

KABONDO DIVISION JOINT EVALUATION TEST 2015.
KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE)

101/3

ENGLISH

PAPER 3

CREATIVE WRITING AND ESSAY BASED ON SET TEXTS

TIME 2 ½ HRS

MARKING SCHEME.

1 Imaginative composition

- (a) Paper one is intended to test the candidates ability to communicate (in English) in writing. Communication is established at different levels of intelligibility. Within the constant set of each question, it is the linguistic competence showing the candidates that should carry most of the marks.

Examiners should not hesitate to use the full range of marks for each essay.

It is important to determine first how each essay communicates and in which category – A,B,C or D it fits. The marks indicated below are for question one;

| | | |
|----------------|----|-------|
| A class | A+ | 19-20 |
| | A | 18 |
| | A- | 16-17 |
| B class | B+ | 14-15 |
| | B | 13 |
| | B- | 11-12 |
| | C+ | 09-10 |
| | C | 08 |
| | C- | 06-07 |
| | D+ | 04-05 |
| | D | 03 |
| | D- | 00-02 |

D CLASS:

The candidate either does not communicate at all (01 - 05) or his /her language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English words he knows into meaningfully English sentences.

D-01-02: Chaotic little meaning whatsoever question paper or some words from it simply copied.

D – 03: Flow of thought almost impossible to follow. The errors are continuous

D+ 04 -05

Although the English is fully broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.

C CLASS:

The candidate communicates understandably but more or less clearly. He is not confident with language. **The subject is often undeveloped.** There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the **flow jerky.** There is no economy of language; mother tongue influence is spelt.

C- 06 -07:

The candidate obviously finds it difficult to communicate his ideas. He is seriously hampered by his very limited knowledge of structure and vocabulary. This results in many gross errors of **agreement, spelling, misuse of prepositions, tenses:** verb agreements and sentence construction.

C 08:

The candidate communicates but not with consistent clarity. His linguistic abilities being very limited, he cannot avoid frequent errors in sentence structure. There is little variety of originality very **bookish English** links are weak, incorrect, repeat at times.

C+ 09 – 10:

The candidate communicates clearly but in a flat and uncertain manner. Simple concept sentence forms are often strained. They may be an overuse of clichés, unsuitable idioms, proverbs. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses, spelling.

B CLASS:

This class is characterized by **greater fluency** and ease of expression. The candidate demonstrates that he can use English as a normal way of expressing himself sentences are varied and usually well - constructed. Some candidates become ambitious and even over ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may just be clean and unassuming but they still show that the candidate is at ease with the language. There may be a tendency to under mark such essays. Give credit for tone.

A 19 -20

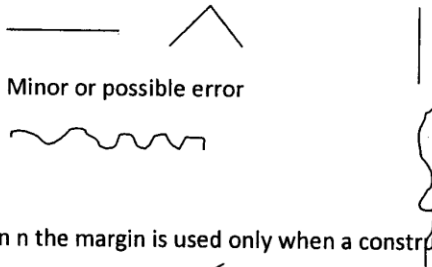
The candidate communicates not only information and meaning, but also and especially the candidate's whole self his feelings tastes, point of view, youth, culture. This ability to communicate his deep self may express itself in many ways, wide range of effective vocabulary, original approach vivid and sustained account in the case of a narrative, well-developed and ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he deserves. A very definite spark.

MARKING SYMBOLS

a. GROSS ERROR OMISSION FOR CONSTRUCTION IN MARGIN



b. MINOR ERROR OMISSION MINOR CONTRUCTION ERROR



c. Minor or possible error



This sign n the margin is used only when a construction error effects more than one line

Faulty paragraphing

repetition

II TO INDICATE AN ITEM OF MERIT use a tick () either above a word or in the margin for the whole sentence.

GROSS ERRORS.

- Almost any errors of agreement
- Elementary errors of sentence construction.
- Ridiculous use of idiom that affects communication.
- Misuse of common prepositions.
- Misuse of capital letters – Use CAPs underline the first page and use – CAPS on subsequent pages where the mistake persists.

MARKING NORMAL SCRIPTS.

- a) Decide on the degree of communication achieved, A-D
- b) After underlining decide on the mark category
- c) Allocate a numerical mark to the essay.

