

KAKAMEGA NORTH SUBCOUNTY JOINT EXAMINATIONS

KCSE TRIAL 2018

Paper 1

Marking Scheme

1. Must have a layout of a review.

(i) **Format:**

Heading – Book Review	(1mk)
Title	(1mk)
Author	(1mk)
Publisher	(1mk)
Year of publication	(1mk)
Reviewer	(1mk)

(ii) **Body:**

- The candidate should be able to at least capture the main character(s) – as he /she brings out the plot and thematic concern(s) in the novel. (3mks)
- The candidate should bring out some styles used in the poem (2 mks)
- The candidate should show the strength and weaknesses of the work of art (2 mks)
- The candidate should conclude by encouraging the form threes to read the novel since it is one of the examinable text. (1mk)

(ii) Language (5 mks)

2. CLOZE TEST.

1. Shown
2. regularly
3. revelation
4. is
5. From
6. negative
7. their
8. relative
9. them
10. lack.

3. ORAL SKILLS

a (i)

- read the poem to myself to understand it.
- recite the poem in front of a mirror
- As my classmates to observe as I rehearse my performance.
- Decide on the intonation I would use at what point.
- Decide on when and where to use gestures.
- Ask myself and decide on the pace of delivery (any 3 x1=4 mks)

ii) With a rising intonation – it is a yes / no question

iii) Went to wed

iv) a, bcccb – irregular rhyme

- b) i) gate – gait
- ii) bread – bred
- iii) you – ewe
- iv) rest – wrest

c)

- Lateness
- Lack of etiquette
- Improper dressing
- Poor research / preparedness
- Lack of confidence / obvious show of nervousness

d)

- Good listening skills
- ability to quickly and accurately grasp the issues at stake
- ability to comprehend the conflicting views of a matter
- Capacity to assimilate, interpret and use figures and facts in a manner to support a given view.
- determining the bottom line beyond which he couldn't go
- Exercise patience and restraint
- Ability to extract information without being offensive
- Maintain confidentiality

(5 x 1 = 5 mks)

e) i) proverb

(1 mk)

- ii) hurry hurry has no blessings,
Proposition competition

(2 mks)

iii)

- Repetition – hurry hurry
- Alliteration hurry hurry has

f) i) We went home early. (adverb)

The early bird catches the worm. (adjective)

(2 mks)

ii) It was a surprise that he came to my wedding. (noun)

I will surprise you one of these days, (verb)

(2 mks)

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Paper 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

Marking Scheme

1. a) The drive for parents to make sacrifices like incurring huge debts to help their children get education and also our population growth. (1 mk each x 2 =2 mks)
b) The emerging economies rely on skilled labour (1 mk) because their economic models have shifted to exporting value – added goods. (2 mks)
c) , are they? (1 mk)
d) Those investing in education should look beyond profits (1 mk) prioritise equipping of students with knowledge and competences (1 mk) to enhance students' employability both locally and internationally. (1 mk)
e) Standardization should be emphasized to ensure delivery of high quality teaching and research (1mk) in order to result in a work – ready students. (1 mk)
f)
– In order to address the prevailing challenges in higher education like cramming lack of resources and infrastructure.
– To come up with “out of the box” holistic policy interventions, to promote practical skills and make education more effective.
NB: must be in prose; if a list is given award 50% of the total marks.
- g) i) Employable skills – skills necessary for being successful in or keeping a job.
ii) Cognizant – having knowledge or being aware of.....
iii) Reciprocated – to exchange with others for mutual benefit.
iv) Out of the box- Non conformal or creative in thinking.

