**ENGLISH**

**MARKING SCHEMES**

**GRAMMAR**

1. **1989 Q3**

**INSTRUCTIONs**

In 3 (a) give marks for each correct sentence. Give 1mark for faulty expression.

In 3 (b) do not penalize for faulty expression.

(a) (i) Not only was he absent from work for three days without permission, but he also

wrote rude letter to the manager/not only did be absent himself from work for three

days but also wrote a rude letter to the manager.

Note: If the comma is omitted, award ½ a mark

(ii) Patneti

Note: ‘p’ Capitalized, award ½ a mark

(iii) Incredible

Note: ‘I’ should not be capitalized

If ‘I’ is capitalized, award ½ a mark

(iv) W had hardly gone far from school when it started raining heavily

(v) It was agreed that the teaching staff (should) discuss discipline at the next

meeting.

(b)

1. One member suggested that they had to set out early the following/next morning if

they were serious about getting back some days.

1. We should not be able to meet the cost of running that hospital/as the cost is beyond

own means/is beyond own means/is prohibited/unaffordable or we would not afford

the cost of running that hospital.

(viii) Despite being/his being plump, he runs very fast or despite the fact that he is

plump he runs very fast. **Note:** *if a comma is omitted award ½ mark*

1. Our parent prefer brown bread to white (bread)
2. He received a letter from his ageing grandfather but he did not reply to it.
3. Although the weather was bad, they decided to go for a walk as planned or they

decided to go for a walk as planned although the weather was bad (comma is

not needed)

**B. INSTRUCTION**

**There is no penalty for expression.**

(i) (a) The manager was anxious to please both the customer and his staff (1 mark)

(b) Both the manager and his staff were anxious to please the customer (1 mark)

(ii) (a) Papa Musa was boasting

(b) The sun was boasting (1 mark)

(iii) (a) The farmer stamped the eggs (1 mark)

(b) The farmer laid the eggs (1 mark)

**NB. Ignore capitalization in parts C.D.E.F & G.**

(c) (i) Enraged

(ii) Maliciously

(iii) Devotion

(iv) Envious

(v) Hopeful

**NB. Wrong spelling for part ‘D’ should be awarded a tick**

(d) Continuously/endlessly/incessantly/carelessly/non-stop

(ii) Stationery

(iii) Congregation

**INSTRUCTION**

In E use of capital letters to begin the question tags should be awarded ½ mark,

(e) (i) Are you?

(ii) Won’t you?

(iii) Could he?

(f) (i) Of

(ii) At/in/by/behind/near/inside/outside

(iii) With

1. of
2. Upon
3. To
4. Up

(g) (I) Putting of (ii) Goes over (iii) Stands out (iv) turned down (4 marks)

1. **1990 Q 3**

(a) (I) The Assegai was developed by Shaka the great Zulu warrior

(ii) Flamingoes can be found /are found in Lake Nakuru

(iii) Mt Everest was first climbed in 1953

(iv) The philosophy of peace, love and unity has been developed by President

Moi.

1. The next world cup competition will be hosted by Italy.

(b) (I) at (ii) behind (iii) To (iv) from (v) about

(c ) (I) I asked him what kind of themes he wrote on.

(ii) He replied that most of his stories were concerned with the problems

of poverty and crime in urban areas.

(iii) I then enquired how he got the material of his stories.

(iv) He explained that he simply observed what actually went on in the streets,

markets, and places of entertainment.

(v) Finally I asked him when he was leaving Kenya

(vi) He stated that he would be travelling to Mauritius the next day.

1. (I) Paralysed

(ii) Jeopardised

(iii) commentator

(iv) Angrily

(e) (i) If Mutisya read books, he would not be so poor at spelling

* 1. If he had paid the rent, he would not have been evicted,
  2. If they had some matches, they could light a fire.
  3. If our team had had more time to practice they would not have lost.
  4. If you get home before I do, don't wait up for me.

(f) (i) However

(ii) To begin with

(iii) Further more

Consequently

Infact

(g) (i) beat (used to beat)

1. would have achieved
2. wound
3. will get/get/shall get
4. am writing

(h) (i) over/across

1. out/off
2. off
3. down
4. in/down
5. **1991 Q3**

(a) (i) a little

1. a few
2. few
3. battle
4. a few

(b) (i) gait

1. Wisdom
2. breadth/broadness
3. vanity
4. affliction

(c) (i) would

1. could
2. might
3. would
4. may/could
5. (i) Being lost on Mt Kenya for four days was the worst experience of/in my life

(ii) The robber must have been annoyed to find/on finding /after finding you had no

money.

(iii) The farmer's bull was so strong and healthy that the judges unanimously

awarded it first prize in the show.

(iv) The secretary told her that Muriuki had left for Moshi the day before/

previous day and would not be back till the following week/the next week.

(v) Whether you like it or not, I shall (still) stand for chairman in the annual club

election

(e) (i) The young man who was arrested for drunken driving, was jailed for three months.

1. Geoffrey, whose book was a best seller, left the country for a tour of Europe.
2. Mr. Chacha's company which is the largest firm in East Africa, won the tender

OR Mr. Chacha's company which won the tender is the largest transportation firm

in East Africa.

1. Nobody knows the identity of the intruder who broke into the warehouse last

Tuesday.

1. The floods that/which caused havoc by destroying most of the crops fortunately

did not damage the new bridge.

(f) (i) Versatile

1. Culprit
2. sent off
3. Conscientiously
4. Deter

(g) (i) Give it away

1. Give up the attempt/ give it up
2. Gave out
3. Gave him away
4. Gave it back

(h) (i) White

1. and
2. although
3. since
4. despite
5. **1992**

(a) (i) Has been going on, has gone on

(ii) Are gaining /have gained

(iii) Affected

(iv) Will have died

(v) Is needed

(b) (i) B. Mob

(ii) A. Batch

(iii) C. Crowd

(iv) B. Sum

(v) C. Herd (5 marks)

(c ) (i) Along, down, up

(ii) At,into

(iii) Past/by

(iv) On/to

(v) Adjacent/Next

(d) (i) C (ii) A (iii) B (iv) E (v) F (vi) D

(e) (i) Fastest

(ii) More suitable

(iii) Fewest

(iv) More efficient

(v) Stranger

(f) (I) (ii) (iii) (iv) (v)

(g) (I) (ii) (iii) (iv) (v)

(h) (i) Our school bus is too wide to go through the main gate

(ii) The ladder wasn't long enough to reach the window

(iii) I was too tired to walk any further

(iv) She is mature enough to make her own decisions.

(v) The fire isn't hot enough to boil the water. (5 marks)

1. **1993 Q3**

(i) “If that's so, then we mustn't stay later than 6:15 a.m”

(ii) “No, boss told me that we don't have to if we have other commitments.”

(iii) “I am sorry, I can't because I need or have to revise it myself for the test

on Monday”

(iv) “No, the principal told me that needn't spend all our money at once, if we

don't wish to”

1. “ I am afraid I can't because I have to get it to the art gallery on Thursday which

is the closing date”

(b) (i) When I was a young boy on my father's farm, I sused to help him milk the cows.

(ii) Whenever I see Jillo, he always seems to be smiling

(iii) after parking beside an old lorry, he walked slowly across to the bank

(iv) Since the day I fought with Barnabas, I have never set eyes on him again.

1. While the detective was reading a newspaper, he was keeping an eye on the

shop entrance.

(c ) (I) Since (ii) Besides (iii) Arrived (iv) lend (6 marks)

(d) (I) Neither Ojinda nor his uncle could persuade mother to leave her home (1 mark)

(ii) It would have been extremely foolish to enter/have entered that dark cave without

(carrying ) a torch.

(iii) If the coach had been allowed to select the team they would have won//would not

have lost. (2 marks)

(iv) The taxpayers voted in a completely new town council so that services in the

town could/might/would improve.

(v) The policeman asked me how well I knew the city. I replied that the only place

I was familiar with was the market there (8 marks)

(e ) (I) Vulgarity (ii) Relaxation (iii) Imitation (iv) Stimulus (6 marks)

(f) - Radio reporter: When did you first begin racing competitively?

- Radio reporter: who first recognized your potential as a number?

- Radio reporter: When was your first big success?

- Radio reporter:Why did you decide to stick on sports spirits?

- Radio reporter: What has been the best moment of your career so far ?

(g) (i) in the first place (ii) In addition

(iii) Moreover (iv) However (v) Ultimately

**5. 1994 Q3**

(a) (i) Onyango wished he had not rented that house in/at that estate

(ii) If Mrs. Mwambao had read the instructions properly, she should not/could

not/have spoilt/spoiled the machine.

(iii) He would rather not sit for the test today

(iv) Unless Jane tells the truth, she will not be forgiven. Unless she tells the

truth, Jane will not be forgiven.

(v) This milk smells as though it is gone sour.

(b) (i) Compositions

(ii) Allegation

(iii) Personality

(iv) Pleasant

(v) Erroneous

(c) (i) Started/began

(ii) Despite/under

* + 1. submitted
    2. solved/overcame

(d) (i) of (ii) so

(iii) however/though

(iv) support/justify/explain (v) why

(e) One day a man went to see a psychiatrist. Te psychiatrist asked him what his

problem was and the patient explained.

“Well, doctor, I don't really know what's wrong with me”

“I see,” said the doctor.

“My main problem is, I always forget what I've said as soon as 'we said it'”

“Can you tell me how long you've had this problem?

“How long I've had what trouble?

(f) (i) Since (ii) ago (iii) for (iv) since (v) ago

**6. 1995 Q3**

**Instructions**

**Ignore capitalization**

(a) (i) That is the most ridiculous story I have ever heard.

(ii) A reward (that) she did not expect was given to her.

(iii) In spite of the fact that he is always top of his class Ali is not arrogant,/

Ali is not arrogant in spite of the fact that he's always top of his class/Ali,

in spite of always being top of the class is not always arrogant

(iv) Jane not only did she cometo work late but she was rude to the matron,

also/as well/to

(v) you do not necessarily need to finish the work today.

(b) (i) Donor/donors/donation/donations

(ii) Modernised/modernized

(iii) Famous (infamous) famous

(iv) In expensively

(v) Mobility

(c) **Instruction; wrong spelling**

(i) Deserted/left/abandoned/jilted/dropped

(ii) Passenger

(iii) Clients

(iv) Opposed

* + - * 1. Burglar

(d) **Instructions: wrong spelling**

(i) Any more

(ii) Yet, still

(iii) Still, already

(iv) Any more

(v) Still/already

(vi) Any more

(vii) Still, already

(viii) Yet, still, already

(e) **Instruction: If a candidate comes out with a new word: Ignore spelling**

(i) by/near/beside/on

N.B by/near/beside are alternative of ‘at’

(ii) at, in

(iii) on, at

(iv) about, to

(f) **Instructions:** If a candidate comes out with a new word:- Ignore spelling

(i) of which

(ii) of whom

(iii) of which

(iv) of whom

(v) of which

**7. 1996 Q3 pg 18**

(a) (i) -Each of Kiingi's friends is given a present by him during Christmas

-Each of Kiingi's friends get a present from him during Christmas

(ii) Chirchir has an eighteen-year old daughter's

(b) (i) childishness

(ii) Acquisition/acquirement/acquiring

(iii) Inappropriately

(iv) Least

(v) Managerial/management/managing

(c) (i) Vehicles

(ii) Mob/rabble

(iii) Appreciation/appreciating

(iv) Gossip/rumours/gossips

(v) Vagrance

(d) To

With

Up

From

On

(e) (i) Going back on

(ii) Passed away

(iii) Let down

(iv) Worked up

(v) Drops in/shows up/calls in/drops by/passes by

(f) (i) Weeks

(ii) Lying

(iii) Losing

(iv) Smarter

(v) Stationery

**8. 1997 Q3**

(a) (i) “I was absent last week because I fell sick,” Jonathan told her teacher.

*Deduct ½ for quotations placed in wrong positions*

(ii) The bell was rung at8.00a.m

(iii) The rain was so heavy that all the roads became flooded.

(iv) Hardly had the teams arrived when the contest started/began (*begun =0)*

*for part (iii and ii) deduct I.e a mark if student omits a word in the original*

1. Although the books were expensive they bought them because they

contained the information they were looking for, (5 marks)

(b) (i) Site

(ii) Sought

(iii) Stationery

(iv) taller

(v) has *Wrong spelling= 0 )5marks)*

(c) (i) lay/was lying

(ii) occurred

(iii) wound

(iv) burst *wrong spelling =0*

(d) The correct order should be:-

(vi) (iii) (ii) (I) (v) (iv)

*Give one mark for each sentence in the right place. If they are not written out*

*completely in paragraph form do not penalise, it is the sequence that is being*

*tested here.*

(e) (i) Yes. Can I help you? Insist in a question

(ii) Hellow, Jim. It is good for you to call.

(iii) I'm very well, thank you. Everything is going well.

(iv) Yes I had asked him to send me one thousand shillings. How much did

he give you?

(v) Thank you I'm looking forward to seeing you.

