

MOSTA JOINT EVALUATION EXAMINATION 2017

Kenya Certificate of Secondary Education

101/1**ENGLISH****PAPER 1****FUNCTION SKILLS****TIME: 2 HOURS****2017****1. FUNCTIONAL WRITING**

You are the secretary to the environmental club in your school. Your school has been experiencing frequent water shortage and huge water bills. Your club was asked to investigate how water is used and recommend ways of conserving it to solve this problem.

You completed your investigations. Write a report to the principal showing the causes and your recommendations to the solutions to this problem (20 marks)

2. CLOZE TEST (10 MARKS)

Fill in each of the blank spaces in the passages below with the most appropriate word

Children who show no interest in others welfare 1 _____ engage in pronounced anti-social behaviours that are usually 2 _____ by peers. They may experience serious psychological problems especially during adolescence.

Studies have established that children who are altruistic are likely to feel 3 _____ about their lives than 4 _____ who are selfish. Altruism leads to satisfaction and competence 5 _____, altruistic children becomes very popular and this nurtures a feeling of self worth. Altruistic behaviour also benefits groups. This 6 _____ be attributed to the fact that children working 7 _____ groups focus on what benefits the team as opposed to paying attention to individuals weakness. An altruistic orientation makes children do 8 _____ best, saves time and produces good grades.

The development of altruistic traits can also be influenced by environment. This could include television, radio or even caretakers. 9 _____ children in the modern world is not 10 _____ easy task and parents need to be equipped with skills that can work on children.

3. ORAL SKILLS (30MKS)**a) Read the poem below and answer the questions that follow****(10 marks)**The Paradox

In the high blaze of noon my heart grew sick.
To hear the tapping of the blind man's stick:
Where the gold gorse beggars its treasury,
To pass and never see!
To walk and never look upon his way
For him there is no day.

But in a moonless darkness muffled deep
With frog, his tapping signaled through my sleep;
I heard him pass, secure as would have done
A seeing man in sun
Treading erectly down a road of light...
For him there is no night.

(Audrey Alexandra Brown)

- i) Describe the rhyme scheme of the poem above (2marks)
 - ii) Give two examples of alliteration from the poem (2marks)
 - iii) How would you say the last line and why (2marks)
 - iv) A part from rhyme which other sound pattern is evident in this poem? (2marks)
 - v) What is the effect of the rhyme scheme in the poem (2marks)
- b) For each of the words below, provide another word that is pronounced the same way (5marks)
- i) Seed
 - ii) birth
 - iii) Climb
 - iv) Metal
 - v) All
- c) Mention any **three** things you would do just before you would attend an interview (3marks)
 - d) Mention any **three** things one should avoid when being interviewed (3marks)
 - d) Construct a sentence to bring out two different meanings of the following words (4 marks)
 - (i) Wound
 - (ii) Pitch

(e) You are known to be one of the most disciplined student in your class. One day however, your teacher finds you among students standing and shouting as you attempt to quell the situation.

Complete the following conversation between the teacher and you, as you try to explain what had happened (5 marks)

TEACHER: My! So I have been wrong all along. You have been a green snake in the grass?

YOU:

TEACHER: Look! I am not interested in your "sorry". I supposed you are the leader of the group

YOU:

TEACHER: But why were you shouting?

YOU:

TEACHER : Did you have to stand to make them keep quiet?

YOU:

TEACHER: Since when has the prefect been absent?

YOU:

TEACHER: Oh! Thank God you didn't disappoint me. I would have been so devastated with these names. There is a clear proof that you were doing something responsible. Others will learn a lesson from the punishment this group will get.

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101/2**ENGLISH PAPER 2****TIME: 2 ½ HOURS****2017****COMPREHENSION****Read the following passage and then answer the questions that follow.**

Unscrupulous as he was, Kwame Asante had a qualm as he looked at the woman sitting on the African stool near the bed. He had called her and yet when she came he did not quite know how to begin the conversation.

“Akosua, how would you like fifty pounds to start a small business of your own – selling cloths or perfume and powder?”

The woman smiled nervously. Ten years of married life had made her wary of her husband’s fits of generosity.

She was as black as ebony, with the fine features peculiar to the girls of the Akwapim hills; graceful in her brown and red design cloth and the lovely silk head-tie wrapped round her head. Her feet were shod in ‘spitfire’ sandals and on her tiny ears she had the popular golden ear-rings named ‘Abongo’.