PROBLEM SCRIPTS

All problem scripts must be marked by the examiner and then set to the Tea leader with comments

1. IRRELEVANCY

- a) Consistent distorted of question version of question, writing on a totally different subject with a clumps attempt at connecting the essay to the subject given, inclusion of memorized passages, etc
- b) The question is given an unacceptable or questionable interpretation
- c) Essay contain long, semi-relevant digressions or lack coherence.

ACTION

The examiner marks the essay, gives a linguistic mark and comment on the nature of the irrelevancy.

The essay is then passed over to the team leader who judges whether the irrelevancy should be judged as a deliberate attempt to deceive or should be attributed to the candidates poor understanding of the subject. Deduct up to 4 marks for irrelency in the essay. If dishonestly is suspected, the Chief examiner should be informed. Any deduction of 3 marks or more should be referred to the chief Examiner.

2. CONTRAVENTION OF RUBRIC

Since the rubrics may change from year, the POINTS OF INTERRETATION that are of this MARKING SCHEME must be consulted and adhered to faithfully. Here are some general rules that usually apply.

3. SCRIPTS THAT DO NOT COMMUNICATE (Broken language)

- a) Decide on the category D+ D or D-
- b) Mark the error on the first page of the essay.
- c) Read he other pages, if the essay still does not communicate, draw a diagonal line across each page.
- d) Team leaders should look at a good number of those script and ensure that the mark given is fair.

4. BREVITY

5. It should be remembered that the main quality of an essay is how effectively it communicates. If an essay looks too short, the examiner should take the time to count the exact number of words

KENYAN ENGLISH

A good number of words and expressions are understood and currently used by all Kenyans. They can be used in essay without and need for quotation marks or explanations. We can include among those Pnga, rungu, shanba, murrain, matatu
Wananchi, ugali, madadrasa, harambee, matoke
Maendeleo ya wanawake, salaam aya, askari
Debe, duka, Nyayo, boma sukumawiki, goal party, manyatta, magendo

AMERICAN SPELLING

Although "English" spelling is more common than American" spelling in Kenya, examiner should accept both spelling and no penalty should be given for such various. Penalize for lack of consistency in usage of either.

Point for interpretation

- (a) - must be a story if not deduct -4AD
- the story must begin with the provided sentence if not deduct – 2AD
The story should depict a horrifying / frightening or terrifying scenario of the onset.
Follow the grid to award marks for essay categories
- b) Must be a story that illustrates the saying you reap what you sow, ' For every good or bad thing done one gets a commensurate measure in return.
If not a story deduct 4AD
Must not be a philosophical writing
Giving the meaning of the saying does not score
Follow the grid provided to a word marks for essay categories

20mks

2. COMPULSORY NOVEL;

The River And The Source (Marget Ogolla)

“With opportunity, a woman can do better, what a man can do” Using details in “The River and The Source”, write an essay to illustrate how women demonstrate this ability.

Women in the society have not done as well as their male counterparts because they have lacked the opportunities available to men. The few who have struggled for the minimal chances in different areas like education have become smarter than men as brought out with the character in the novel, The River and The source

or;

An individual’s ability is only established when s/he has a chance to exercise it. Though women may exhibit better abilities in the society, they have missed out because the society is partricheial and preference therefore goes to men. Those women who get the chance however, have outsmarted the men as can be seen in the novel “The River and The Source”

Accept any other relevant introduction.

B (I) Development (Wealth Pg35-36,93,66

There is good progress in terms of acquisition of wealth and development by Akoko unlike the men in the same environment.

- Akoko acquired a lot of wealth with her own personal efforts.
- Akoko had more cattle in the village than anyone else. She had her personal dip (yap obando) for watering her animals.
- Akoko dreaded laziness and worked hard to acquire wealth unlike her brother-in-law Otieno who grabbed what Akoko had struggled for. She salvaged her cattle that walked in three cohorts back her maternal home.
- Akoko had even surplus farm products to barter.

B (Ii) Transformation/Chance –Pg 102,103,120,129

Women take opportunity to bring change that transform the society unlike men who are cold feet and adamant

- Women are more than willing to transform the society. They embrace change, reality and bring others on fold unlike men who adamant to change.