Bye must be conclusive. Accept any plausible responses (5 marks)

(f) (i) give up

(ii) come up

(iii) got over/gotten over stepped down

went under/down, has gone down *1 mark each (5 marks)*

**9. 1998 Q3**

(a) (i) All the classrooms were cleaned (by the students) early in the morning.

All the classrooms were cleaned early in the morning (by the students)

(ii) Although the man was wealthy he would not share his wealth with his

children.

(iii) Hassan neither complained nor reported to the police.

(iv) William's mother told him that there was a little food left for him in the

kitchen

(v) Not once did she come late to school last year.

(b) (i) Registration/registry/registered/registering

(ii) Accommodation

(iii) Arrival/arriving

(iv) Fatal

(v) Unanimously

(c) (i) Slim

(ii) Happy

(iii) Eagerly

(iv) Mob *Ignore spelling if meaning is not affected*

(d) (i) Looks down upon

(ii) put up with

(iii) Took after

(iv) Put off

(v) Took out *accept underlined words if given alone.*

(e) (i) The new building had its roof blown off

(ii) He hung his trousers in the sun.

(iii) When he disappeared, John was wearing black shoes.

(iv) The water pipe that burst last week has been repaired.

(v) My family has lived in Lamu since 1960

**(f)** (i) After

(ii) But

(iii) Ago

(iv) On

(v) For *Wrong spelling 0*

**10. 1999 Q3**

**(**a) (i) Had this been mentioned tome yesterday, I wouldn't have come all this way

(in vain)

(ii) The man promised to avenge the people who had him arrested on false charges.

(iii) It took a lot of/much persuasion to convince the patient to go for counseling.

(iv) Being the mayor of the town, Hlestakov considered it his duty to conduct visitors

round the town.

(v) The booking agent informed the travelers that under no circumstances would

tickets be canceled (once they are booked)

(vi) A lady with a bad rash visited a dermatologist. It was the type of condition

that has been present for some time.

“Have you been treated for this rash before:” asked the doctor

“Yes by my pharmacist”

“And what sort of foolish advice did he give you?” asked the doctor

“Oh, he told me to come and see you.”

(b) (i)

Exclusively/entirely/completely/absolutely/solely/exhaustively/totally/fully/wholly/

purely/utterly

(ii) Shown/proven/discovered/proven/indicated/revealed/confirmed it/established.

(iii) Of

(iv)Information/messages/ideas/facts

(v) Who/that

(d) (i) Discovered/invented/developed/produced/found/devised

(ii) Collapsed/fell

(iii) Appear/came/arrive

(iv) Solve/resolved/settled

(v) Disagreed/quarreled/differed

(e) There is no such thing as socialism without work. A society which fails to give its individuals the means to work, or having given them the means to work, prevent them from getting a fair share of the products of their own sweat and toil, needs putting right, it may involve individuals acting or in cohorts who are bent on accumulating wealth for their personal use at the expense of the others who do work. This is wrong.

Similarly, an individual who can work and is provided by society with the means to work- but does not do so is equally wrong. He or she has no right to expect anything from the society because he or she contributes nothing to society.

**(i, v, iii, ii, iv, vi).**

(f) (i) She put all her eggs in one basket

(ii) When he was caught the thief spilled the beans.

(iii) Our class master is as proud as a peacock/lucifer

(iv) The building is as old as the hills/Methuselah/trilobites/creation

(v) Chasing individual laws before we can change the constitution is putting cart

before the horse.

**11. 2000 Q3**

**(a) (i)** I will/shall not go unless he asks me to

Unless he asks me, I will not go.

(ii)The players disappointed the fans.

(iii)“You should consider the consequences of your behavior,” the visitor

advised the student.

(iv)The head teacher spoke for over one hour, however, she did not address

important issues.

(v) I would rather not have any more tea.

(b) (i) He was asked to man the gate

The man strolled down the road.

(ii) You should not drive if you are not qualified.

The driver through the country was refreshing.

(iii) Many people mistake him for his brother.

He made a costly mistake

(c) (i) Disclose/reveal/release

(ii) With

(iii) Gazed/stared

(iv) Quietly/silent/noiselessly

(v) Who/what/whom

(d) (i) Kaka cannot complete this exercise

or is not able to complete this exercise

or is incapable of completing this exercise

or is unable to complete this exercise.

(ii) Please repeat what we have said

Or please say it again

(iii) He hit a tree as he reversed the car

(iv) How many people ascended the mountain?

Or how many people went up/climbed the mountain?

(v) Komen can run faster than Johnstone.

(e) (i) Stuck

(ii) Losses/ a loss

(iii) Passers-by

(iv) Beautifying

(v) Child-like

(f) (i) Juma likes reading more than Pamela does

Juma likes reading than he likes Pamela

(ii) Friends who visit can be annoying

-Going to visit friends can be annoying

**12. 2001 Q3**

(a) (i) Aren't you?

(ii) Haven't they?

(iii) Do they?

(b) (i) For example

(ii) In conclusion

(iii) Thus

(iv) However

(v) Consequently

(c) (i) Get away with

(vi) Give in

(vii) Went for/at

(viii) Make up

(d) (i) Despite his strange ways, I am not afraid (of him)

Despite his being strange, I am not afraid (of him)

(ii) Unless you work hard now, you will not pass your examination

You will not pass examination unless you work hard now.

1. These are our teacher's daughter's books
2. Neither Eli nor his brothers attend evening classes.
3. The burglar was seen entering the house (by the residents)

(e) They went and exchanged the shes for climbing boots. The teacher paid the

balance and they both went to their friends. Okengu said, “Thank you Sir,

for what you have done. I will never forget it.”

(f) (i) Kenya is more developed than any other country in East Africa.

(ii) Of te three towns, Nyeri, Thika and Machakos, Nyeri is the coolest./Nyeri

is the coolest of the three towns, Thika, Machakos and Nyeri.

(iii) Rita is cleverer than Mariam.

(iv) Nakuru was once the cleanest town in the country

(v) The country has experienced the worst drought recently.

(g) (i) Relative/relations/family

(ii) Meat

(iii) Baggage (luggage)

**13. 2002 Q3**

(a) (i) Not a single student of Bidii Secondary School failed the examination.

(ii) That Mwende wrote the winning poem did not surprise the teacher/was

not a surprise to the teacher/was not surprising to the teacher.

(iii) So hungry was the man that he swallowed the food without chewing it,

(iv) The applicant is being interviewed by the board

(v) In spite of the fact that her daughters were very clever, they worked hard

and passed the examination.

(vi) Her daughters worked hard and passed the examination in spite of the

fact that they were not very clever

(b) (i) truly

1. Cowardice
2. Sensitizing
3. Gracious
4. Chosen (5 marks)

(c) (i) With

(ii) In

(iii) To

(iv) By

(v) For (5 marks)

(d) (i) Some/a few

(ii) Few

(iii) Any

(iv) Some

(v) Little

(e) (i) Breath

1. Flower
2. Cue
3. air
4. One

(f) (i) I can enjoy any dish once it has been cooked.

(ii) Since I was running hard, I found it difficult to catch m y breath

(iii) The potatoes which we ate hungrily were in a paper bag.

(iv) I enjoy reading, acting and farming.

(v) To think clearly at all times was her goal

/Her goal was to think clearly at all times/To think at all times clearly her

goal/Thinking clearly at ….../At all was …...

**14. 2003 Q3**

(a) (i) Neither the players nor the coach appeared on the pitch/Neither the coach

nor the players appeared on the pitch.

(ii) She forbade the boys to throw stones/she forbade the boys from

throwing stones.

(iii) Has Kanja done enough practice he would have won the race/Had

he done enough practice, Kanja would have won the race/Had he

done enough practice, he would have won the race.

*Give a ½ mark if Kanja is used twice.*

(iv) Miss Kerubo will definitely pass the test, won't she?

*Wrong punctuation – 0*

(v) They were too exhausted to stay awake.

(b) (i) Awesome/awful

(ii) Insoluble/insoluble

(iii) Informative/informing

(iv) Disrespectfully

(v) Clarity *wrong spelling for part b – 0*

(c) (i) Over/across

(ii) During/over

Until/till/for/before/after/without

(iii) Beside (do not accept “next to”)/against/by/near

(iv) Through

(v) By *Wrong spellings – award 1 (should be one word)*

(d) Accept any correctly constructed sentence provided the two meanings of

the words are clearly brought out.

Example

(i) As soon as I opened my eyes, I saw the donkey

The carpenter used a saw to cut the timber.

(ii) If you want to be effective, you must lead by example

(iii) He ran fast down the street

Muslims fast during the holy month of Ramadhan.

(iv) It is not good to peer at actors

You should relate well with peer

(v) He broke down and wept after losing the race

The principal belonged to a different race.

(e) (i) Twelfth

(ii) Received

(iii) Surprised

(iv) A lot

(v) Grateful *wrong spelling 0*

(f) (i) Sue

1. Hair
2. Hard
3. Forty
4. Cause

**15. 2004**

1. - If Mandilla had not been provoked by it, it…… (zero)

* If M andilla had not provoked the dog, it would not have attacked him.
* If the dog had not been proved by Mandilla it wouldn’t………..

1. –I think somebody is following us.

- Somebody is following us.

1. - …………..Wont’ she?
2. – I wish I was able……………………

* I sympathise with the fact that……………
* I am sorry…………….

1. – No sooner had the football match begun than the fans started dancing.
3. – director’s / misdirect / undirect
4. – beautifully
5. –sought
6. – descendants
7. – accounts / accounting / accountancy

(c)

(i) – appear / come

(ii) – burgled / burglarized / burglarized

(iii) – Brag / boast

(iv) – Slept / slumbered / snoozed / napped.

(v) - Compensated

**(d)**

(i) I Sahara is a desert

II A true friend does not desert his / her friends

(ii) I The sow has many piglets

II Farmers sow seeds before rains.

(iii) I Some people spend a lot of time learning to row a boat.

* Otieno always sits in the first row

II We shared a flat until we had a row of money

iv) I The strong wind blew all day long

II The two rivers wind through thick vegetation

v) I He made a bow at the end of the play

II When Maalim visited Mwingi diastrict he was given a bow and some arrows

(e)

(i) he

ii) is / was

iii) was

iv) have / had (any other single word)

v) taller / younger (any sensible comparative)

(f) i) know / no nor

ii) bore

iii)grown

iv)tow

v) pale

**16. 2006**

(a) (i) would have (ii) were (iii) has (3 marks)

1. (i) Professors should give their students opportunities to develop their

skills./ A professor should give his or her students opportunities to develop

their skills./ As a professor you should give your students opportunities to

develop their skills,

(ii) My sister was appointed the chairperson/ chair of the water project

committee in our village,

(iii) The fire fighters took long to arrive at the scene of the accident. (3 marks)

(c) (i) lit (ii) incidents (iii) its (3 marks)

1. (i) The visitors were entertained by the choir

(ii) The health officer will close café unless we keep our environment

clean./ Unless we keep the environment clean, the health officer close our café.

(iii) The patient could neither stand without support nor sit straight,

(iv) Had it not been for the captain’s quick action, the school team would not

have won the game ./ Had the captain not acted fast, the school team would

have lost the game.

(v) Jomo Kenyatta, the first president of Kenya, was a great orator.

(vi) The legend teaches us, that MeKatilili was a powerful leader

(6 marks)

**17. 2007**

(a) (i) denial

(ii) Heroic

(iii) Activate (3 marks)

(b) (i) The spread of HIV – Aids can be controlled by educating the public

(ii) The man whose cattle destroyed the maize in the school farm was

Arrested

(iii) Mount Kilimanjaro is higher than any other mountain in Africa/ no other

mountain in Africa is higher than mount Kilimanjaro. (3 marks)

1. (i) is

(ii) waits

(iii) begun (3 marks)

(d) (i) would

(ii) had been

(iii) when (3 marks)

(e) (i) what

(ii) which

(iii) While (3 marks)

**18. 2008 Q4**

a. i) sister-in-law

ii) pronunciation

iii) run / been rinning

iv) doubtless deliberately / undoubtedly

1. least / littlest

b. i) little did I know thay there was trouble ahead

ii) how tall she is

iii) there was very little likelihood that our national team would lose the

match / the likelihood that our national team lose the match was small/

there was very little likelihood of our national team losing

iv) Come with me, will you?A

v) Wanjiku told Onyango that she would join him after a short while / in

few minutes.

**19.. 2009**

(a) (i) privilege privilege

(ii) tendency tendency

(iii) embarrasses embarrasses

(iv) knowledgeable knowledgeable (4 marks)

(b) (i) She realized what a serious blunder she had made:

(ii) Should you change your mind call this number.

(iii) Neither of them is known to me. (3 marks)

(c) (i) off

(ii) among / amongst

(iii) for

(iv) into

(d) (i) students /

(ii) heroes / heroines

(iii) editors in chief

(iv) father law’s / father-in-laws

**20. 2010**

a) “What a beautiful country Kenya is!” the tourist exclaimed/

The tourist exclaimed, “What a beautiful country Kenya is!”/

The tourist exclaimed, “Kenya is a beautiful country!”

ii) “James, come here,” Halima said/ ***comma optional***

Halima said, “James come here.”