The slender woman on the stool was the mother of three children though she still looked a girl. Married under the native customary law, she had served her lord and master with zeal and zest. It is a law which as some other law in the Gold Coast, needs disinfecting for though it aids the man to gain his desire when it is at its fiercest, it in no way safeguards the position of the woman when the man’s passion abates.

“Would you like fifty pounds?” asked Kwame again. “Could make it a hundred. You have been a very good wife to me, Akosua.” Did the truth begin to dawn on the woman’s consciousness? No. She thrust the thought away from her. ‘He could not do it’.

Kwame cleared his throat – after all he might as well get it off his chest: hadn’t she noticed that the whole relationship had become impossible? A cloth woman was all right when one was young and struggling. She could be so useful – a general servant, and yet a wife. Akosua was so gentle, and even quite refined, but a man needs a change. He had just completed his two-storied building and he had been made a committee member of an important club. The other day his academy had conferred on him an associateship and his university had given him a coveted degree. He had at last achieved his ambition and had become an important man in the community. He was thinking seriously of entering the town council.

Fancy being addressed councilor Kwame Asante, O.B.A.... A.S.S. He smiled inanely to himself. Akosua looked at him in wonder.

“Er..... er.... Akosua....., I want to tell you I am going to marry a lady; you will be paid off with a hundred pounds. A... frock..... lady....um.....er of course you can read and write Ga and Twi but my friends will call you an illiterate woman.”

“Did you consult your friends before you married me ten years ago?” The voice was cold and calm, yet the words cut like a whip.

“If you are going to be impertinent, I shall not discuss the matter further.” He got up and walked up and down the room. “How many men in the Gold Coast will pay a woman off with one hundred pounds? You are only entitled to twenty-five pounds and here I am out of kindness offering you a hundred. Show some gratitude, Akosua.” Akosua looked at him. Stark misery was in her eyes.

“I shall send the children to Achimota College.” There was a whining note in his voice. “I am only doing this because of my position in society. You see I may be called to Government House and other important places..... say something Akosua.

“I say you can keep your twenty five pounds, fifty pounds or a hundred pounds. I will have nothing to do with it. I will not be paid off.

“What! What! Come! Come! Don’t do anything rush!”

“If you dare touch me I shall strike your face.”

“Strike your master, your husband! Are you mad?”

“I shall leave this house.”

“If you dare to disgrace me by leaving the house before I am ready for you to go, there will be trouble. I do not intend to put up with a willful woman. What is my sin after all? I only want to become a decent and respectable member of society. If you leave this house without my knowledge and permission, I shall claim every penny I have spent on you since I married and lived with you these ten years; and not only that but I shall claim all the presents I have given to your parents and other relatives. You know our native customary law.”

“Yes, I know your native customary law. It is a grave to bury women alive whilst you men dance to the tom-tom on top of the mound of earth.”

Questions

- i) Why does Akosua smile nervously when Kwame offers her fifty pounds to start a small business of her own? (2marks)
- ii) Explain the effect of Akosua’s silence on Kwame? (2marks)
- iii) In not more than 60 words, summarize the reasons for Kwame’s intention to marry another wife. (4marks)
- v) Identify a statement from the passage which proves that Kwame was ashamed of the action he was about to take. (1mark)
- vi) What is Kwame Asante’s burning ambition? (1marks)
- vii) Rewrite the following sentence in reported speech

- 'Did you consult your friends before you married me ten years ago?' Akosua asked Kwame. (1 marks)
- viii) Give an instance of irony in the passage. (2marks)
- ix) 'It is a grave to bury women alive whilst you men dance to the tom-tom on top of the grave.' Explain the meaning of this statement. (2 marks)
- x) What is Kwame's attitude towards women? (2marks)
- xi) Explain the meaning of the following words and phrases as used in the passage. (3 marks)
- a) Disinfecting
- b) The words cut like a whip
- c) Impertinent

LITERARY APPRECIATION:**The Caucasian Chalk Circle**

Read the following excerpt and answer the questions that follow.