- Akoko recognizes and accepts the Whiteman's government unlike her late husband who rejected them.
- She seeks justice from the Whiteman's government when Otieno grabs her husband's wealth and rules with an iron fist unlike men who are opposed to the Whiteman. This introduces justice in the society.
- Akoko embraced the Whiteman's education as the only way to survive. She counsels Nyabera to let Awiti go to college while men shunned the educated girls and even wondered if they would be married.
- She sent the grandchildren to school at a time people disregarded Whiteman's education

B (Iii) Education Pg 115,120,128-130,131,185,247,300)

- Educational opportunity to women can not be regretted as they become source of light to everyone. When given opportunity, girls/women perform better than men academically.
- Awiti excelled despite the tribulation in the hands of boys and villagers. People expected her not to be married with high education. In the final exam, Awiti was the only girl and she topped the class.
- Vera, Awiti's daughter, was ever at the top and was made the school captain, a position which was always held by the boys. She was the best both in class and leadership.
- Waralia competed and defeated everyone in their anatomy class. She scored 78 points while her closest competitor, Aoro had 77 points. She did better than everyone else.
- Waralia proceeded for her secured degree and later got a scholarship for desecrate in medicine ever before her husband. She becomes the first Kenyan woman to achieve such a feat in medicine.

B (Iv) Leadership. Pg73-74-143,148,153 & Mentorship

Women can provide responsible leadership roles as opposed to the greedy and irresponsible men..

- Akoko brought up her grandchildren single handedly as the family head. This is in contrast to the men like Oyange, Nyabera's brother-in-law who abandoned both Nyabera and Awiti.
- Akoko reminds Oyange how he failed to bring Awiti up and again wanted to fail in marrying her off as expected.

- While Otieno failed to protect his brother's family, Akoko protected them from their enemies. She wrestles the stool of chieftainship from Otieno for the little Owuor.
- Akoko become the future household reference for virtues of hard work, determination and courage as opposed to men.
- Akoko as the family head, ensured security, protection and availability of food to the family. In Gem, she had enough grains and cattle unlike Otieno who could only grab what she had struggled to acquire.

B (V) Religion

- Women embrace Christianity and even bring more people on board despite the hurdles on way by male opposition. Nyabera easily copes with Christian teaching unlike Pilipo who found it tough.
- She brings her mother and the two children who acquire the Christian names as the change in their lives begins.
- Akoko is more dedicated to her Christian faith and service that makes the catechist to assign her a house close to the church.
- Women are always shining as opposed to men

CONCLUSION

Women can easily transform the society, provide responsible leadership and even ensure equal opportunities to everyone in the society if given chance at the right time

Or

Women can therefore do better than men if given a chance

Accept any other relevant conclusion.

| | | |
|--------------|-------|----|
| Introduction | 2 | 2 |
| Content | 4 x 3 | 12 |
| Language | 4 | 4 |
| conclusion | 2 | 2 |
| total | | 20 |

SHORT STORY: WHEN THE SUN GOES DOWN

(Longhorn) And Other Stories From Africa And Beyond

“Diamond Dust is more of a devil than a pet that brings nothing but suffering to all.”

Drawing illustration from Anita Desai’s short story DIAMOND DUST, write an essay that justifies the statement.

INTRODUCTION

Pets are kept as a source of pleasure and happiness to their owners and anybody around them. A pet that deprives others freedom causes not only physical injury but also psychological injuries as well emotional suffering

or

Diamond Dust is dangerous and defeats the reason for its existence as a pet.

Award 2 marks or any other relevant introduction

S1. INJURIES, PG72.