“James,” said Halima, “come here.” (2 marks)

b) i)Full of sweat, they left the field/sweaty/sweating,

ii) The buyer really liked the powerful and comfortable car./

Powerful and comfortable, the car was really liked by the buyer.

The buyer really liked the car (:) powerful and comfortable.

The buyer really liked the car because/since/for/as...

c) i)I/we

ii) me/us

iii) her (3 marks)

d) i)flies/has been flying/was flying/flew/had been flying/is flying

ii) sung/had been singing

iii) hit

Wrong selling = zero (3 marks)

e) i)That the coupes takes care of so many orphans in amazing/that so many

orphans are taken care of by the couple is amazing

ii) Patriotism is what we need in Kenya/We need patriotism in Kenya/patriotism

is what is needed in Kenya

iii) My students neither drink nor smoke. (3 marks)

f) i) blade

ii) dose/dosage

***• Wrong spelling zero (2 marks)***

**21. 2011**

1. .
   1. “(Please) return my key tomorrow”. Aisha asked Tom

“Tom return my key tomorrow,” Aisha said

Aisha told Tom, “Return my key tomorrow.”

* 1. “Where were you last Friday?” the teacher asked them

“Where?” the teacher asked them “were you last Friday?”

Small F – ½ mark

Comma missing – ½ mark

Wrong punctuation = 0

* 1. What a pleasant surprise (it is) to meet you again after all these years!

(1 x 3 = 3marks)

1. .
   1. is / was / has / has been / is being/ will be / had been / would be
   2. Are / were / would / will be / should be / could be (1 mark each = 2 mark)
2. .

i. All the money they needed, they collected no more: no less / target / money

was enough / sufficient (1 mark)

ii. Whatever money they collected, they needed all of it. They could not spare for

anyone else / no excess whatever was collected was required. (1 mark)

i. There were a number of students. Only four from the group were admitted to the

university (1 mark)

ii. There were only four students and all of them were admitted to the university

(1 mark)

1. .
   1. break – through / breakthrough
   2. break – up / breakup
   3. break – even / breakeven 1 x 3 = 3 marks
   4. Risen
   5. dwelt / dwelled
   6. unconditionally 1 x 3 = 3 marks

**22. 2012**

**Grammar**

1. (i) Esther accused Patricia of having stolen her dress.

(ii)The youth are more fascinated by this kind of dance than (are) adults. / The youth

are more fascinated than adults (are) by this kind of dance.

(iii) There is hardly any student in the classroom. / There are hardly any students in the

classroom.

1. (i) We regularly visit our grandparents in the village.

(ii) company has been in existence for twenty years.

(iii). The man agreed to accompany her to the market after a lot of persuasion.

(3 marks)

wrong spelling- zero

c. (i) When we meet next - and 1 am not sure when - a lot of things will have changed.

(ii) Any information that you have (including minor details) should he submitted

to the office. (2 marks)

Accept the use. of dashes, brackets or commas to indicate parenthesis.

d (i) The bomb went off/goes off/will go off/had gone off/is to go off/will be going off

around mid night.

(ii) You have to spell out to her what to do,

(iii) Mwangi has turned off /turned out the lights because he wants to sleep.

(3 marks)

e (i) short story revolves around a main character,

(ii) The teacher was grateful for the student's input

(iii) He has been on leave since last week

(iv) Her life was riddled with contradiction.

**22. 2013 Q4**

(a) (i) Difficult as it was, we completed the task. (comma missing = ½ a mark)

(ii) He denied insulting me./He denied/ having insulted me./ he had insulted me.

(iii) At no cost will I support your evil plans.

(iv) She is renovating her house with a view to selling it.

(4 marks)

(b) I. The first sentence means “ the person also attended the ceremony in addition

to those others cited while the second sentence means the person attended the

ceremony in addition to doing those other things she did and which were

previously mentioned. (1 mark)

II. The first sentence advises the person to bring the umbrella only when it rains;

the second one advises the person to bring an umbrella just to be on the safe side

should it rain. (1 mark)

(c) (i) put off;

(ii) take up;

(iii) gone down.

(3 marks)

(d) (i) suitability;

(ii) inexplicable

(iii) unrecognizable.

(3 marks)

(e) (i) would have passed;

(ii) would not have been overtaken;

(iii) will not be saved. (3 marks)

Total (15 marks)

**23. 2014 Q4 P2**

(a) (i) But for the shortage of funds at the time, I would gladly

have helped them

(ii) It is such ideas that we need

(iii) The matter has been looked into by the board of Governors

(iv) Mathenge asked his friend how often he/she /they went there

(4 marks)

(b) (i) Most people prefer playing football to hockey

(ii) Emachar is the highest paid employee in this company.

Emachar is the most highly paid employee in this company

(iii) I demand to know what this is(!)

(iv) The fact that you cannot do it does not mean that it is impossible.

The fact that you are not able /unable to do it does not mean it is

impossible

(v) “My name is Kohn Mwangi,” the little boy murmured

(5 marks)

(c) (i) Each category of verbs behaves in a different way

(ii) I wonder why the bell is being rung this early

(iii) I could not remember the definition of the word

(iv) The enormity of the crisis was shocking (4 marks)

(d) (i) There are some who will try to cause trouble /problems /conflicts

/disagreements /chaos during the meeting

(ii) Can we stop wasting time on something that is not working and

instead move on to something more useful?

(2 marks)

**24. 2015 Q4 P2**

(a) (i) You need not necessarily leave that early.

1. Is it that difficult to make out what the speaker is saying?
2. Not only did she win the admiration of the judges, but she was also

awarded the coveted trophy.

1. Only if you tell me the truth will I give you the money.
2. (i) me/him
3. his
4. Him
5. (i) beside

(ii) adopted

(iii) these

(d) (i) responsible

1. solidify
2. utterances

(e) (i) The tourists have been briefly stopping here every month,  
 (ii) I have often wondered where the treasure is hidden.

**FUCTIONAL SKILLS**

**MARKING SCHEME**

1. **2006 Question 1**

**Points of Interpretation**

Must be a report. Report layout (2 marks)

report tone of language: formal passive voice (2 marks)

Grammar (tenses, punctuation, agreement), sentence construction (structures, spelling (6 marks)

The report must address the following:

* **Introduction**: purpose and preparation for visit.
* **Body**: places visited and what was learnt, achievements of the trip and application to team’s country, problems encountered and precautions to put in place.
* Conclusion: Recommendations

**2. 2007 Question 1**

**Points of interpretation**

Must be a formal letter. The format of the letter must include the following

* Sender’s address
* Addressee address
* Forwarding address ( though head teacher)
* Date
* Salutation
* Reference/ topic/ subject
* Body
* Closure
* Signature/ name of writer
* Designation of writer (10 marks)

The body of the letter must have the following

* Mention of the title and name of author (2 marks)
* Synopsis of winning entry ( book) (4 marks)
* Appeal for publication and formal request to publisher (4 marks)

**3. 2008**

a) Notice

Must be a notice. If not, deduct 2 marks

Must bear the label NOTICE 1 mark

Must be on the logo/state the name of the club issuing the notice a the

Head/top Heading must have name of the club 1 mark

Must be state that it is meant for the members of the named club

1 mark

Must state the date (and day) and time of the meeting 1 mark

½ m for date and ½ for time

Must be written in forma, precise language 3 marks

Write L at end essay mark against H

Must bear indication of who issued the notice, i.e. the secretary (need not be

signed) if constantly and use capital letter 1 mark

Borders/inset to give it enhanced/attractive appearance 1 mark

Memo or letter 2 AD

If the notice and genda appear on one mark normally

**SAMPLE**

**NOTICE**

**UPSTART DRAMA CLUB**

Notice is hereby given of the second meeting of the Upstart Drama members to be held on (Friday)

the 26th of the October, 2008 in the school auditorium 4.30pm to consider the matters on the

agenda attached herewith.

**SECRETARY**

**(UDC)**

AGENDA-TO be separate from notice

Must be an agenda. If not deduct 2 marks AD

Must have the heading of the club (see sample) (1 mark)

Must have an indication that it is an agenda (1 mark)

Must show evidence that this is a follow-up meeting (2nd meeting) by indicating there are minutes of the previous meeting

**SAMPLE**

**UPSTART DRAMA CLUB**

**AGENDA**

1. Preliminaries

2. Confirmation of previous minutes

3. Matters arising

4. Appointments of the play

5. Date of selection of cast/auditioning

6. Budget for the production of play

7. Dates for rehearsals

8. Date of final performance

**SECRETARY**

**(UDC)**

*No mark for border*

**4. 2010**

1. points of interpretation

Must be a speech i.e. must have the format of speech including: Addressing the chairperson/master of ceremonies and the officials/patron present.

If quotation works used or not ignore

If not deduct 4 marks. AD

SAMPLE SPEECH

The Guest of Honour, (Name)

The Principal, (Name of school)

The Patron, Environmental Club, (Name) Min 2 pple

The Officials of the Environmental club,

Fellow Colleagues

The Master of Ceremonies, Sir/Accept master of ceremony

**5. 2012 Q1 P1**

(a) Must be a letter- a formal letter.

Letter format 3 marks

Content 3 marks

Language 4 marks

(b) Must be a curriculum vitae (CV)

CV format

Bio-data 2 marks

Academic history & qualifications 2 marks

Experience 2 marks

Interests 2 marks

References & contacts 2 marks

10 marks

**5. 2013 Q P1**

**POINTS OF INTERPRETATION**

(a) Must be a **story**. If **not** deduct 4 marks **Ad**.

Must be illustrative of a situation in which timely intervention saves the day. The

situation could be a crack in a building, flying in bad weather etc.

Some candidates may write on a situation gone awry because quick action is not

taken.

(b) **Expect a story**

Must be a narrative or descriptive composition. If not deduct 4 marks **Ad**

Must end with the given sentence. If not deduct 2 marks **Ad**

Must be a personal account detailing a situation in which a friend offers assistance/advice

that makes a significant difference in the life of the writer.

**6. 2014 Q1 P1**

**You have recently visited a schoolmate during the holidays and thoroughly enjoyed yourself. Write a l/etter to the schoolmate, thanking him or her for the invitation. Describe the experiences that made your day.**

* **Format**
* Dear Sir
* Ref
* Signature
* Yours 1 mk Yours friendly 1 mk

Name 1 mk Yours sincerely 1 mk

* Address
* **Content**
* Greetings
* Expressing thanks
* Describing the most memorable experiences at least 3 experiences. No marks for merely mentioning. Award for vivid and interesting.
* **Language use and mechanics of writing**
* Correctne s of expression
* Word choice (diction)
* Variety of vocabulary and sentence structure
* Spelling
* Punctuation
* Paragraphing
* **Penalties**
* More than 4 items wrong
* If the writer is the one inviting another
* If it has a mixed format e.g letter, personal format etc. Deduct up to 3 mks.
* Wrong interpretation
* Greetings must appear in the first line of the first paragraph. Other item can appear anywhere
* Mark all the experiences but award for only 3 the best. Award moral experiences only.

**7. 2015 Q1 P1**

MINUTES OF THE YOUNG FAMER'S CLUB MEETING HELD IN THE

SOCIAL HALL ON 24™ AUGUST, 2015 AT 2.00 P.M

MEMBERS PRESENT

JUMAKAMAU -CHAIRMAN

JESSE MWANGI - SECRETARY

EZRAOUMA -TREASURER  
ALEX MAINA -MEMBER

DENNIS MWAI -MEMBER

FELIX OKOTH -MEMBER

MOSES MWANZA -MEMBER

PHILEMON OTULA - MEMBER

ABSENT WITH APOLOGY KELVIN KATO

ABSENT WITHOUT APOLOGY JACOB KAMAU

IN ATTENDANCE

PAUL WAIKWA - PATRON

PIUS KIPKEMOI - DEPUTY PRINCIPAL

MEN 1/2015: PRELIMINARY

The meeting begun with a prayer by Felix Okoth and the chairman welcomed the members to the meeting.

MIN 2/2015: CONFIRMATION OF MINUTES OF THE MINUTES OF THE

PREVIOUS MEETING. The minutes of the previous meeting were read through by Jesse Mwangi and confirmed as the true record of the minutes by Dennis Mwai who was seconded by Moses Mwangi.

MIN 3/2015: MATTERS ARISING

4/2014: FISH POND:

It was reported that a fish pond had been established and had been fed with

fingerings as earlier agreed.

MIN 4/2015: FINANCIAL STATUS

It was observed that the club's accounts were dwindling and it was resolved that

the subscription fee should be raised to counteract the deficits incurred.

MIN 5/2015: CLUB'S FARM PRODUCE

It was resolved that members should undertake a trip to Wambugu Farm to

acquaint themselves with modern farming techniques.

Min 6/2015: ANY OTHER BUSINESS

1. The chairman informed the members that there would be an end of year

party in order to accord honor to the students who are facing out.

1. The chairman commended some of the members who worked restlessly

to boost the welfare of the club.