- Grusha: Hide him. Quickly! The Ironshirts are coming! I laid him on your doorstep. But he isn't mine. He's from a good family.
- Peasant Woman: Who's coming! What Ironshirts?
- Grusha: Don't ask questions. The Ironshirts that are looking for it.
- Peasant Woman: They've no business in my house. But I must have a little talk with your, it seems.
- Grusha: Take off the fine linen. It'll give us away.
- Peasant Woman: Linen, my foot! In this house I make the decisions! "You can't vomit in my room!" Why did you abandon it? It's a sin.
- Grusha (*looking out of the window*): Look, they're coming out from behind those trees! I shouldn't have run away, it made them angry. Oh, what shall I do?
- Peasant Woman: (*looking out of the window and suddenly starting with fear*): Gracious! Ironshirts!
- Grusha: They're after the baby.
- Peasant Woman: Suppose they come in!
- Grusha: You mustn't give him to them. Say he's yours.
- Peasant Woman: Yes.
- Grusha: They'll run him through if you hand him over.
- Peasant Woman: But suppose they ask for it? The silver for the harvest is in the house.
- Grusha: If you let them have him, they'll run him through, right here in this room! You've got to say he's yours!
- Peasant Woman: Yes. But what if they don't believe me?
- Grusha: You must be firm.
- Peasant Woman: They'll burn the roof over our heads.
- Grusha: That's why you must say he's yours. His name's Michael. But I shouldn't have told you. (*The Peasant Woman nods*). Don't nod like that. And don't tremble – they'll notice.
- Peasant Woman: Yes.
- Grusha: And stop staying yes, I can't stand it. (*She shakes the Woman*). Don't you have any children?
- Peasant Woman: (*muttering*): He's in the war.
- Grusha: Then maybe he's an Ironshirt? Do you want him to run children through with a lance? You'd baw him out. "No fooling with lances in my house!" you'd shout, "is that what I've reared you for? Wash your neck before you speak to your mother!"
- Peasant Woman: That's true, he couldn't get away with anything around here!
- Grusha: So you'll say he's yours?
- Peasant Woman: Yes.
- Grusha: Look! They're coming!
There is a knocking at the door. The women don't answer. Enter Ironshirts. The Peasant Woman bows low.
- Corporal: Well, here she is. What did I tell you? What a nose I have! I smelt her. Lady, I have a question for you. Why did you run away? What did you think I would do to you? I'll bet it was something unchaste. Confess!
- Grusha: (*While the Peasant Woman bows again and again*): I'd left some milk on the stove, and I suddenly remembered it.
- Corporal: Or maybe you imagined I looked at you unchastely? Like there could be something between us? A carnal glance, know what I mean?
- Grusha: I didn't see it.
- Corporal: But it's possible, huh? You admit that much. After all, I might be a pig. I'll be frank with you: I could think of all sorts of things if we were alone.
(To the Peasant Woman) Shouldn't you be busy in the yard? Feeding the hens?

- (a) Give reasons that motivate Grusha to leave Michael at the peasant woman's doorstep. Answer in note form (4 marks)
- (b) Identify two aspects of style used in the excerpt. (4 marks)
- (c) Why does Grusha feel that she shouldn't have revealed the baby's name to the peasant woman? (2 marks)

- (d) "They're after the baby". Explain who are after the baby, under whose orders and for what reasons? (3 marks)
- (e) With illustrations give one character trait for each of the following characters.
- (i) Grusha
- (ii) Corporal
- (f) In reference to the rest of the text where else (a part from this scene) does Grusha encounter the same corporal. (3 marks)
- (g) You mustn't give him to them. Add a question tag.
- (h) What happens after this excerpt? (2 marks)
- (i) Explain the meaning of the following as used in the excerpt.
- (a) Bawl
- (b) Run him through
- (c) Carnal glance

ORAL LITERATURE

The Man, His Son and The Squirrel

There was a certain town whose only occupation was catching squirrels (ground squirrels). There was a man in this town who excelled at catching squirrels. One squirrel was so smart that it eluded everyone in town. It was said that only this man said to his son, "Come, let's go to catch the squirrel." They took an axe; they found the squirrel near its hole. Then the squirrel ran and entered its hole. They searched out all the holes, then they stopped them up. Then the man said to his son, "Don't let the squirrel get out of its hole." He answered, "Okay." But one hole wasn't stopped up, and the squirrel escaped. When it escaped, the father came to his son and said to him, "Why did you let it escape? If I go home now, I will be ashamed." He grabbed the axe and struck his son. Then he went on his way and left his son unconscious. Ants began to fill his eyeballs and his ears; vultures were circling above him.