- Diamond Dust bit/assaulted children causing bodily harm/suffering to them. This caused pain to people as it happened to Mrs. Das grandchildren
- Mrs. Das cried as she washed and bandaged the ankle of a grandchild who had run after a ball and had that Shaitan snap his teeth over his small foot
- Diamond Dust caused suffering to the postman whose uniform was torn when the dog attacked him. Mr. Das had to pay up for the damaged uniform
- Diamond Dust terrorized the entire village and everyone was scared of him. He was the terror of the village-bandmaster

SII. Trauma. Pg 79,81

- People are traumatized by Diamond Dust. Movement in the village becomes a nightmare. The children could not cross the road alone to school without being escorted by their parents for protection.
- People could not afford to sleep at night once Diamond started to howl at night.
- They even wished that it would disappear from the neighborhood. Pg 72,78

SIII. Fear

- People lived under fear because of Diamond Dust as opposed to what is expected of a pet in a family.
- Mrs. Das for example feared for her life and even complained that Diamond Dust would one day kill her.
- Everyone in the village was scared of Diamond Dust.
- Diamond Dust always chased the children away and they would cry.
- They planned to report the matter to the police if their complaints were not attended to.

SIV. Punishment. Pg 76-77

- Mrs. Das never derived any pleasure or happiness from Diamond Dust. She in fact saw it as a beast, a devil that robbed her rights and brought in punishment instead. Diamond Dust puddled on her spotlessly clean floor and had to take the instructions carefully from Mr. Das.
- Mrs. Das had to forego the comfort of her house and sit in the verandah as the stuffy meal was being prepared. Besides, she had to sacrifice one of her cooking pots to the dog.

SV. Loss of love; pg 80-81

- A pet should not deny others their rights to be loved as Diamond Dust did in Mr. Das's family. Mr. Das directed all his attention and love to the dog at the expense of the family members.
- Mr. Das always greeted the dog (pet) before any member of the family. He gave very clear instructions on how to prepare the dog's food until Mrs. Das complained because he did not do the same for his own children
- Mr. Das lost human feelings completely. He took the dog to the park where other families went to relax. He even avoided talking to them.

SVI. Isolation/alienation. Pg 81-82

- Mr. Das finally became alienated not only from his family but also from his friends:
- He had a problem with his boss at work. He never listened to others in the presence of Diamond "But Mr. Das preferred not to hear ----- when Diamond was lost, Mr. Das lost his senses where Diamond was concerned.

SVII. Death. Pg 83-84

- Diamond Dust causes Mr. Das death. He jumped onto the van carrying Diamond Dust away where he fell from and died instantly.” Fell backwards onto his back, so that his head struck the stones in the street-and lay there, entirely still, making no sound or movement at all.”

Sviii. Moral Decadence. Pg 81

- The children witnessed dirty sexual encounters by Diamond Dust and could later practice the same. The preys were seen as rape victims and the children could report to other because of the pet.

CONCLUSION

Not everyone led a happy life because of the dog (pet). There were several complaints, loss of life, lack of understanding and love in the family and in the neighborhood and all these were due to Diamond Dust. He therefore brought suffering to all as the devil does..

Award 2 marks or any other relevant conclusion.

Grammar 4/4

Summary

| | | |
|--------------|-----|----|
| Introduction | 2 | 2 |
| Content | 4x3 | 12 |
| Conclusion | 2 | 2 |
| grammar | 4/4 | 4 |
| total | | 20 |

Drama Betrayal in the city

“The problem of Kafira is simple and squarely the problem leadership.”

Using details from “Betrayal in the city” by Francis Imbuga, write an essay to justify the statement with reference to the Boss.

Introduction

The people of Kafira face many problems because of the nature of their government. The people suffer, lack employment besides being eliminated (killed) by the government among other problems

Or

There are many problems encountered by the people of Kafira that are attributed to the leadership headed by the Boss.

PI unemployment.pg 4, 15, 67.

There is an influx of expatriates' that leads to the students' strike as they protest against the importation of expatriates. The Boss order the police to restore peace and order. Adika is shot dead. Mosese, a university lecturer loses his job when he is imprisoned for mourning in public against a directive issued for them by the Boss.

Unemployment is aggravated by nepotism and corruption witnessed on the Boss. He employs Mulili, his cousin to spy on others despite his inability to serve in his position.

Those who are educated do not get the jobs they deserve if not well connected since one must have a tall relative to get employment.

PII Corruption

- Mulili, the soldier and a cousin to the Boss, would not allow Doga and Nina to conduct the shaving ceremony because he could not attend to lose the big farm and cattle he was promised by the Boss.