Min 7/2015: ADJOURNMENT

There being no other business, the meeting ended at 4.00 p.m with a prayer by Moses

Mwanza.

Minutes received by:

Sign date

Minutes confirmed by:

Sign date

**CLOZE TESTS**

**MARKING SCHEME**

1. **2006 Question 2**
2. In
3. Exception
4. Lacked
5. Most
6. Changed/reversed/altered
7. Potential/ability/ capacity
8. Suited/friendly/appropriate
9. But
10. Are
11. Fast/quickly/rapidly (10 marks)
12. **2007 Question 2**
13. acquire / develop. Perfect
14. over
15. easier
16. ranging
17. but
18. indifferent
19. too
20. steps/ initiative/ measures
21. little
22. by (10 marks)

**3. 2008**

1. greatest/biggest

2. Involve

3. and/but

4. a

5. towards/toward

6. away

7. Continually/usually/frequently, often/

8. Others

9 terms

10. However (10 marks)

**4. 2009**

1. Accuse
2. Against
3. Effort /attempt
4. Lighter/ fair
5. marks /blemishes */* blotches
6. subject
7. naturally
8. those
9. and
10. guilty (l0 marks)

**5. 2010**

* 1. discharged
  2. lucky/frustrate
  3. through
  4. swollen/bruised
  5. had
  6. however
  7. then
  8. unable
  9. would
  10. fact/reality/truth (10 marks)

**6. 2011**

1. Into
2. Consider
3. Ones
4. Along
5. Bridge, thread
6. While / whereas
7. all
8. always
9. best, most
10. Especially / extremely (10 marks)

**7. 2012 Q2 P1**

1. forms / constitutes / is
2. necessary / essential
3. example/case
4. into / to / into (productive) / to (productive)
5. apparently / seemingly / previously
6. rendered / made
7. the
8. achieve / attain
9. surplus
10. . maximum/optimum

**8. 2013 Q2 P1**

1. and
2. mind
3. expressing
4. truth
5. on
6. cowardly/ wrong/ bad
7. this/ that/ it
8. badly/ deliberately/ purposely/intentionally
9. confronting
10. farthest/ next/adjacent.

**9. 2014 Q2 P1**

1. Look
2. Path/track
3. Early/initial
4. Its
5. In
6. If
7. Divide/sub-divide
8. And
9. Further
10. Suitable

**10. 2015 Q2 P1**

* 1. chance/reason
  2. inevitable/unavoidable
  3. handled / managed
  4. options/possibilities
  5. perhaps/maybe
  6. for
  7. get
  8. own
  9. down
  10. whether

**ORAL SKILLS / ORAL LITERATURE**

**MARKING SCHEME**

**1. 2006 Questions 3**

a) i)

* Drumming
* One could begin by posing/asking a question “Do you know why chameleon is

shunned?” “Do you know why people die?”

* Clapping of hands.
* One could begin with an illustrative/Summarizing riddle or proverb.
* One could begin with a puzzle or challenge to set the minds of the audience

focused.

* One could begin with a song (2 marks)

ii)

* + - Use of emphasis by lowering voice when narrating how Ngo’ngruok

soiled the offering. This should be said in slow and deliberate way.

* + - Vary the tone of voice when uttering Nyasaye’s words. These should be

said in an authoritative, awe-inspiring and thunderous voice

* + - Use gestures when referring to the insult(….this insult”) by Nyasaye
    - Use pause between the first and the second sentence to create suspense. (4 marks)
* Pay attention to how or whether they respond to the narrator’s use of facial expressions and gestures. The audience’s look of interest and keenness.
  + - Pay attention to how/or whether they respond to the narrators tonal variation and use of pauses. Audience nodding in agreement
    - Observe their response or otherwise to any question formed by the narrator.
    - Observe their sitting posture and level of concentration to the narrative e.g leaning towards narrator, using gestures (4 marks)

b) air

whether/wether

bass

morning (4 marks)

e) You: Excuse me office. I would like to report the loss of my luggage in

which there was……. (2 marks)

Police Officer:

You: My name is Ruth Kerubo Magara. I am from Ktuto Secondary School P.O.

box 2222X Kituto (2 marks)

Police Officer:

You: I boarded/got into/took a bus, KTT 526X at Baringo Shopping Center at

about11.00 a.m My blue metal box was put in the boot/luggage

compartment among several others belonging to students from other

schools. Some of these students alighted on the way.On arrival at Kituto

town at 1p.m. I realized that my box was missing. However, there was

a similar one that was unclaimed. Here is a lost of all the items in box.

(handing over a list) (3 marks)

Police Officer:

You: Thank you very much, officer. I appreciate your help (1 mark)

**2. 2007 Question 3**

1. (i) In a low, conspiratorial tone, and use a pointing gesture with the right

hand (1 mark)

(ii) Considering the excitement in the girl, he should have given more

landmarks, including types of trees, to assist her, just in case she forgot to turn right (1 mark)

(iii) In a deep, guttural, evil - sounding tone. The first question in a falling

intonation ( question starts in a wh- word) The sound question in a rising intonation with finger- pointing threatening gestures. (2 marks)

(iv) The first four lines in a soothing tone to lull the ogre into waiting and

the last line a higher pitch so that the warrior’s lover can hear. (2 marks)

(v) The first part before the comma said in a lower, more subdued tone, the

second part said more quickly, more forcefully and at a higher pitch – to show that the rescue has come. (2 marks)

(vi) With a sigh of relief, clapping, celebration, jubilation, applause

(1 mark)

1. Plain bury you father see bread

Plane berry ewe farther sea bred

1. (i) suc.cess
   1. chal.lenge
   2. ad.vice
   3. ap.proach (4 marks)
2. In order to capture the audience attention, I would do the following
   * + Maintain eye- contact
     + Adopt a posture that is authoritative because this might elicit a positive response
     + Do something unexpected like referring to a specific person by name without embarrassing them
     + Begin with a surprising question
     + Clap or ring a bell
     + Start by telling a joke or relating an anecdote
     + Begin with a famous quotation or a proverb (any 4 x 1= 4 marks)

(e)

* Does not prepare to listen, does not adopt a listening posture
* Interrupts several times, does not adhere to the rules of turn- taking in the conversation
* Does not empathize or put himself in the shoes of his daughter in order to appreciate where she is coming from
* Full of his own self- importance, this prevent s him from reaching out his daughter
* Absent- mindedness, changes the topic abruptly, thereby interrupting the flow of the conversation.
* Preconceived ideas about chemistry; doesn’t give daughter chance to explain
* Unwilling to see his own shortcomings as far as listening skills are concerned, where he says “ I heard you”, he believes he was listening
* Insensitive; does not realize he has hurt his daughter by not listening to her.

(8 marks)

**3. 2008**

a) i) mail

ii) Cue

iii) higher

iv) blew

v) eight (5 marks)

c. i) The audience’s behaviour would indicate that the speech has been going on for

too long; or that the people think they will be late for something , else; or that

they are tired, bored or uncomfortable. The behaviour would be a signal to

the speaker to end the speech. The speaker could be inaudible, inconsiderate

or boring

(3 marks)

ii) In order to continue listening attentively, I would try to mentally summarize

the speaker’s key points; remind myself of the importance of the talk and

how the information can help me; take notes and try to paraphrase what the

speaker says. I could also try to anticipate what the speaker would say next.

Maintain eye contact with the speaker. Avoid daydreams and distraction. (3 marks)

d. To establish rapport; to set the stage for negotiations; to break the ice given

that both the seller and the buyer are strangers

**4. 2009**

(a) (i) - it is respective and hence easily memorable

-the refrain by the audience / reinforces the message

-The involvement of the audience through refrain and other means such as dance,

empathy and gesturing makes them own it.   
 - The use of a apostrophe — direct address to the rain   
 -Ab, thou rain. I adjure thee fall...” this makes it dramatic and memorable.   
 - Its simplicity and universal appeal / makes it dramatic and memorable.   
 -Its simply and universal appeal, makes it easy to remember.

Adjuse — To request or command somebody solemnly to do something.   
 - It is all encompassing —involves and involkes all the people, the children, the

young, men and women

(ii) By use of:   
 - Tonal variation   
 - facial expressions   
 - Voice variation in tempo, mood and volume**.** - Apostrophe — direct address to the rain, as if it were a god.   
 - Involvement of the audience in dance, refrain and pasturing   
 -Decide when to involve the audience beyond the refrain.   
 - Rehearse thoroughly before the performance (may be using surrogate

audience)   
 - Dress apropate1y   
 -Use musical instruments e.g drums.   
 -Gesture momerit and posturing

1. -Use of conventional formula of attracting attention **e.g** clapping hands, clearing

throat, creating rapport.

* Instruments used should be attractive and appropriate.
* Preparing art of the audience to know how to respond.
* Keep the environment free from external distraction - & interference
* Get prior information on the category of the audience.
* Tell the authence in advance how to respond
* Prior presentation before the actual day.
* Mastery of the content
* Consulting axpert to confirm what you have done is correct.   
   Any 4 well illustrated points I mark each

b - Searching the topic, facts and being up to date

Planning the speech jotting and arranging   
Rehearsing before mock audience   
Pronunciation & audibility   
Psyching yourself / convincing you “yes you can”   
Presentation (appearance)   
knowing which side to be for   
 (Any three point)

Give 0 for only one correct word   
 - MARK per correct group of words   
 -To for any 2collect word

*3* (c) Cham chandelier chirysalis   
 Bench chauvinism charisma   
 Chore parachute choral

- Disregard anything after three words. Draw a line after three words.

*3* (d) (i) It was and not anyone else who wrote the love poem for you.   
 (ii) What I did was to write the love poem for you, / I wrote (not typed, copied)

the love poem for you.   
 (iii) It was for you and not anybody else that I wrote the love this poem.

3 (e) Teacher: You are the class monitor of form Two East, aren’t you?

You: Yes I am, madam. 1 mark   
 Teacher: Why was your class shouting and screaming?   
 You: I am not sure, Madam. The noise started at the back classroom.

Teacher: How can you, the class monitor, not know? I mark

You: You see madam , I sit in front and by the time I turned to look, the boys at

back were already on top of desk and some were trying to jump out of the window.

Teacher: So, what did you, as the monitor do?

You: I ran out. Madam!

Teacher: You ran out’?

You: I Am sorry madam, but it seemed like there was great danger in the middle

of class. I had to nth for my life.

Teacher: When the noise subsided, what did you find out?   
You: I was told there was a snake.

Teacher: A snake.   
You: Yes madam, 1 later found it was a toy snake.   
Teacher: Whose toy snake was it?   
You: I don’t know, madam. Nobody come to claim it 1Mark   
Teacher: You can go now, but I need to know whose toy snake was.   
You: Thank you madam, I will go and find out

**5. 2010**

a) eyes/cries despising/arising

state/fate state/gate

hope/scope brings/kings

***Any four pairs = 2 marks)***

(possessed/least = half rhyme. But do not penalise)

ii) me/more when/with with/what

myself/my sullen/sings

thee/than sweat/such

hymns/heavens that/then scorn/state featured/friends

like/lack

***Any two instances = 2 marks***

iii) I would lower my voice and say them at a lower pitch/almost a whisper - with the

appropriate, knowing facial expression.

- then the content words e.g like & lark, break & arising

- using an approp gesture - like lifting hands a smile on my face

iv) The last two lines conclude the argument of the poem.

- Therefore, to be read at a higher pitch, with more emphasis, more confidence, more

slowly and more deliberately - perhaps with a knowing smile.

- I’d read it at a higher pitch rising intonation with an appropriate gesture. (2 marks)

b) Screeching, screams, bang, crash, groaning, scratch.

NB: Do not score for the idiophone: kru kru kru (4 marks)

c) i) passed / pa’st/

ii) aunt /a’nt/

iii) whole/houl/

iv) watt/wet/

v) mail/mal/

***NB: Do not accept ‘ant’ (5 marks)***

d) i) pyscchology, receipt, coup, psyque, pneumonia, pseudo

ii) Debt, climb, dumb, comb, lamb, tomb, doubt

iii) calm, palm, balm, talk, chalk, qualms, could

iv) hymn, condemn,

v) listen, soften, moisten, ballet, buffer

e) It must be clear what and tense should pay attention to & why

i) proper/clear pronunciations of words - to convey the right/manage

iii) the right volume - projection - to be the right manage

iv) variation of voice - municality/create wood

v) the right gestures accompanying the performance - enhance effective

communication/mood

vi) Body posture - show seriousness esp

vii) Proper articulation of words

**6. 2012 Q3 P1**

(ii) Before

* Psyche oneself about the interview
* Revise the areas likely to be covered in the interview
* Read widely on current affairs / professional line.
* Learn about the organisation and what they do, especially in one's area of

interest.

During

* Greet the panel / interviewer
* Present one's best personality
* Be courteous
* Be attentive / listen well
* Think before answering questions
* Be concise and precise
* Remain calm
* Smile
* Appreciate
* Say Good Bye

(Any six points. Must have at least two points before and during = 6 marks)

(ii) Pressed, wall, dying, fighting back

Explanation:

* These are the content words. They bring out the person's determination to fight on without giving up.
* The line summarizes the argument of the poem.