In the afternoon, the headman of a rich caravan arrived at the spot. When he arrived, he set up camp. Then he got up and went for a stroll and saw the boy. He called his slaves to take him and have him washed and shaved. The boy recovered. The headman had no offspring. When he took the boy, he decided that he would make him his son. He sent a message to the chief of the town, telling him that he had an offspring, that he was happy he had become a complete man, and that he would now receive the gifts due to him.

The chief said, "This is a lie. He is not his son. If he is his son, then let him come that I can see." Then the headman arrived in town. The chief gave his sons horses worth ten pounds. He said, "Go and join the son of the headman. Have a race. When you finish give these horses away" (forcing him to do the same). They did it and they returned. The next day, the chief again gave them horses worth ten pounds. They did as the day before. They did it five times. They ran out of horses. Then the chief said, "Indeed, it is his son I have run out of horses. If it weren't his son, he wouldn't agree to let him give his own horses away to match the presents." Then the chief summoned his daughter. The Gralladima brought his to help. The Madaki also gave, and the Makama gave. Altogether, four wives. The chief gave a big house. The headman came and brought twenty concubines and gave to his son. There was continuous feasting.

Then one day the son saw his father, the one who had knocked him down with the axe because of the squirrels. The father came to the house of his son and said, "Throw away your gown and start catching squirrels." The slaves of the headman said, "This is a crazy man, let us all strike him." The boy said to him, "This is my father, the one who sired me." The headman said, "I have already lied to the chief. Let us keep that secret. I will give your father wealth. Let him go home. Should he want to see you, let him come to visit you. If you want to see him, then you can go and visit him." The real father said he did not agree. Then the headman said, "Well then, let us go out in the countryside." They went. The headman unsheathed his sword. He handed it to the son, and said, "Kill one of the two of us." Here ends the story.

Questions

- (a) (i) Classify the above narrative. (1 mark)
- (ii) What are the characteristics of the above classification? (2 marks)
- (iii) What is the function of this narrative? (1 mark)
- (b) Identify and illustrate any three features of oral narrative evident in the story. (6 marks)
- (c) Give one economic activity that is undertaken by the community referred to in this narrative. (2 marks)
- (d) Describe the character of the following:
- (i) The young man (2 marks)
- (ii) his father (2 marks)
- (e) Whom do you think would be the most appropriate audience of this story. (2 marks)
- (f) What is the moral lesson of this narrative? (2 marks)

GRAMMAR

A. Rewrite the following sentences as instructed.

- (i) (a) The photographs will be taken at the venue of the wedding. The photographs will be taken in a reputable studio. (Combine into one sentence using 'eitheror,,,') (1 mark)
- (b) Neither the children nor the peasantallowed to go to the hall yesterday. (Rewrite filling the blank with an appropriate auxiliary verb). (1 mark)
- (ii) (a) The principal noticed serious laxity among the students. He warned them against such behaviour. (Combine the sentence using present participle.) (1 mark)

- (b) The farmer's cow gives twenty-five kilos of milk everyday. He feeds and waters it very well.
(Combine using the present participle). (1 mark)
- (iii) Underline the gerund in the following sentence.
Kibet is studying but swimming is his hobby. (1 mark)
- (iv) Replace the underlined word with a phrasal verb.
- (a) It is not good to despise other people. (1 mark)
- (b) I am currently living with my brother in Karen. (1 mark)
- (c) The principal was annoyed with the three boys. (1 mark)
- B. Rewrite the following sentences correcting the errors.**
- (i) There are situations of which you need to act with speed or else the consequences will catch up with you. (1 mark)
- (ii) She likes football as it is more superior than hockey. (1 mark)
- C. Fill in the blanks with the appropriate prepositions.**
- (i) He was chargedforging property inheritance document. (1 mark)
- (ii) Kamau dealsgroceries. (1 mark)
- D. Give two meanings from the sentence below.**
"Did you see the girls with a telescope?" (1 mark)
- E. Use the correct form of the words in the brackets to fill in the blanks.**
- (i) The couple has applied for a divorce overdifferences. (reconcile). (1 mark)
- (ii) That matter is highly(contest) in a court of law. (1 mark)

MOSTA JOINT EVALUATION EXAMINATION 2017

Kenya Certificate of Secondary Education

101/3**ENGLISH****Paper 3**(Creative Composition and
Essays based on Set Tests)

2 ½ Hours.