- Nobody gets an employment opportunity without a tall relative in government. In fact Education does not matter if one is to be employed. Mulili's language attests to kind of government employees hired on total disregard to education.
- Mr. Tumbo awards the tender for the play for the entertainment unilaterally and expects same money back. This seems to be order of events in Kafira.

Piii Impunity

The Boss rules Kafira with a lot of impunity. When the students riot against his importation of expatriates, he brings three hundred more in response even after one dies because of the same.

The old couple, Nina and Dog, is denied a chance to perform a traditional shaving ceremony for their dead son by the Boss whose agents of law and order report that there is no ceremony.

Jusper, Mosese and Jere are imprisoned by the order of the Boss.

PIV Moral Decadence

The Boss attempts to rape Regina when she summoned to plead for Mosese's release from jail. She is "to pay in kind" for the release of her brother, not his innocence.

PV assassination /death

The poor leadership by the Boss leads to the death of Adiga whose parents are also killed.

Kabiti is assassinated for allegedly for talking ill of Boss-He is eliminated over mall tender to the university at which is also wanted by Mulili cousins to the boss.

Pv .Injustice/Suppression.

There is a lot of injustice in kafira as a problem because of the leadership. Justice is confirmed absent in kafira by jusper.

People are not allowed to move freely in kafira.

In prison, there are tortures even for the innocent.

Those who are innocent as Mosese are framed and failed. Drugs were planted on Mosese and he went in for the same since that was the only way they could get him.

Jeve is detained for fighting for justice by attempting to allow the couple to perform the ceremony disallowed by the boss.

Pvii Suffering

The old couple suffers the loss of the only hope(son) who is gunned down during the strike against the influxes of the expatriates' imported by Boss.

They are furthered tortured by being denied chance to perform the sharing ceremony. They loss hope in life because of the action by the boss.

Jusper is believed to have gone mad because of the brother's death. He is even imprisoned by the kafira government

CONCLUSION (2MKS)

The untold suffering faced by the people of kafira is either directly or indirectly perpetrated by the Boss and his leadership. The problem of kafira is therefore is not the people but the leadership Boss

Language (4mk

| | | |
|--------------|-----|----|
| Introduction | 2 | 2 |
| Content | 4x3 | 12 |
| language | | 4 |
| Conclusion | 2 | 2 |

C WITI IHIMAERA, THE WHALE RIDER.

Nani Flowers is the best example of humor in Witi. Ihimaera's story, The Whale Rider. Citing examples from the novel, write an essay supporting this point.

INTRODUCTION (2MKS)

Content

- H1. When receiving a call from Poraurangi, she keeps the headpiece away from her car, because she is afraid of the voice coming out of little holes, yet she is supposed to receive the call. The narrator puts it back on her car.
- H2. She claims that Porourangi's new born baby must be beautiful because she takes after her (Nani). Rawin says Nani is no film star.
- H3. When Koro goes to the sea to sulk, Nani follows him there and they spend the whole afternoon yelling at each other until Koro Apirana gives up and Nani flowers ties his boat to hers and pulls him back to the beach whether he likes it or not. Another day she siphons fuel from Koro Apirana's boat such that he could not come back from the sea without her help.
- H4. She constantly threatens her husband with divorce that never occurs
- H5. She is angered by koro Apirana's refusal to accept kahu heir to Poraurangi because she is girl.
- H6. When going to the airport to get kahu's birth cord, a friend's wonder who she is. She smile supremely and says she is the queen of the headquarters.
- H7. Her appearance at Kahu's school break up ceremony is funny. She wears cloth with many colour and her hat has to be modified with feathers by kahu to make it less ridiculous. Rawiri is left in stiteres

CONCLUSION (2MKS)

Award marks as follows:

| | |
|----------------------|-------------------------|
| Introduction | 2 marks |
| Any four points each | 3 marks(thin,fair,full) |
| Language competency | 4 marks |
| Conclusion | 2 marks |

D+ 04 -05

Although the English is fully broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.

C CLASS:

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The candidate obviously finds it difficult to communicate his ideas. He is seriously hampered by his very limited knowledge of structure and vocabulary. This results in many gross errors of **agreement, spelling, misuse of prepositions, tenses:** verb agreements and sentence construction.