(Identification 3 mark explanation 2 marks = 3 marks)

(iii) By use of repetition. The poet repeats the line: 'If we must die' to show how much

they (poet and his people) do not want to be killed by the enemy yet they have to.

By use of assonance - dying but fighting back.

By use of alliteration - making mock / must meet / deal death blow  (any two features, 1 mark for identification 1 mark for illustration = 4 marks')

(b) Must have used

* Effective voice projection.
* A captivating introduction and conclusion.
* Effective tonal variation - Do not accept without word effective.
* Appropriate choice of words
* Effective non-verbal cues
* Had good mastery of his/her content
* Been neat and composed
* Involved students, for example by asking questions at the end.

(Any five,1 mark each = 5 marks)

(c) (i) *Excuse me please* - could you lower the volume of your radio. ] am revising  
 for my end of year examination. Courtesy (1 mark) Reason (1mark)

(ii) *Thank you very much* for the invitation, *but I am sorry* I cannot accompany you

because *I have to prepare* lunch for my siblings. Appreciation (1 mark) Reason

(1 mark)

(4 marks)

(d) maid-made

Plum-plumb

Hire-higher

Guest-guessed

(e) (i) • Grooming - good skin care / modest make up

* neat combed / styled hair
* good oral hygiene / brushed teeth
* 5e smartly dressed - well fitting, ironed clothes / be decently dressed.
* Be formal - clothes that fit the occasion.

(3 marks)

**6. 2013 Q3 P2**

(a) Peter Stockmann/the Mayor, is eager to have the article published at the time to

attract more people to the Baths; more revenue (and therefore more profits for the

shareholders of whom he is one) for the town.

Dr. Stockmann on the other hand, is awaiting the confirmation of his suspicion of the

contamination of the baths (pgs 50, 38, 86). Dr. is wating for the lab reports, hence the

need to delay. (2 marks)

(b) He is suspicious that the baths may be contaminated. Secondly, he is compelled to

await the result analysis of samples sent to the University laboratories before he can

commit to a final informed stand. (2 marks)

(c) Peter Stockmann comes through as:

(i) bossy/a bully/intimidating - he attempts to threaten Dr. Stockmann by

using his superior position; “.... someday you will ....”

(ii) suspicious/impatient - he does not give Dr. Stockmann any chance to explain,

but jumps to conclusion that Thomas is dealing unfaithfully and is withholding

relevant information from him;

(iii) conceited - He fancies himself superior to Thomas and presumes to understand

him better.

(iv) Fastidious /stickler for protocol - he insists things must be done with due

decorum and through the established authority.

(v) Bureaocratic: “... through the proper channels and shall ...”

(vi) Suspicious: “is there something going on ...”

(vii) Impatient: “I should have thought that this ....”

(viii) Vain/arrogant/conceited: “... I, as Chairman of the ....”

(Any three traits. 1 mark for trait, 1 mark for illustration = 6 marks)

(d) (i) That he needs to be careful to transact everything through the established

authority/follow proper channels.

(ii) The fact that his actions have consequences, some of which may be nasty.

(Expect both, points = 2 marks)

(f) Dr. Stockmann challenged the Mayor to prove that he had ever used dubious or

underhand methods./ Dr. Stockmann demanded that the Mayor name even one

instance when he had used dubious or underhand methods. Dr/He asked him if he had at any time used dubious or underhand methods. (1 mark)

(e) Foregrounding is the action of emphasizing/making something stand out using

linguistic devices. It is used to highlight important aspects of a text/invite

interpretation.

- “.... at least not tonight ....”

He is waiting for the report.

- “... or, to be more accurate ...”

Respect or obey the authority (Mayor)

- “.... sooner or later ....”

The Mayor is threatening the Doctor.

- “....I, as the Chairman of the ....”

He is reminding the Doctor of his surbodinate position.

(f)Also accept the following:-

(i) The different positions the Stockmanns take on the timing/content of the article

mentioned, though not exhaustively discussed in this excerpt/set the stage for

sharper differences later. One already anticipates another article that would be

current, apt and which would present the true position of the Baths. This

happens and the new article alienates the brothers more.

(ii) The confrontation between the Stockmanns we see in this excerpt sets the stage

and mirrors the bigger confrontation and differences between them and their

respective stands.

(iii) The veiled threats of dire consequences unleashed by the Mayor point to and

exacerbate the consequences Dr. Stockmann has to endure for his principled

stand in the Baths matter.

(g) - “at least”

- “Never seem to learn .....”;

- “Dubious or underhand methods”;

- “ingrained tendency”. (2 marks)

**7. 2014 Q3 P1**

**(a) (i) Illustrate any four features that show this is an oral narrative**

* The beginning-Once upon a time
* Repetition- e.g searched and searched,danced and danced,Mother nature,big,big
* Controversial words –e.gnow, well
* Contractions –e.gdidn’t,he’d
* Use of a proverb- a man is truly dead when he is not remembered
* Use of dialogue- have you ever seen anything like this?....”Never,ever”
* Use of a song-Mother nature…my people
* Reference to magical powers

**(ii) Which gesture would you use while saying the words: “With the entire village”**

**in the first paragraph?**

A hand motion that sweeps over the whole audience

**(iii) Which is the main sound feature used in the song?**

Alliteration in mother nature,may my arrow find much meat.Sound /m/ is repeated.

**(iv) Identify an ideophone in the story**

Patapata

**(b)**aunt,ewe,hear,four/fore,ate,daze

**(c)** Malusu: falling

Omenda: rising-falling

Malusu: forget – falling. You – rising

Omenda: falling

**(d)**

* Name of the classmate
* Time of the incident
* Details of the car i.e., any detail about the car e.g registration/colour/make/occupants

**(e)**

Martha: Thank you but I’m not a football fan

Martha: I always enjoy your company

Martha: Yes, but on one condition

Martha: That we watch a movie after the football game

Martha: Boring? In that case, I won’t accompany you to the game

Mark: Wait.Wait.I’m very sorry for being selfish.

Mark: Thank you.

**7. 2015 Q3 P1**

(a) (i) Linda has effective verbal communication. She engages the boys in a

conversation.

Linda uses courteous and polite language. She says thank you. Linda creates a rapport. She calls the boys guys to get a conducive atmosphere.

Linda uses tact. She is able to give 1000 to the boys to evade the attack from

them.

1. This is a win-win situation. The boys intend to snatch the purse and Linda

creates a rapport with them and is able to give out the 1000 shillings without

being hurt. The boys too agree with Linda's request to step aside.

1. The rhythm in the last paragraph is irregular because different clauses are

almost of the same length.

**8. 2015 Q3 P2**

(a) Trickster narrative. The fox tricks the crow to open its mouth and try to sing and

the piece of meat falls. He flatters the claw with the intention of taking the meat.

(b) Gullible. She is taken in so easily by the fox with the sweet words.

Trusting. She entrusted the fox with the sweet words.

1. He means that he will trick the crow and take away the piece of meat.
2. Personification - The fox is referred to a Mr. Fox.

Fantasy - The fox is supposed to have conversed with the crow.

Dialogue - There is a dialogue between the fox and the crow. Direct translation.

Some expressions are directly translated. "That's for me, as I am a fox."

1. This story reveals that human relationships may not be genuine.

The story is an analogue of how human beings trick each other in order to gain. It also shows human beings are crafty as they deal with each other.

1. Caw means to sing melodiously.

**POETRY**

**MARKING SCHEME**

**1. 2006 P1**

c) i) died, pride

Knew, few, dew

Spread, said

Do, too (2 marks)

ii) Only five

They emphasize her tender age. (2 marks)

iii) One would say the last two lines as a question, hence use a failing intonation.

Should be said with a sad tone showing disappointment or regret. (2 marks)

**2. 2006 P2**

1. (a) The person is probably in prison/ detention or some form of

confinement. The persona is longing to get out. “When I get out he or

she has been held in inhuman conditions. (3 marks)

(b) By “ touch “ he/she means being treated like a human being, loving and being loved. “Touch” means the freedom to express his or her emotions freely, spontaneously.

“touch” the literal, physical touch. (3 marks) ( gets only 1 mark)

(c) During the seven years of confinement, the persona has been treated like a pariah. He/ she says, I’ve learnt to know the meaning of untouchable. The persona has also been brutalized. He/ she was subjected to extreme violence. “ fierce mad fists, beating…” Finally, the persona experienced utmost indignity. He/ she was humiliated and denied any form of privacy ….” Searching – arms up, shoes off, legs apart …. Probing away all privacy.”

(any two illustrated points 2 marks each = 4 marks)

(d) The word “ paws” vividly describes the beastly behaviour of the tormentors. Animals like hyenas and lions have paws which they use to tear their prey to pieces. The word reveals the cruelty visited on the persona and the attempts to disfigure and mutilate him/ her physically and emotionally. (2 marks)

(e) The pot uses repetition to emphasize his message. The word “ touch”, for example is repeated more than ten times- both to explain the kind of touch that is desirable and that which is resented. Also emphasis through the enumeration and the pauses. ( one …. Two…) (2 marks)

(f) Prodding – poking, jabbing (1 mark)

Indifferent- callous, inhuman, beastly) (1 mark)

(g) The poem reveals that human beings abhor confinement, brutality and all forms of degrading treatment. On the other hand, people crave for human warmth, affection,

privacy and freedom. When one is denied the latter, one in a way “ dies”. The persona says: “ I want to feel alive again.”

**3. 2007 Question 3**

1. The poem is about a bird is caged. It is confined and denied freedom. It cannot enjoy the ordinary pleasures of nature- the sunshine, the breeze or the perfume from flowers. The

bird struggles to liberate itself and hurts itself in the process. At another level, the poem is depicting the misery of those who are denied freedom. They suffer physical and psychological torture. The persona sympathizes with the victims and condemns those who conspire to subject others to a life of slavery/ detention. Imprisonment/ confinement.

1. (i) In the first stanza, the poet focuses on the feelings of the prisoner, feelings

of alienation from all that is natural and desirable, feelings of nostalgia for days

when he or she enjoyed freedom.

(ii) The second stanza describes the attempts by the bird ( or prisoner) to

escape. The struggle is bloody. It seems that efforts to escape are met with

brutality. Words like “ blood”, “pain” and “scars” reflect the torment undergone

by the victim (2 marks)

(iii) The third stanza focuses on prayer. Other means have not yielded results,

so the bird ( or prisoner) appeals for intervention from other sources.

Perhaps a superior force will step in and liberate the bird.

1. The persona sympathizes with the caged bird. A word like “aias” expresses pity.

The persona also graphically describes the feelings and sufferings of the bird.

This elicits pity from the reader.

Bird feels….” He/ she has put himself/ herself in the shoes of the bird. The persona

speaks as if he/ she shares the pain experienced by the bird. The persona says, “…. a

pain still throbs….” As if he/ she can feel the pain. The persona also has feelings of

hope, hope that the caged bird will one day experience freedom. (4 marks)

1. From the poem, it is possible to infer that the persona has had a very tough life.

He/ she has probably suffered at the hands of cruel oppressors, been denied

freedom and tortured. This is why the persona says. I know….” The persona

probably fought and prayed for freedom. He/ she may have suffered physical

and psychological injury (3 marks)

1. The simile in the first stanza is “……… the river flows like a stream of glass”.

The simile is used to show what the bird yearns for but cannot have. The river

represents a life of freedom, flowing without obstruction. It stands for natural

beauty that the caged bird is denied. (2 marks)

1. (i) And the faint perfume from its petals steals. This means that the flowers

produce a sweet smell that gives much joy. However, in its cage, the

bird cannot have such luxury while other birds out there enjoy the perfume. (2 marks)

(ii) and they pulse again with a keener sting: this line refers to the excruciating

pain suffered by the bird as it tries to free itself. Every time it beats wings,

the old wounds become sore and cause much pain. (1 mark)

1. **2008**

b. i) pay, day

grief, relief

end, friend

release, peace

bought, thought

best, interest (3 marks)

ii)

This is a poem in which the persona expresses regret and despair for something foolish he or she has done in a moment of reckless excitement. Whatever it was has resulted in a lifetime of suffering and gloom. The tone should bring out the sorrow, desperation as well as resignation the tone is likely to be solemn or somber or poignant identification. (1 mark)

iii)

The punctuation in the second stanza three years of pause. The dash represents a significant pause, creates suspense because it is not easy to anticipate what the persona will say next. The comma is a short pause which gives the speaker time to catch his or her breath. The full stop is a final punctuation mark and in this stanza, it seems t tell us that the speaker’s fate is sealed, final. There seems to be no possibility for appeal Ironically, only death will bring some relief. (3 marks)

iv)

The last line of the poem would be said in a voice that expresses surprise or even shock at the realization of the pride the persona has to pay. Perhaps the voice would be raised, the eye wide open and the words ’God and “ Interest” articulated with a lot of emphasis. The exclamation marks show that this line would reveal the fact that the persona still cannot believe what has happened (2 marks)

1. **2008 P2**
   1. The poem is about a major disturbance e.g. political disturbance such as coup detat political upheaval, ethnic clashes e.g. traumatic experience/ turbulence at personal level such as divorce, tape, death of a loved one. Return to apparent fence (3 marks)
   2. The greenery implies peacefulness/ peace whether at the individual or political level.