2017

1. Imaginative Composition**Either**

- (a) Write an interesting story beginning with.

I had not thought it was such a big problem until I got involved.

(20 marks)

Or

- (b) Imagine that you are the Minister of Environment. Discuss the measures you would take to curb flooding in Kenyan urban areas. (20 marks)

2. The Compulsory Set TextThe River and the Source – Margaret Ogola

“The River and the Source highlights the virtue of courage.” Using Akoko, justify this statement.

(20 marks)

3. The Optional Tests**Either**

The Play – Betrayal in the city

“Kafira is a reflection of African states ruled with an iron fist.” Validate the truthfulness of this statement drawing your illustrations from the text ‘**Betrayal in the City**’ by Francis Imbuga.

(20 marks)

Or**The Short Story**Longhorn Publishers: When The Sun Goes Down and Other Stories from Africa and beyond“Terror gangs bring about devastation to any society.” Write an essay in support of this statement with close reference to Moses Isegawa’s story ‘**The War of the Ears**’.

(20 marks)

Or**The Novel: The Whale Rider**“Racial and tribal discrimination are the order of the day in the society.” Support this statement drawing illustrations from Witi Ihimaera’s novel ‘**The Whale River**.’ (20 marks)

MOSTA JOINT EVALUATION EXAMINATION 2017*Kenya Certificate of Secondary Education***ENGLISH****PAPER 1****(FUNCTION SKILLS-MARKING SCHEME)****Question 1**

Must be report format. If not deduct 2 AD.

Format 7 marks

Heading or title 1 mk (capitalized and underlined)

Terms of reference or introduction ✓1

Procedure ✓1

Findings ✓1

Conclusion ✓1

Recommendations ✓1

Signing off ✓1

Content 8 marks

1. Terms of reference / introduction
Show the purpose of the report (1mk)
2. **Procedure** (2mks)
Candidate to show how they collected the information e.g interviewing, observing, viewing, visits, questionnaires etc
3. **Findings** (2mks)
4. **Recomemndations** (2mks)
 - The candidate should give at least two recommendations
 - Should be in point form
 - Language accuracy (4mks)
 - Ability to communicate accurately
 - Proficient use of language structures
 - Coherence
 - Appropriate punctuation
 - Penalize for poor grammar (tense, punctuations, SVA)
 - Penalize for sentence construction, spelling mistake etc
 - Tone – must be formal
 - Use of passive language (if not deduct 1 AD)
5. **Conclusion** (1mk)
The candidate should deduce from the findings or data collected

QUESTION 2 (CLOZE TEST) 10 marks

1. or / and
2. rejected /despised/hated./shunned
3. more
4. those
5. consequently
6. can
7. in
8. their
9. raising
10. an

3. ORAL SKILLS

- a) i) Aa bb cc dd ee ff (1 mark)
The rhyme scheme is regular (must work out scheme for description to score) 1mk
- ii) gold gorse
moonless muffled
(mark first two and ignore the rest)
darkness deep
heard him have
seeing sun
no night
- iii) I would say it with a falling intonation because it is a statement or I would stress the word **him**, **no** and **night** because they are content words
- iv) sick, stick
gold gorse
- v) To enhance musicality, momorability, add meaning, to make the poem interesting (Any 2-2 marks)
- b) i) Cede
ii) berth (spelling must be correct or else o)
iii) clime

- iv) mettle
- v) awl
- c) i) *Before an interview*
 Ensure you have arranged documents in the right order
 Switch off mobile phone
 Pray
 If anxious can breathe in and out
 (*Accept any 3 relevant points*)
- ii) *Avoid the following*
 Answering /responding to questions one does not understand
 Giving incorrect information
 Fidgeting in the chair
 Sitting before being allowed to
 Using informal language
 Chewing gum *Any 3 = 3 marks*
- 3. (d)
 - a) He wound the watch
 Jane has a big wound on the leg.
 - b) The girls went to the pitch to play
 The choir used the correct pitch to sing the national anthem
Each 1 mk = 4 mks
Mark any grammatically correct sentences
- 3 (e) You : The response should express sorry, should indicate that he or she was not involved in the noise making
 - ii) You: (The response should indicate that he or she was not involved)
 - iii) You: (The response should indicate the need / reason for shouting)
 - iv) You: (The response should explain the reason for standing)
 - v) You: The response should explain the absence of the prefect and indicate the action of having written the names of noise makers of those causing the commotion
(Each 1 mark)
Total 5 marks.