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KABONDO DIVISION JOINT EVALUATION TEST

ENGLISH

101/1 MARKING SCHEME

Question One : Functional writing

- a) Should be an e-mail
To : e.g okelogeorge@gmail.com - 1mk (in small letters only)
From : e.g nyanginja@yahoo.com - 1mk
Date - 1mk
Subject : Should be appropriate – e.g Acceptance (to your invitation) – 1mk
- b) Before giving the recipe , should :-
i) Acknowledge receipt of earlier e-mail – 1mk
ii) Accept the invitation (1mk) to attend the eighteenth birthday party (1mk) – 2mks
- c) Recipe
- The dish – 1mk
- Brief introduction giving nutritional value of dish – 2mks
- Ingredients :- must also have quantity – 3mks
- The method – should contain duration, imperatives etc – 3mks
- How to serve e.g when hot , warm or with what (1mk)
- d) Signing off (1mk) :-
- Should not be signed
- Should not have full name but only in one part e.g David

N/B : The tone should clearly come out – 2mks

Question Two : Cloze Test

1. Anthem (must be in capital letters- if not , 0 mk)
2. Would
3. Patriotic
4. Justice
5. In
6. Liberty
7. Plenty
8. More / other
9. Symbols
10. Arms (Arm = 0 mk)

Question Three : Oral Skills

- i) ababcdccdeeee – 1mk
Regular pattern – 1 mk (2 mks)
- ii) Alliteration - Now that our morning meal is done
Assonance - And the grass in the green field
Consonance – make haste , your morning task resign
- iii) Grass (½ mk) and green (½ mk) = 1mk
Reason :-Help enhance the mood in the poem (1mk) or
- Help bring out the rhythm (though alliteration) (1mk)
(Accept any other plausible explanation)

- iv) - I would :-
- use appropriate gesture (1mk)
 - beckon to indicate 'come forth' (1mk)
 - open my arms looking up at the sky to express warmth from the sun (1mk)
(Accept any other appropriate gesture)
- b) Refuse / produce
- Should be used in sentences in the same form without any alteration
 - Each word should be used as a noun and as a verb
 - Should be 4 sentences in total = 1 x 4 = 4mks
- b) I) i) saw – sore/~~sour~~ - 1mk
- ii) draught – draft - 1mk
 - iii) herd – heard - 1mk
 - iv) Lyre – liar / liar - 1mk
 - v) Heir – air - 1mk
- II) a) excited - 1mk
- b) pressure – 1mk
 - c) arch - 1mk
 - d) dough – 1mk
- d) i) Tongue twister (1mk)
- ii) a) Alliteration – Sheila sells sea shells at the sea shore (1mk)
 - b) Repetition – The word 'sea' is repeated (1mk)
 - iii) a) Promotes good/fluent pronunciation (1mk) or
 - b) Provides entertainment (1mk)
- e) I would :-
- i) Ensure that members contribute in turns (encourage turn-taking)
 - ii) Ensure that each individual's opinion is respected
 - iii) Each contributor is allocated specific talk-time (e.g 3 minutes each) to regulate the time each contributor should take while contributing
 - iv) Ensure that each is allowed to complete his/her ideas/opinion without unnecessary interruptions.
 - v) Ensure/ encourage use of polite language
(any three points = 1 x3 = 3mks)

KABONDO DIVISION JOINT EXAMINATION
ENGLISH 101/2 MARKING SCHEME

1 Comprehension

- a) Our body communicate to people around us through: posture✓^{1/2}, movement, gestures ✓^{1/2} and facial expression✓^{1/2}
- b) Three message that can be communicated using facial expression include friendliness✓¹, postures✓¹ anger✓¹, puzzlement✓¹, surprise✓¹, amusement✓¹, pain✓¹, disgust and contempt✓¹. (3mks)
- c) The expression means that body movement can communicate many messages✓² (2mks)
- d) Laid-back posture indicates contentment✓¹ and satisfaction✓¹ (2mks)
- e) The best way of walking into an interview room is to stride in✓¹ as this shows confidence and determination✓¹
- f) Eye contact indicate that they want us to notice them✓¹ 9
Smile wants to be friendly and pleasant✓¹ 6
Grit teeth and scowl when angry✓¹ c
Frown when puzzled✓¹ d
Eye brows when they are surprised✓¹ e
Wink to send secret message✓^f at least 5 points
-Must be in contentions prose if not deduct half of the total marks scored
-Number of words must be indicated if not deduct 1/2 mk from the scores
- g) Do facial expressions reveals impressions and emotions?✓¹ 1mk without a question mark do not award any mark.
- h) i) Stride: Walk with long steps showing confidence and determination✓¹
ii) Slouch: Stand sit or move in a lazy way with shoulders and head both down✓¹