The yellow sots implies possibility of danger or turbulence. Things are not as tranquil or peaceful as they seem

Red is imminent violence/ turbulence. Up heaved

* 1. Any two of the following

Personification e.g. rests, “ occupies” fleeing”

Symbols e.g. “pond” for country of one life, “stone” for the cause of the turbulence and leaves a permanent scar/ reminder/ aftermath

Repetition e.g. “ripples” “ the red”

Onomatopoeia e.g. splash, ripples, rushing……

Alteration e.g hand in hand convey harmony”

“ reflection regain” “ stirring surges”

* 1. sad/tragic/ pessimistic/ ironic/ stoical/ resigned/ identification

although life may seem calm and peaceful on the surface, there is a possibility of disturbance or turbulence (3 marks)

* 1. the cause of the turbulence/ ripples is permanent
  2. Surges- move forward in a wave – like manner

Fade- lose strength/ vigour

Tranquil – calm, quiet, motionless (3 marks)

**6. 2012 Q3a P1**

(a) (i) ab ab cd cd ef ef gg

Accept rhyming pairs

Hogs die brave spot shed pack

Dogs defy grave lot dead back

1. **2012**

- Thematic statement: The poem talks about a corrupt leader/ .poor leadership/

immoral/ abuse or misuse of office √1

Illustrations:

He flirts with his secretaries in a disrespectful manner √1.

-He is immoral having several children with helpless innocent girls and boasting of it

as being a God - given mission/l

He exploits his workers by underpaying then: while he pretends to be overworked and

underpaid himself. √1 Any two illustrations - 2x1

1. - Who laugh subserviently to conceal their indignation (and grudging envy) √2
2. - it is a simile √1

* It brings out the evil nature of the boss/his greedy nature/he is a dangerous

person/he is exploitative/he is inactive/immobile/inefficient/lazy; √1

* Further explanation of the above points √1

1. - He is referred to as a good - natured person who should be respectful to his

juniors, yet he shamelessly flirts with his secretaries patting their hips.

• He paints a picture of being industrious but he is hardly aware of his work working for a short time in the office only to leave at 11.30am.

* He claims to be overworked and underpaid yet this is exactly the opposite. It is his juniors who are overworked.
* He is generous, but generous not on positive virtues but on vices. He has fathered children with innocent girls claiming to be a God - sent mission to fill the earth.
* He is said to be a perfect paragon of leadership yet he is Fiddled with corruption, immorality and poor leadership.
* Any 2 points = 4marks
* No contrast = zero

1. - Oblivion. - in a daydream/ staring into nothingness/being in a state of

fantasy/sleepiness/ state of being unconscious of what is going on around

him√1

* Guileless - innocent/gullible/naive/unsuspecting √1
* God - sanctioned mission - Divine / God - given right √1

f. - guileless girls

- perfect paragon

-.Leaves for lunch

-marry me

•secretaries in tight skirts

The sounds must be identified e.g. underline. If no = zero

1. - Bring cut the irony of such leadership.

* it is a satire of society's leadership
* Repetition of the lines emphasize the hypocrisy of the leader.

1. **2013 P1**

(a) (i) thinking/ things - must underline sound

(ii) i, find, myself

with, different

thinking, things

don’t, know

he, me

(iii) stress “fool” (which comes before a pause in the first utterance); also stress

“black” (to distinguish it from “white” presidents); the whole group of words

is an exclamation, and it would be said at a particularly high pitch/rising and

falling intonation. The words would also be spoken with a knowing, comic smile.

Use gestures and a stern ironic facial expression.

(iv) • Pronouns like other function words are stressed when they occur in a final

position.

• Contextually the pronouns indicate a shared identity:black.

(b) (i) Berry - bury

(ii) Cloze - clause

(iii) Coarse - course

(iv) Flaws - floors

(v) Close - cloze

(c) col.league

re.gis.ter

ap.proach

a.larm

a.buse

(d) (i) Acknowledgement (2 marks)

Acknowledgement + greet the important people at the party: chair BOG, chair PTA,

Principal, Deputy principal, Senior Teacher, Class teachers, Subject teachers, other

members of the teaching staff, fellow students - greetings.

(should follow a hierarchical order).

(ii) Appreciation (3 marks)

• Thank God (optional)

• Thank the teachers/principal (mandatory)

• Thank parents and guardians (optional)

• Thank the organizers of the party (mandatory)

• Thank the cooks, servers and other support staff (mandatory)

• Thank form four students for behaving well

(iii) Concluding remarks (e.g Thank you for listening to me + goodbye till we meet

again - when we come for our results) (mandatory)

God bless you. (1 mark)

(e) (i) • Non - empathetic listener/callous/inconsiderate/insensitive/unfriendly.

• Inattentive - absent minded

• Impatient - interrupts Aisha’s speeches

• Absent - minded - “what did your say?”

Any two well illustrated points.

(ii) • Should try to enter Aisha’s world and look at things from her point of view.

• Improve on her turn - taking and stop interrupting.

• Should be more attentive/ stop being absent - minded.

• Should stop being selfish.

1. **2013 P2**

(a) The poem is about a couple who rushed into marriage before they knew each other.

The man discovers that he has been cheated when a child who is supposedly his

offspring is of a different colour. The couple separate/Both die in an accident living the

child helpless. (4 marks)

(b) - The mother is unreliable/deceitful/unfaithful/dishonest/promiscous/immoral/

untrustworthy. - She wants the man to accept responsibility for a child that he

obviously has not fathered.

- She’s calculating/scheming/conning.

- She is irresponsible

- She leaves no inheritance for the child - she has not introduced the child to any of

his or her kin.

1 mark for identification 1 marks for illustration. (Any two traits = 4 marks)

(c) (i) disclaimed - denied. (1 mark)

(ii) The mother’s husband is not the biological father of the child. (1 mark)

This infuriated him for being cheated. (1 mark)

(d) - The birth of a child should have consolidated the marriage yet it led to separation.

- A pale child from a black father.

- It is ironical that the child who is innocent is seen as illegitimate/He has not done

anything wrong yet he is declared an out-cast.

- An illegitimate child from a legitimate marriage.

(Any one instance. 1 mark for identification 2 marks for explanation = 3 marks)

(e) Attitude - pities/sympathetic: the casualty “the poor boy”

The persona recognizes that the poor boy suffers because of other peoples mistakes.

(2 marks for identification, 1 mark for explanation)=(3 marks)

(f) They both died/they both passed on. (Any - 1 mark)

(g) - All that glitters is not gold.

- Hurry hurry has no blessing.

- Look before you leap.

- When two bulls fight, the grass suffers.

- Marry in a hurry, repent at leisure.

(Any one proverb - 2 marks)

**4. 2014 Q 3 P2**

a) The singers are unmarried people most likely girls. This is because they focus on the things that unmarried girls enjoy. It is sang by married women because they are the ones who know what responsibilities and restrictions a married woman faces

b)

* Repetition – in all the stanzas, lines two, three and four are very similar.

Stanzas four and five basically repeat what is in the earlier stanzas.

* Regular rhythm pattern – the stanzas have five lines each, and the lines are very close in length
* Structure/organized/has stanza, each stanza has 5 lines
* Direct address in line 1 of every stanza

(Candidates should quote from the poem not mentioning lines)

(Any 2 for 2 marks each) = 4 marks

c) The society expects married women to;

* Fetch water
* Work on the farm
* Have babies/take care of them
* Not to spend time idling/chatting
* Not to go dancing
* Not to enjoy teasing (expect the baby on their lap)

(any 3 1 mark each = 3 marks)

d) - Communicate//educate/advice/teach the reality of marriage to the bride

* Entertainment during a wedding
* Communicate/caution the society expectations to the bride
* Tease the bride

e) - Laughs/happy/amused/smile- perhaps she has done it to many other brides in the

past

* Weeps/sad/cries/frauds – it brings to realization the seriousness of the step she is taking/she will not go dancing, chatting
* Acts defiantly to mean that what they are saying will not be her experience/she is ready for whatever lies ahead of her.
* Fear/uncertainty /apprehension/doubt (3 marks)

f) The 4th stanza summarizes the significant content in the first three stanzas; going to

the river, going to the farm, taking care of babies/the fourth stanza summarizes /

concludes/emphasizes the message in the song.

The phrase “daughter of my mother” is more endearing

*Marking instructions – grammar is grammar*

* *Wrong spelling 0*
* *Wrong punctuation 0*
* *The answer must remain the way it is*

**2015 Q3b-d P1**

(i) aa aa bbb cc dd aa

It is a regular rhyme. It gives memorablility to the poem. Musicality is also enhanced.

(ii)fled fawn forbidden flower girls glimmered

Alliteration advances internal rhyme making the poem rhythmical and memorable,

(iii) I would smile while saying the word darling.

I would say darling with a low tone and a slow tempo.

I would whisper the phrase "every aged phrase is new" and point at my darling.

(c) (i) deodorant (iv) neighbour

1. loud (v) gone
2. said (vi) book

(d) - I would appropriately explain the landmarks she would come across on her way

to her destination.

* I would give the compass directions and names of places she would pass through.
* 1 would explain the wads she would come across.
* 1 would also use right or left directions as I direct her.

**COMPREHENSION**

**MARKING SCHEME**

**1. 2006**

a) The evidence is that consumption per capita is higher by ‘nearly 70 percent’.

Also, life expectancy, child mortality and educational attainment have improved

significantly. (2 marks)

b) Although the author lauds the progress made, he is not overly impressed by

it because more than one billion people in the developing world are living

in poverty. There is therefore no room for complacence. (2 marks)

c) The author mentions Japan in order to show how far behind sub-Saharan

Africa is lagging in terms of life-expectancy. (1 mark)

1. What is odd is that the region accounts for less than a third of the world’s

population and yet nearly half of the world’s poor people live there. (2 marks)

e) The relationship between poverty and a high population is that the poor are

more likely to have large families.

* + - Large families will exact too much pressure on the environment, leading to its

degradation.

* + - Such an environment cannot support the population and this leads to spiraling poverty. (3 marks)

f) She (he) is less educated, and has less access to a remunerative activity. (1 mark)

g) A girl is twice as much disadvantaged because as a woman, she has to do

more work. Also, she gets less education and fewer opportunities for gainful

employment. As a child, she lacks adequate nutrition, health care and education. (3 marks)

h) The author argues that although the developing world has significantly

improved economically it has a long way to go, since many of its people

live under absolute poverty.

This poverty is unevenly distributed geographically and mostly affects women and

children.To combat it, governments need specific information about the poor. (51 words)

i) Staggering- shocking.

Compromised-adversely affected. (2 marks)

**2. 2007 Question 1**

(a) You can improve your life by eating the right food at the right time (1 mark)

(b) Since they are quickly digested and absorbed, carbohydrates make one hungrier

sooner. They greatly raise blood sugar and subsequently one’s appetite, leading to

loss of energy. ( 27 words) (4 marks)

(c) Free radicals, if not neutralized , damage arteries and body cells. It is these

damaged arteries and body cells that cause high blood pressure and cancer. (2 marks)

(d) Antioxidants can be consumed in the form of pills and food (2 marks)

(e) Don’t nutritionists, in fact recommend that we eat five portions of fruit

and vegetables a day? (1 mark)

(f) The attitude of the author is one of admiration, marvel. Fascination/

wonderment. He is highly impressed by the effectiveness of calcium as

a weight – cutting measure for he refers to it as a ‘star’ and says it

has some magic (2 marks)

(g) One can use excess energy by taking a high – calcium diet or going to a

gymnasium (2 marks)

(h) The irony is that you can actually eat more in order to lose weight.

Usually, eating more leads to weight gain (2 marks)

(i) Daunting: difficult, challenging

Baggage: excess weight

Down a mountain: eat a huge amount of food (3 marks)

**3. 2008 Question 1**

1. Little/ very little/ hardly/ since by the time one’s grandchildren are old, one

is likely to be dead/ have died (2 marks)

1. Bosnia and Serbia are mentioned to show that civil wars in Europe are treated

as isolated cases while in Africa they are treated as a continental war (2 marks)

1. The word is put within quotation marks to indicate that the writer does not

really believe that the people are experts/ if they were, their predictions would

already have come true (2 marks)

1. Had all the predictions made about the impact of Aids been correct most

African countries would have been entirely depopulated by now (1 mark)

1. No/ African is not more corrupt. It is just that the Western media generalizes

the few cases of corruption while in America, blame is apportioned appropriately. (3 marks)

1. This is because African stories are considered to be of little importance

also such journalists are impressionable and so readily buy the stereotyped

image of Africa/ they/ such journalists are already prejudiced (4 marks)

1. The author says, “while we feel irritated” ( this suggests that he is an

African. More important) he says, will see Africa as we ……… (2 marks)

1. Silver lining- a blessing/ a lucky turn of events/ only good/ positive thing

Story - miserable, pitiable, without hope/ pathetic

Irredeemably- completely, incorrigibly, absolute/ hopelessly (3 marks)

**4. 2009**

(a)This was because the book was too good to be attributed to a female author. (2 marks)

(b)In France, women were at least allowed to venture into a field of science but were

denied space to excel. In England, however, they were totally prohibited from all

scientific pursuits (3 marks)

(c)Perhaps not surprisingly, the one woman who crashed the barriers erected

against her gender Italian Laura Bassi (1 mark)

(d)A professor was expected to lecture on regular basis, pursue his or her studies

and conduct research Any 3 marks

(e)They paraded her to visiting scholars like a prized commodity. They were

using her to impress visiting scholars.