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PAPER 2**MARKING SCHEME**

1. a. i) She is not sure that Kwame's intentions are good because from ten year's experience, he never gave out anything good ✓✓/without expecting something in return. (2mks)
- b) i) It makes him uneasy / nervous ✓ i.e her continued silence made him to reveal his intentions ✓ piecemeal until he tells Akosua 'please say something' ✓1 he speaks hesitantly
1 x 2 = 2mks
- ii)
- That Akosua was illiterate ✓
 - That he had become an important man in the community and would be called to government house and other important places
 - That the relationship had become impossible ✓
 - That he was no longer struggling and therefore did not need a general servant who doubled up as a wife ✓
1 mk each 1 x 4 = 4mks
- iii) To become a councilor, a member of the town council ✓1 be addressed as " councilor Kwame Asante, O.B.A, A.S.S'"
1mk
- iv) Akosua asked Kwame whether / if he had consulted his friends before he married her ten years earlier/ before ✓1
1mk
- v) It was ironical that Kwame wanted to send Akosua away and yet when she says she will leave his house, he becomes mad and tells her that she should not leave without his permission otherwise he would claim all the presents he had given to her parents and other relatives. 2mks
- vi) Women are down – trodden/looked down upon/ are not respected ✓1.
Kwame decides to pay Akosua off after ten years of marriage ✓1 1 mk 1d, 1mk illus. Total 2mks
- vii) "Unscrupulous as he was, Kwame Asante had a qualm as he looked at the woman sitting on the African stool near the bed" ✓2 2mks
- viii
- b) Disinfecting – making pure / purifying/ changing
- c) What she said cut like a whip – the words were hurtful
- d) Impertinent – rude / disrespectful 1mk each 1 x 3= 3mks
- 2.
- (a) Grusha is motivated by the following:
- The flight has been exhaustive and the baby heavy.
 - Fears that Simon might return in her absence.
 - She has smelt the milk from the peasant woman's farm. (4 x1 = 4 mks)
- (b) Features of style:
- Symbolism – fine linen – symbolic of affluence / Royalty
 - Metaphor – "you cannot vomit in my room"
 - Humour – Any 2 x illus = 4 mks
- (c) She has realised she has divulged important information concerning the child ✓ which can easily sell him out to the enemy. ✓ (2 mks)
- (d) The Ironshirts are pursuing the baby ✓ having been mandated by the Fat Prince ✓ with an intention of killing the child. He would want to kill him as he is the heir to the Governor. (3 mks)
- (e) Grusha
- Protective – is bent on protecting the baby from the ironshirts and this is why she runs back to the house.
 - Cunning – cheats the corporal that she had left the milk on the stove
 - Dishonest –
 - Caring – Identification + illus (2 mks)
- Corporal
- Perverted –
 - Immoral –
 - Humorous – Identification + illus (2 mks)
- (f) Grusha meets the same corporal; later in when Matella sues Grusha for stealing the baby. ✓ As she is led to court she bumps into him ✓ and confirms the same by a huge scar on the face. ✓
- (g) Must you? (1 mark)
- (h) After this excerpt the peasant woman betrays ✓ Grusha by telling the Corporal that it is Grusha who had left the baby. The corporal sees ✓ the baby in the crib. (2 marks)
- Bawl – short & loudly in an unpleasant manner (1 mark)
- Run him through – kill him by sticking a lance. (1 mark)
- Carnal glance – a look with some sexual desire (1 mark)

NB: The meaning of the phrases should be consistent with the tense of the words.

