B CLASS (11 – 15)

- Good ability in English.
- Some errors.
- Satisfactory treatment of subject.
- Good arrangement.

- Good sentence variety but not as varied / complex as the “A” scripts.

B+ (14)

- Variety of sentence structure but of a simple nature, straight forward.
- Fair range of vocals and idioms.
- Natural and effortless, fair ability.
- Some linguistic competence.

B:

B-: FAIR (11 -12)

- Fair linguistic ability.
- Some range of vocabulary.
- Fair use of sentence structure.
- Little variety of sentences/
- Some errors in speech, punctuation and tenses.

C CLASS (06 -10)

- Flat treatment of uncertain language
- A good number of errors.
- Subject undeveloped.
- Some digression.
- Weak arrangement and jerky development.
- Mother tongue interference evident.

C+ (9 – 10)

- Poor communication
- Simple concepts
- Sentence forms often strained.
- Much less fluency than the B scripts.
- Little range of vocabulary, idioms at time misused.
- Some errors of agreement, tenses, preps, spelling etc.

C (08)

- Candidate communicates but there are mistakes that interrupt the smooth flow of the thoughts.
- Linguistic resources very limited.
- Pull, flat and jerky.
- Some gross errors in sentence structure.
- No variety of sentences.
- Poor sentence and paragraph links.

C-(06 – 07)

- Although the candidate still communicates, he is still hampered by his limited knowledge of English.
- In face, many mistakes such as serious of agreement, spelling, prepositions, tenses, verbs formation and sentence construction are limited.

English Paper 3MS

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Cekenas Joint Mock

D CLASS (01 – 05)

- Broken English, frequent errors.
- Subject glanced at or distorted.
- Arrangement muddled.
- Development – erratic or non existent.

D+ (4 – 5)

- Although the English is broken and the account full of errors, we can still get some information.

D (03 – 04)

- Flow of thoughts almost impossible to follow
- Full of gross errors.

2. **THE RIVER AND THE SOURCE BY M.A. OGOLLA**

Akoko is at the heart of the change process. Areas to look at:

- Education – promote new education system.
- New religion
- New government – Serikal
- Leadership (she is a leader in every aspect of the word – she offers advise to her daughter, Nyabere even to her husband and is a role model.
- Marriage – departs from the norms as expected in traditional marriage e.g. wife inheritance etc.

Introduction – 2mks

Body – 3 x 4 – 12mks

Conclusion – 2 marks

Grammar = 4 marks

3. - William Sidley takes merciless advantage of Lilian because she is white. Though Lilian gives him a job to clean her compound for free, he surprisingly demands to be paid five Rand. Lilian has to pay her, but, when she gives him 10 Rand and asks for change William refuses to give back the money (five rand). Lilian is forced to use her dogs and revolver to rescue herself from him.
- The African woman who knocked at Lilian’s door one night at nine to beg. This made Lilian to be afraid in her own home. The black people were taking advantage of the guilt the white had because of the white apartheid regime. They use this guilt as an opportunity to exploit helpless whole like
 - Thurgood.
 - The papers were full of stories of people getting killed in their own gardens and houses, and Lilian had heard of husband-and-wife crime waves.
 - Lilian gave the woman who came to her gate to beg 12 rand for forcing her to buy geraniums she did not need. The African woman was taking advantage of the guilt of Lilian.
 - Lilian Thurgood has to sleep with a gun under a pillow to feel safer because of the

racism she is facing.

- Though Lilian is a pensioner, she has to pay William a lot of money – five rand. She is angry with herself for the guilt of racism. She harbours because she is white. She wishes her husband were alive to order William out of her compound.

English Paper 3MS

3

Cekenas Joint Mock

(b) Madness of entire nation

- i. Injustices i.e. Kabito, a loyal government official gets killed when he quarrels with Mulili and he had been denied the milk tender.
- ii. Killings i.e. Doga and Nuhu are murdered in their hut when they protest against the government ban on the shaving ceremony; Jusper kills his brother's murderer i.e. Chagaga
- iii. Poor leadership affects Mosese who in his reverie poses the perfect figure of a disturbed mind.
- iv. Corruption i.e. boss and Mulili (Nepotism)
Inefficiency e.g. Tumbo.
- v. The general atmosphere of rebellion causes Jusper and the prisoners Jere and Mosese to secretly stage a palace coup which ensnares villains like Mulili.

Introduction – 2mks

Body – 3 x 4 – 12mks

Conclusion – 2 marks

Grammar = 4 marks

3 : 3 : 3 : 3

(c) Koro Apirana

- As the main chief, he takes it upon himself to preserve the culture of his tribe.
- He is a hardworking leader as he spends a lot his time working. We see him moving from one part of the country to another sorting out land and other disputes concerning his people.
- He is a wise and respectable leader. We are told that people from many parts of the tribe respect his decision and wisdom.
- He is a good fighter for the Maori people.
- He educates / trains the boys about their culture and leadership.
- He coordinates the activities of saving the ancient Bull whale.

English Paper 3MS

4

Cekenas Joint Mock