(f)–She began offering private lessons in experimental physics

She began promoting new tonian physics at a time when it was relatively new

in Italy.

She corresponded with the leading physicists of the time. Thus she broke

restrictions placed upon her.

(g)It is to show that she led a normal life as expected of a woman by society but

still, to her credit managed extraordinary accomplishment in the field of science.

The big number of children demonstrates how extraordinary she was if she managed

to bring up such a family and still excel in scholarship beyond all expectations.

(h)Crudition – knowledge/expertise

To a degree – to some extent

Find herself at home – Excel in something / develop expertise in an area / be

comfortable or at ease in a discipline. (3 marks)

**5. 2010**

a) Culture shock is the stress/discomfort/sensory overload that a person experiences

when he/she arrives in a new culture/environmental/country (2 marks)

b) - food

- language

- varied ways of doing things/shopping/transport system/using the telephone

- social behaviour/customs

- mode of dressing

- seeing new sights

- feeling a different climate (Any three = 3 marks)

c) i) miss the jokes

ii) can’t make “small talk”/casual get acquainted conversation

iii) can’t shop efficiently (Any two = 2 marks)

d) The person

i) has negative feelings about everything/critical

ii) actively rejects the new culture/suspicious - to see people are unfriendly

- That your landlord is trying to cheat you

iii) irritable/the food is making you sick/stomachaches/headaches/sleeplessness

(Expect 3 marks)

e) a) The challenge of making friends

b) difficulty in making ‘small talk’/carrying on a conversation

c) difficulty in understanding how language is used/jokes

d) difficulty in shopping/understanding the shopping system (4 marks)

f) You are able to socialize easily/ask for help/learn the language/adapt to news/have a

positive attitude towards it conv) Any 2 = 2 marks

g) i) alive - alert/elated/excited/jovial/aware/responsive/rejuvenated/having

vigour/spirited

ii) Obsession - something you are crazy about/a preoccupation/an addiction

/something you like a lot.

iii) negotiating - communicating fluently/establishing commonness of

meaning/becoming idiomatic in expression/getting understood or

understanding fully/convincing.

(3 marks = 1 mark each)

h) i)You can/will overcome the difficulties and frustrations of adapting to life in a new

land by staying with friends and family, keeping a positive attitude, and, above all,

learning the language as soon as possible. (1 mark)

If either or both comas are missing - penalize by 1/2 mark

You need/should/ought to stay in touch with friend and family, keep a positive attitude, and, above all, learn the language as soon as possible if you are to overcome the difficulties and frustrations of adapting to life in a new land.

1. **2012**

**Comprehension**

1. No one has ever invented a purer and sweeter food/honey is the purest and

sweetest food √2 •

1. To emphasize how precious/very nutritious/valuable honey is; it is the sweetest

and purest for superlative)

1. Honey is unique because it is purer than any food. √ia bacteria cannot live in it

more than 2 hours √ib. it can also last for years (without going bad) √lc. It Is

impossible to corrupt/imitate honey/ it ferments if diluted with water √id,

The answer must be in continuous prose, if not affix N and deduct 50% of the

mark Penalize for faulty expressions by a glimmer. Allow a max of 5O words only.

1. Bees rely on flowers for honey while flowers rely on bees for pollination.√3

interdependence must be shown otherwise -0

1. The ancient and mysterious food is one of the wonders of the world isn't it?

Wrong punctuation=0)

1. The writer has (great)

admiration/respect/gratitude/appreciation/awe/amazement/wonder for

the bee √z.

He describes it as hardworking/faithful/loyal/ industrious/self-

sacrificing/diligent

and persistent. A bee is willing to die... gathers surplus... 'sympathetic –

mileage,

dying can also score.

Id =2

III = 1

1. Each drop of nectar is an ocean √2. To emphasize the richness of honey/ a Single drop has astonishing nutrients√1
2. Chief - main/principal/key/most important/major or/most significant √ 1,

- Knavery - dishonesty/trickery/deception/deceit/deviousness 1√.

**11. 2013**

(a) - Domestic waste: left-over rice, ugali, fish heads, rotting water melons and half-

eaten bananas. (Any 2 = 1 mark)

- Industrial: newspapers, directories, soiled diapers, lipstick cylinders, medicine vials,

toys and cigarette butts. (Any 2 = 1 mark)

(b) As it rots, a banana turns black and then becomes abnormally sweet. (2 marks)

(c) Garbage harbours all manner of germs which could easily compromise an immune

system that is already weak.(2 marks)

(d) However, the knowledge harvested from a dumpsite compensates for the grim

working conditions. (1 marks)

(e) This is because the term is not the author’s. It has simply been borrowed from

elsewhere. He is sarcastic about it. There is no office without paper.

(2 marks)

(f) Usually, whatever is processed on the computer needs to be printed. This spurs the

generation of paper waste since the printed matter will eventually be discarded. This is quite contrary to the predicted reduction of paper waste. There is more creation of paper waste rather than its reduction. (2 marks)

(g) Resin is a raw material used in manufacturing products and it makes them heavy.

(2 marks)

(h) - paper products occupy too much space.

- Unlike plastic products, paper waste has been increasing in dumpsites.

- Paper products are not necessarily more biodegradable than plastics. (4 marks)

(i) - bread and butter work - basic;

- static - unchanging/constant;

- gets underway - begins/takes place. (3 marks)

**12. 2014**

1. Because they offer the human race many irreplaceable resources/ leads to extinction of animals and plants (2 marks)
2. Rainforests get their name from the fact that they receive very high rainfall averages 80 inches a years (2 marks)
3. So close together are the huge evergreen trees that their branches overlap and from an enormous towering canopy (1 mark)
4. The rainforests contain many plants and animals whose potential in treating diseases like cancer is still under investigation. If these forests are destroyed, this research will not be possible and we may never find a cure for cancer.

- The possibility of further medical discovery will be hindered.

- Rare compounds used by pharmaceuticals companies will be lost

- This will adversely affect the sufferers of parkinson disease a certain mental

conditions (3 marks)

1. The word “civilization” is in quotes because the author does not actually believe that civilization can be achieved by destroying rainforests which in turn destroys plants, animals and human life and thereby threatens human life. Civilization is supposed to build, rather than destroy.

* It is used ironically/ it means the opposite /it is sarcastic
* Civilization is supposed to improve life than destroy
* expect an explanation

- 1 mark – identification - illustration alone 0

- 1mk - illustration

1. Sample summary

The greenhouse effect causes global warming which could subsequently lead to the submerging of coastal regions and islands. It also disrupts rainfall patterns making former agricultural areas deserts. This results in famine.

(32 words) (4 marks)

Word limits 40 words , must be incontinous prose. If not deduct 50% per point. Glimmer once In a sentence for expression error. Affix N at the penalised point. expect any 4 points - 1mk each

1. The pressure is about the demand for more human settlement, fuel and raw materials such as wood/farming/cultivation (2 marks)
2. (i) Deprive -deny/disposes/rob/strip

(ii) Detriment - harm/damage/destruction/disadvantage

(iii)Contending with- dealing with/grappling with/struggling with /combating

/fighting

(iv) Stand up to be counted- make up your mind to support/make your

decision to join the struggle(to conserve rain forests)/be part of the solution

(4 marks)

**13. 2015Q 4**

(a) According to the passage, the more one lies the less one smiles. Hence smiling

and lying are not congruent.

1. Professional liars have refined their body gestures through practising what

they consider as the right gestures when they tell a lie.

1. When one practices telling a deliberate lie, micro-gestures are transmitted

such as facial muscular twitching dilation and contraction of pupils, sweating

and flashed cheeks.

1. The police interrogators place a person on a chair in the open or place him under
2. the lights with body in full view of his interrogators and observe how

micro-gestures are transmitted.

- When lying one smiles less.

* Lying makes subconscious mind to act automatically.
* Lying results to micro-gestures such as:
* Facial muscular twitching
* Dilation and contraction of pupils
* Flushed cheeks
* Increased of eye blinking rate from 10-50 blinks per minute.

1. The authors do not approve lying because they show that deception cannot be hidden and body language would sell out a liar.

**LITERACY APPRECIATION**

**MARKING SCHEME**

**1. 2009**

(a) We know that Hare is not contented because we are told he was always

trying to show that he was strongest than his friends.

(b) It’s ironical that Hare is asking to be respected, because he himself is

treating others with a lot of disrespect. He does not deserve it. (2 marks)

(c) Hippo’s attitude towards Hare is contemptuous. To him, Hare’s gloating is

childish and laughable. That is why he says. “Go home and eat for a few

years ……… before you start dreaming. (3 marks)

(d) Upto that moment, Hare had no clue about what he would do to trick/outsmart/

outdo Hippo.

(e) Elephant is shocked by Hare’s insolence. He cannot believe what Hare is telling

him. Elephant also feels foolish and disrespectful, lastly just like hippo,

Elephant thinks Hare is being childish.

(f) By doing what Hare tells them, Hippo and Elephant prove that they are

gullible/the fact that they believe that the hair is actually involved in the tug of

war is surprising / they are simple minded. It also proves that Hare is no match

for them/he is cunning. It clearly shows that size and intelligence aren’t

synonymous.

(g) (i) Imprudence …………………………… folly/senselessness. (1 mark)

(ii) Taking root ………. Becoming attractive/appealing/germinating/developing/

establishing/forming.

(iii) lumbered …………………… walked with difficulty (1 mark)

**2. 2014 P2**

(a) She had sent word to Awiti's uncle, nephews Odonyo and Omamo and

Peter to grace the occasion

She had brewed Kong'o slaughtered a bull and cockrels, fresh Tilapia and

ground sorghum.

1. Nostalgic feelings. She recalls how Owuor Kembo had clade in a warrior's

regalia as he went to have dowry negotiations.

1. Christianity was no strange because they had a supernatural being Were who to them was omnipresent and omniscient and prayed to him.
2. Oloo is described as a man of learning and a clerk and he is held at a high esteem.
3. (i) Oloo is dignified as depicted by his clad.
4. Patriotic-had fought for his country.
5. Reasonable man as said by uncle.
6. Trusting trusts Awiti.
7. Industrious has been promoted as clerk.
8. Loyal and loving - loves Awiti.
9. Whether the two are related by blood.

Whether in a family lineage there are insane or deformed people.

1. Oloo begins by explaining his purpose of being the spokesman of Mark

Sigu to create a rapport between the in-laws.

He also intends to endear his nephew to the people.

1. Not only was their daughter a prize but also a beacon and a source of pride

for the entire clan.

(i) (i) not pay attention to blame man's plight.

1. intriguing in strange way.
2. self-control or opinionated.

**3. 2015 Q1 P2**

(a) Grusha has just left Michael outside an old couple's house hoping that the

couple would take care of him. She notices the Corporal who is in search

for Michael and runs back to the house to warn the peasant couple against giving

over Michael to the Corporal. The Corporal then interrogates the old couple

about Michael and the old woman gives away Grusha.

1. He develops the corporal's insolent or vulgar personality.

Dirty humor brings about comic relief which pacifies the situation that

is rather tensed.

Humor accentuates aesthetic value of the play.

1. There is dramatic irony when the old peasant lady considers that Grusha is abandoning the baby while in the real sense she is trying to salvage Michael

from the wrath of the Iron shirts. The reader is aware of this situation.

1. Frank or truthful. She informed the corporals that Grusha had abandoned Michael.

Coward. She is too terrified of the corporal to the extent of pleading with the Corporal not to burn roof over their heads.

1. Grusha had not taken off Michael's fine linen which gave him away to the Corporal. Later she throws off the fine linen.

Grusha jeopardizes Michael's life by trying to abandon him but she later

swears to cling to the boy at all cost. (0 Slim figure - Grusha. She is famished

in most cases as she feeds Michael and does not eat.

Broad shouldered tall man with an aggressive looking face - the Corporal.

He is quite aggressive and ruthlessly pursues Michael.

1. Grusha said that she hadn't seen it.
2. Grusha strikes the Corporal with a log of wood, she snatches Michael and

runs off. She is pursued by the Iron shirts and she crosses over a rotting

bridge which crosses over a 2,000 ft precipice.