ORAL LITERATURE

- (a) (i) Dilemma narrative – The young man was asked to kill his father or the headman.
Identification + illustration = 1 mk
- (ii) - It presents the audience with a dilemma.
- It involves situations that require passing judgment on ethical or moral grounds.
- The story ends with the narrator posing a question to be debated by the listeners. Any 2 x 1 = 2
- (iii) Educates / cultivates critical and sound judgement among listeners.
- (b) - Opening formular – “There was a certain town...”
- Closing formular – ‘Here ends the story’
- Dialogue – ‘This man said to his son, ‘Come let us go and catch the squirrel’
- fantasy
- timelessness
- Repetition
- Hunting 3 features + illus = 6 mks
- (c) – Livestock keeping – The chief gave his sons horses worth ten pounds
- Slavery – He called his slaves to take him and have him washed and shaved. Identify + illust = 2 mks
- Blacksmithing – axe
- (d) (i) Loving / Caring – He did not want the slaves of the headman to strike his father.
Obedient
Identify + illust = 2 mks
- (ii) - Hot tempered – When the squirrel escaped, he became angry and struck his son with an axe.
- Ruthless – inhumane
- Selfish – irresponsible / youth Identification + illust = 2 mks
- (e) The most appropriate audience of this story is children. This is because, as they grow up, they will know how to handle difficult situations in life.
- (f) We should learn to forgive.

GRAMMAR

- A.
- (i) (a) The photographs will be taken either at the venue of the wedding or in a reputable studies. 1 x 1 = 1
- (b) Neither the children not the peasant was allowed to go to the hall yesterday. 1 x 1 = 1
- (ii) (a) The principal, noticing serious laxity among the students, warned them against such behaviour.
Or
Noticing such laxity among the students, the principal warned them against such behaviour.
Or
The principal warned the students against such behavior, noticing serious laxity among them.
- (b) Feeding and watering his cows very well, the farmer gets twenty-five kilos of milk everyday.
- (iii) Kibet is studying but swimming is his hobby. 1 x 1 = 1
- (iv) (a) It is not good to look down on other people. 1 x 1 = 1
(b) I am currently putting up with my brother in Karen. 1 x 1 = 1
(c) The principal was worked up with the three boys. 1 x 1 = 1
- (b) (i) There are situations in which you need to act with speed or else the consequences will catch up with you. 1 x 1 = 1
(ii) She likes football as it is superior to hockey. 1 x 1 = 1
- (c) (i) He was charged with forging property inheritance document. 1 x 1 = 1
(ii) Kamau deals in groceries. 1 x 1 = 1

MOSTA JOINT EVALUATION EXAMINATION 2017*Kenya Certificate of Secondary Education***ENGLISH
PAPER 3**

Category – marks

Q 1. (a)

Must be a story. If not deduct 4 mks AD

Must begin with the given sentence. If not deduct 2 mks AD

Q 1. (b)

- Candidate must write an introduction.
- He or she should develop the points raised in the body.
- There should be a conclusion.

NB: The candidate should come up with measures to combat flooding in urban areas.

- The examiner should consider the ability of the candidate to discuss the measures raised.
- Deduct 2 mks AD for an essay that exceeds 450 words.

2. Introduction

The River and the Source portrays Akoko as a woman of courage which helps her overcome some of the various challenges she faces.

- (i) Akoko draws the attention of the village and defends herself against her mother-in-law Nyar Alego and brother-in-law Otieno Kembo's allegations for using witchcraft to prevent Owuor Kembo her husband from marrying other wives. She leaves her matrimonial home regardless of the absence of her husband, to show that she could not take the accusations anymore. This helps her to protect the image of her family which had been questioned and to stamp her position so that her in-laws would respect her.
- (ii) Akoko shows courage when she makes the legendary journey to Kisuna to go and report Otieno Kembo to the D.O. She faces the DO and later the DC as she lodges her suit against Otieno and wins the case. She has the courage to take the long journey, whose virtue lies in the fact that Otieno is ousted from being the chief and with it comes the end to oppression and heavy-handedness Otieno had visited on the people for the short time he was chief.
- (iii) Akoko confronts Otieno when he threatens to whip her because of reporting him to the "sirkal". She tells him "you may be twice my size, but I have three times your courage. This stops Otieno from continuing to insult her at that moment since he does not proceed. It also prevents him from physically beating her up.
- (iv) Akoko leaves Yimbo for Aluor when she decides to join her daughter, Nyabera, in pursuing the new way of life (Christianity). She agrees to take on a completely new culture; thereby, abandoning what she has always known to be the way of life. This helps her, together with her daughter, to find peace which eventually paves way for the success of her grandchildren.

Conclusion

- Expect the candidate to briefly summarise the topic of discussion.
- They may also give a proverb summarising the content.