iii) Sneer: Show on the face that you have no respect ✓ 1

2 a)

| Before | After |
|---|---|
| <p>The governor has gone to church, leaving Simon Shashava to guard the palace door Grusha comes with a bundle of green leaves which has a goose. Simon wants to know where she got it, he wants to know whether it was not caught it near the willows. His question lead to the conclusion that he has been watching Grush bathing in the river grush tell him that he ought to be ashamed of himself, she even wonders whether he doesn't bring a friend along. She run off. Any 2 points 1 mark each</p> | <p>They realized that the noise is from the prince The architects rush out leaving the adjutant The adjunct orders them to drop the lances They refused to obey The governor is brought between two soldiers in chains, his face gray Any 2 points 1 mark each</p> |

- b) Help the reader to understand the prevailing circumstances:- ‘the city is still’
Makes the reader understand that there is a problem brewing-‘but why are there armed men’
Bring out the theme of death – ‘noon was the hour to die’
- c) Death ✓ 1 – noon was the hour to die ✓ 1
War ✓ 1 – there are disgusting rumours that the war ✓ 1 in Persia has taken a turn for the worse
Fear/confusion-noise and screaming from the palace.
- d) Governors’ wife – jealous “.... Will only build for his little Michael. Never for me! Michael is all!”
Adjunt – Arrogant/Abusive”put down that lance, you dog”
- e) Governor – killed
Michael – taken by Grusha
The fat prince – overthrows the governor but later killed
Governors’ wife – runs away leaving Michael behind. Later wants to take him away to no avail

Simon-escorts governor's wife. Return after war for Grush.

- f) But why is it a fortress/but why are armed men?
Irony-Katella refers the palace as a slum.
- g) He/she adjutant ordered him/the Rider to go to the kitchen and eat.
- h) He believes that Persia is along way off, and garrison would not allow the Governor to be touched.

- 3 a) i) the school girl ✓ ½ she remembered her schoolmate/classmate ✓ ½ at School ½
- ii) The boyfriend ✓ ½ After a weekend with him ✓ ½
- iii) A passenger ✓ ½ One more passenger ✓ ½ squeezed in Any 2
Identification – ½ illustrations ½ mk

- b) Any observer ✓ 1/third party ✓ 1 – Tells us about all the characters in the poem – just – He paid for her.....
- She wanted to vomit....

- c) Irony – Should be two.
-While her parents take the girl hoping for a better future,the girl returns home”a corpse to be barried” ✓ 2
-The girl goes out with the boyfriend enjoying the gift, parties etc – she ends up dropping out of school/ruining her future ✓ 2

2x2 =4mks

Smile -.....dark like the end of the world,metaphor..... a copse to be barried

- d) Nostulgc/moods of nostalgic ✓ 2 – she remembered her classmate at school ✓ 1
Regretful/ of regret ✓ 2 - she remembered the promises, the gifts parties etc
Despairing ✓ 2mks - ‘ A corpse to be berried.’
- e) Senses

-sense of touch – one more passenger squeezed in

-sense of smell – As the cyrett snake intensified

-sense of motion – As the matatu speed away

- f) i) (She felt nausested) because of the pregnancy.
ii) She despaired / lost hope in life.

GRAMMAR

- i) Saw ii) does iii) lay
i) took off ii) put off iii) took to
i) will plant had given
g) -He ran away shouting.
-Having written an article Wanga posted it on the website
-Our lives have been messed up (by) those men
h) i) She went to the dispensary as/ for because she was sick.
ii) The trip was enjoyable despite the bad weather.
iii) You can either pay by cash or M-pesa
i) not only was the boy hardworking but also obedient.