**SET BOOKS**

* 1. THE COMPULSORY SET TEXT

2014 Q2 P3

1. Introduction

There are some people who go beyond the call of duty and undertake risky missions in a very selfless manner. One such a person is Grusha Vashnadze. She throws all the cares to the wind in a dare - devil mission of standing by Michael.

Body

* *Ignores caution from fellow servants.*

When the servants gather around the child Michael, Groom, one of the servants tells Grusha to put the child down and would not even like to imagine what would happen to anybody found with him. The cook agrees with Groom and they depart leaving the baby in Grusha's arms. The older woman doubts Grusha's intelligence despite her good nature. "I tell you if he had plague, he couldn't be more dangerous." Grusha reminds her Michael has no plague since she looks at her and is human.

* *Unafraid of marauding Iron shirts.*

She is afraid of the brutal Iron shirts baying for her blood because she fled with the Governor's child. The danger is too great and the city is full of flame and crying. The singer says that fearful is the seductive power of goodness as Grusha settles down to watch over the child through the night. When the peasant woman says she has nothing to do with Michael, Grusha tells the corporal (ironshirt) 'He's mine! He's mine. She dashes at him to throw him away. She then picks a log of wood and hits Corporal over the head from behind. The Corporal collapses and picks the child and rushes off and after twenty - two days of journeying she decides to adopt the child at foot ofJanga -Tau Glacier.

* *Unperturbed by the escalating milk prize*

When she is told by the old man than the little pitcher of milk will cost her three piasters, she decides to do the impossible by giving Michael her breast yet she doesn't have any milk. She pays two piasters for the little amount of milk, an amount that is equivalent to a week's pay and tells the old man her mind. "It's a murderous business you have here - and sinful, tool."

* *Marries a supposedly dying man for Michael's sake.*

Despite being faithful to her love, Simon Shashava, she is compelled to marry a supposedly dying man, Jussup. only for expediency to save Michael. She has to put up with Jussup's complaints of a cold bed and illegitimate object.' This is a great sacrifice for the sake of Michael, child who is not hers biologically.

* *The bridge test*

With the ironshirts in hot pursuit, she makes the bold move of crossing a bridge whose half hangs down the abyss. She tells the first man: "But I have to get the baby to the east side."

The merchant woman tells that even if the devil himself were after her (merchant woman) she wouldn't attempt such a suicidal venture. When she further requests that Grusha leaves Michael with her cross the bridge alone, she says, 'we belong together, live together and die together,' Grusha crosses the bridge whose precipice is two thousand feet deep.

* *The judgement*

She has the audacity of telling judge Azadak her mind, "you play fast

Their lawyers"

She even calls him a 'drunken onion' evidently spoiling her chance of winning the case. On being told that the true mother is the one who will pull Michael out of the circle, she twice lets go and the judgment is in her favour.

Conclusion

It goes without saying that Grusha deserved the right to keep Michael given her selfless sacrifice.

**2015 Q3a P3**

Introduction

Human beings are usually insatiable. They compete for the resources available and if they do not satisfy their selfish pursuits they get frustrated and undergo

psychological conflict which later leads to miserable life. Otieno Kembo and

Becky conspicuously stand out as people who are insatiable and very bitter.

Body

* Otieno is jealous of his brother because he has married a beautiful, industrious wife Akoko whom he treats like a queen while Otieno has married one shiftless wife after another and he treats them as sluts. This makes him miserable when he sees the love between Owour Kembo and Akoko and has the audacity of accusing Akoko of practising ' Juok" or witchcraft.
* Otieno is desperate for leadership. He enthrones himself as a chief and treats people wickedly. He is later dethroned for disregarding the rightful heir to the stool Peter Owour and he suffers a lot of humiliation. He dissolves the council of the Jodongo and manipulates the people. Later he suffers a lot of humiliation when he is let down by the people.
* Becky is a very beautiful girl but does not appreciate this asset. She becomes jealous of Vera's success. In her endeavor to upstage Vera she tries to enrich herself in promiscuity and finally contracts A.I.D.S and dies a miserable woman.
* Becky does not support moral support to her children. She does not offer the rightful parentage but as she engages in immorality she disregards her children's needs and they are psychologically affected until they become withdrawn.

1. THE OPTIONAL SET TEXTS

2014 Q3a P3

The Optional Set Texts

A. The short story 1. Introduction

The AIDS scourge has been quite a menace for a long time. It has had very adverse psychological and physical effects on the victims. However with the introduction of anti-retrial-viral drugs, some of the victims rejuvenate themselves especially if they take life positively. Improved health diet has gone a long way to alleviate the effects of the scourge. The positive living by Steve makes him live

longer contrary to Maureen who remains dejected in her status and dies at an 'early

age'.

Body

An infected person who takes a balanced diet lives longer. In the story Steve prepares a meal of rice, 'Kunde\ lentils and spinach and fries them. He urges Maureen to eat the meal if she is to hold her health. Maureen seems adamant.

It is imperative to take the drugs prescribed. The doctor warns Maureen against stopping to take drugs but Maureen stops to take them. This hastens her death.

The fight against AIDS starts with the mind. One should cultivate a positive attitude towards life. The positive attitude is a prerequisite for positive living. Maureen has resigned to her fate and has lost hope. As a result she dies at an early age. On the contrary, Steve cultivates a positive attitude and he feels he can beat the disease, he believes with the support of his family he would live and execute the responsibilities accorded to him.

To live long one must rise against stigma associated with AIDS. Steve says he does not care what people say. Kanja refuses the glass of juice offered to him. Steve shares the glass of juice with his son, and the son is not infected. On the contrary Maureen is devastated by what others say about her and no wonder her health declines drastically.

Disclosing one's status is helpful. This helps in alleviating psychological torture and this is why Steve is able to live positively.

Conclusion

It is important to understand that a positive attitude under any crises can go a long way

to pave way for positive living as depicted by Steve who does not throw himself in

the sea of hopelessness simply because of being an AIDS victim.

2015 Q3a P3

Introduction

Conscience in human beings when clouded by guilt can cause disastrous psychological conflicts. Some people become very remorseful when they commit a 'crime' and their conscience is chronically pricked. In the short story "The Retraction" Francis, Chuma Chamara Zgambo is greatly haunted by the predicament he has thrown Tatha to.

A series of events chronologically lead to his dilemma and he sought a solution

for his psychological tranquil.

Body

On receiving false complaints about Tatha whom the narrator accuses for being arrogant, the Airline sacks Tatha and the narrator realises that he has killed somebody's dream. Tatha says she had worked for her dreams to work in an Airline for 23 years. The narrator who is Zgambo is haunted by a sense of guilty and intends to retract the accusation.

The narrator Zgambo takes a lot of pain to get money so that he can go to BI an tyre in Malawi to see the Chief executive officer to plead for Tatha's reinstatement.

He travels by bus for a long distance after selling his Rolex watch and other items. He is determined to meet the Airline Chief Executive Officer of Malawi. He meets the Chief Executive Officer of Malawi Air Flight to retract the accusation he has levied on Tatha. He even hands in a written letter explaining that Tatha is innocent. The Chief Executive Officer promises to meet the discipline committee to seek redress on behalf of Tatha.

Zgambo the narrator purposes to see Tatha personally to apologise to her. He takes a lot of pain to trace where Tatha stays. Tatha's friend Towera directs the narrator to Towera's home and realizes that Tatha is depressed and sends him off ruthlessly. She is however cautioned that she later seeks forgiveness from Zgambo for her cold reception.

Finally Tatha is reinstated by Kenya Airways and has been accorded the coveted accolade of being the "Employee of the Year" Zgambo is contented at the aftermath of his retracting his accusations against Tatha.

1. DRAMA – *betrayal in the city*

2014 Q3b P3

Introduction:

"Solidarity for ever has become a common saying in the society where people defy rules and regulation in which they feel that their rights are in figured. In

Betrayal in The City Adika leads strikes in effort to criticize the leadership for deploying many expatriates into the country.

PROBLEMS OF STRIKES

* *Death*

Death of Adika - Adika leads the students to strike against the influx of expatriates and he is assassinated. This leads to psychological conflict in Jusper, Doga and Nina. Jusper kills Chagaga for killing Adika. He is imprisoned and his parents Doga and Nina are murdered. The long-term effect of the strike and the murder of Adika later culminates to the death of Mulili.

* *Imprisonment.*

Strikes lead to imprisonment or confinement. Moses is imprisoned and flogged for giving a speech and crying in public during Adika's burial. Jere is imprisoned for associating with Adika's parents and insisting that the parents Doga and Nina should be allowed to carry on with the shaving ceremony. He is humiliated b) Askari in prison and also flogged.

* *Psychological torture.*

Mosese hallucinates when in prison because of his troubled mind: Jere say "When the madness of an entire nations disturbs a solitary mind it is not enoug to say the man is mad." He says this in reference to the behavior of Mosese. Wh( Adika is assassinated as a result of spear heading the strike, Jusper gets ve troubled until he behaves as if he is insane. Jusper says, "People say I am m< My own mother thinks I am out of my mind. My father calls me crazy. Mosese's sister - Regina who is also Jusper's girlfriend is almost defiled by boss. This makes Mr. Tumbo go through psychological torture for he genuinely asked Regina to plead with the Boss for her brother's release.

* *Vengeance of revenge.*

Strikes result to a lot of bitterness both to the strikers and to the authority. Bo very bitter with the students striking and he becomes vindictive by deploying 1 hundred more expatriates. He says, "I deliberately sent in an order for hundred more expatriate personnel, just to put them in their place". Mulili betrays Jere for allowing Doga and Nina to cany out the shaving ceremony. Mulili becomes vindictive by imagining that he has been belittled by Doga and Nina and hence ensured that the couple is murdered. Jusper presents a play that is aimed at punishing those people who have subjected him to a lot of pain. He exposes the evils of Mulili to Boss who betrays him. He later shoots Mulili because he has a lot of resentment over his actions.

2015 Q3b P3

Introduction

Relatives play a pivotal role in the life of those they are related to. In Betrayal in the City, the playwright presents the family of Nina and Doga as the focal point of the play. In their relationship many of roles emerge.

Body

Relatives keep each other company. Nina and Doga console each other in the dark hour when they moan Adika's death. Doga tells Nina they need to sing as they prepare for the shaving ceremony. "When we walk with the Lord..." Relatives make sacrifices for each other. Jusper, Adika's brother is determined to sacrifice his education and his life to avenge for his brother. He even kills Chagaga who had murdered Adika and he suffers imprisonment and the murder of parents. Relatives stand up even when there are dire consequences. Jusper stands up for his brother Adika even when there are disastrous consequences. Relatives fight for justice. Jusper fights for justice for Adikla and for the parents' murder. He goes to the extent of killing Mulili and say "...I did it for Kafira, I did it for all of you."

Some relatives intimidate others and finally betray them. Mulili intimidates the Boss by accusing him when he realizes his life is in danger. He becomes disloyal to the man who has given him promotion and even Boss feels betrayed and say "...kill me spare me this betrayal".

Regina is Juspers girlfriend. She occasionally intimidates Jusper but he does not give up his fight for justice for his family.

1. THE NOVEL - Witi Ihimaera, *The Whale Rider*

2014 Q3c P3

Introduction

Women and the "girl children" are treated differently and unequally. They are subjected to gruesome chores related to the kitchen. On the contrary men and the "boy children" are held at high esteem not only in Kenya but the whole world. The same male chauvinism is portrayed in The Whale Rider

-Body

Generally women undertake mundane roles mostly related to housekeeping. The roles are fatiguing and quite cumbersome. Koro Apirana, leader of Maori people cannot reconcile his traditional belief about leadership even with the birth of Kahuna Terangi.

Koro Apirana tries to get three sons from the loyal bloodline so as not to pass the mantle of leadership and knowledge to the granddaughter.

Kahuha loves Koro irrevocably but she does not receive much love from Koro Apirana.

Koro Apirana convenes classes to teach young people about important aspects of Maori culture. However, he excludes girls from those classes.

Women are excluded from the fishing activities. Fishing is considered a sacred

activity but the women would fall in the category of unsacred beings.

Koro is opposed to name the girl child after the founder of the tribe simply because

she is a female child. ".. .he felt it would be little Kahuha's prestige."

Naniflowers is considered an "outsider" in the family. This explicitly shows the

bias of girls and women in a male dominated society.

Conclusion

In a male dominated society which is "engulfed" by male chauvinism, women and girls are discriminated against. This bias is common in many countries in the world.

2015 Q3c P3

Introduction

A common adage in the African community is, "He who does not move out of his home imagines the mother is the only one who knows how to make delicious meals."

This adage prohibits one from being short-sighted. Rawiri goes to Australia and

he is mesmerized at the various aspects of life.

Body

* Rawiri is quite adventurous and goes to Australia and discovers life is different from that of New Zealand.
* He is petrified to see his cousin Hanare wearing a dress. He also notices Remoana has changed greatly.
* Rawiri makes friends with Jeff and he becomes appreciative of different cultures.
* He encounters racism especially during Ben's accident.
* He has an opportunity to make his self-assessment and evaluation of himself as a Maovi in foreign land.
* He learns the challenges of technology in Papua New Guinea.