3. (a) Betrayal in the city by Francis Imbuga**Introduction – (2 mks)**

It can be:

- General to specific
- Specific / contextualized

For example,

In the text, 'Betrayal in the city', by Francis Imbuga, oppression is perpetrated by the government and individuals to innocent citizens. This brings about suffering to the victims of the vice.

Points

- (i) The government of Kafira oppresses university students.
 - Adika is shot dead in a riot / demonstration against the employment of foreign expatriates.
 - Students are not allowed to carry his coffin
 - The ceremony should not take more than 10 min.
- (ii) The government instills fear among citizens.
 - Beggars do not see the need to protest.
 - Regina has given up the fight for freedom.
- (iii) The government threatens its citizens with suspicion.
 - Mosese is falsely accused of dealing in drugs; 1 kg of opium is planted into his car to trap him.
- (iv) The government denies innocent citizens their rights.
 - Doga and Nina are disallowed to carry out the shaving ceremony at the grave side of Adika.
 - Mulili does not want to lose the piece of land promised by Boss and; therefore, denies them from performing the right.
 - Kabito is denied that milk tender in favour of Mulili.
- (v) Boss' affiliates dictate to others.
 - Mulili dictates the Drama Department of the National University to act a play.
 - He dictates primary school pupils to line-up on airport road to welcome the visiting head of state.
- (vi) Prison warders are harsh on prisoners
 - Askari beats Mosese for asking too many questions.

- He is suspicious when Mosese remains silent.
- (vii) The government eliminates rebel citizens.
- Kabito is killed in an 'accident' owing to an earlier disagreement with Mulili.
- Doga and Nina are killed for opposing the government of the day.

Any 4 points x 3 = 13 mks

Conclusion

- Summary of the points in the body.
- An opinion / proverb

For example

In conclusion, the government of Kafira oppresses and makes them to live in a state of fear.

Accept any other relevant conclusion.

Intro'	-	2 marks
Body	-	12 marks
Conclusion	-	2 marks
Language	-	4 marks

- (b) The War of the Ears: Moses Isegawa

Introduction

In the short story the War of the Ears' by Moses Isegawa, rebel groups cause a lot of havoc to the people.

Points

- (i) The rebels instill fear among the locals.
 - The God's victorious Brigade sends a threatening letter to Nandere Primary School. As a result, Ms Bengi resigns.
 - Beeda finds solace in the pupils due to fear.
- (ii) The rebels destroy property.
 - They break the window of Nandere Primary School
 - They destroy the transformer leaving the people in darkness.
- (iii) They perpetuate child abuse
 - They recruit child soldiers e.g major Azizima (14 yrs), and Colonel Kalo (17 yrs)
 - They are indoctrinated into horror and terror.
- (iv) There is loss of life
 - Major Azizima's are killed by the rebels
 - Colonel Kalo punishes deserters and thieves by killing them.
- (v) The rebels perpetuate human injury
 - They chop off the left ear of a man who had gone to buy medicine for his wife.
 - Colonel Kalo amputates the left hand of rapists; sex is punished with 100 strokes of the hippo hide whip.
- (vi) They instill psychological torment among the people.
 - Beeda develops phobia of any unfamiliar sound in the compound; the fall of an avocado instils fear in him.
 - Major Azizima is psychologically tormented when his mother is killed by one of the rebels – Blue Beast.

Conclusion

In conclusion, the locals suffer as a result of the heinous acts committed by the rebels.

The Whale rider

Introduction

In the text The Whale Rider, there are prejudices based on ethnicity and race.

- (i) The narrator is discriminated on account of his skin colour.
 - Jeff's mother wonders what she would explain to the women at the bridge club because the narrator is dark skinned and has visited them through her son Jeff.
 - (ii) The narrator is seen as an outsider.
 - Clara makes it obvious that she is embarrassed by the narrator's presence.
 - The narrator is saddened when Clara says to another guest that Jeff always brings home dogs and strays.
 - (iii) Rawiri is segregated because he is not a native.
 - Jeff and Rawiri are getting on fine but Jeff's parents push him to start associating with his own kind.
 - (iv) Benard is discriminated because he is a native.
 - When Jeff hits him, Clara insists that he should drive off because he is only a native. Rawiri protests that he is a cousin and they should attend to him but they do not heed his advice. They drive off without him when he alights to check on Benard.
- In conclusion, segregation, prejudices and discrimination are part and parcel of the society and humanity should try as much as it can do to mitigate such vices.