2. Questions

a) Briefly explain what has led to the family gathering together? (4 marks)

Wandia Sigu (1 Mk) graduated (1Mk) from Nairobi university and was given a doctorate in medicine(1Mk)- the equivalent of a PhD. The family had invited other family members and friends to celebrate such an academic achievement (1Mk). (4marks)

b) With illustrations, describe the setting of the excerpt. (3 marks)

The celebration takes place in Aoro/Wandia's home in Nairobi (1M) immediately after the graduation-„everyone packed up and scattered ... to whatever direction they had come from“ (1M). This story takes in 1992(1M), immediately after the multiparty elections- “The recently concluded multiparty elections.....”(1M) (4marks)

c) State three roles played by the mission at Aluor. (3 marks)

- Provided home for the widows.
- Taught the new religion.
- Provided education to those who went there... the likes of Elizabeth. (3 points @ 1Mk)

d) Discuss any two themes found in the excerpt. (4 marks)

Politics- “..... recently concluded multiparty elections...”

Family unity- „...those were her children and their friends and behind them... her children’s children. Had came together for the celebration

Religion- „on their way to Aluor mission...”

Love- “love letters flying...” (Any two @2mks) (4marks)

e) Comment on the following styles as used in the excerpt. (4 marks)

(i) Foreshadowing

“.....felt the attack of dizzy breathlessness” she later dies as a result of difficulty in breathing.

(ii) Flashback

“....sitting in the shadow of her grandfather Oloo’s largest bull...missing her mother” shows her mother’s pioneering trait in Christianity. Also show the wealth back then in traditional society in contrast to modern society. Studying in her cubicle- emphasize the importance of education and its consequences (4mks)

f) From elsewhere in the novel, Akoko makes another epic journey. Describe the journey and give two reasons why she makes the journey. (3 marks)

The journey to Kisumu (1mk)- to protect her wealth against the evil brother in law(1mk) and to seek justice for her grandson Owuor’s stool of leadership(1mk).(3marks)

g) Describe the character of Elizabeth as portrayed in this excerpt. (2marks)

Caring, concerned, responsible. She checked on the little ones before going to sleep. (Any other relevant trait @ 2marks)

h) “The guy must have drowned by now.” Who is the guy referred to here?

(1mark)

Cosmas, a fellow student.

(1 mark)

i) She also remembered clearly the day Akoko had died. (Add a question tag) (1 mark)

She also remembered clearly the day Akoko had died, didn’t she? (1 mark)

3.

- a) The day of “final union” reminds of joy / peace / pleasure and care they promised each other. (Any three = 1 mk each)
- b) The persona has faint memories of joyful moments / when they felt like one / when they saw each other’s image everywhere / and loved each other like little children.
- c) The persona is regretful (1 mk) he feels that they’ve not lived unto the promises they made to each other. (1 mk)
- d) i) The persona and partner felt happy in spite of happiness or sorrow (1 mk) for both had one hope in life , to be happy and united in purpose. (1 mk)
ii) They were innocent about their feelings towards making each other feel loved / flattered. (2 mks)
iii) The persona hoped for a life of prosperity. (1mk) loaning money / farms / cows. (3 mks)
- e) Repetition – ‘I have only faint memories’
The repetition emphasizes the persona’s feelings of regret.
Simile – ‘We praised...like little children in love’ – brings out the sense of deep love they had for each (1mk)
- f) The mood of the poem is nostalgic (1 mk) and regretful (1 mk)

4. Grammar.

- (a) 1. argument

2. sobriety

3. apathy

(3 mks) No mark for misspelling.

b) 1. Were it not for Muli's regular absenteeism, he could have passed the examination /
Were it not that Muli was regularly absent from school, he could have passed the
examination (1 mk)

2. Only after signing an agreement with the government did the teachers agree to teach
(1 mk)

3. This is the boy whose father is generous (1 mk)

(c). 1. Sought

2. bid

3. Paid (3 mks)

(d) 1. Make out

2. Put up with

3. See to it

4. takes after (4 mks)

(e) 1. The dog has broken its leg.

2. Jane is the smallest of the five sisters. (2 mks)

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PAPER 3

Marking Scheme

1. Paper 101/3 is intended to test the candidates' ability to communicate in English.

Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks.

Examiners should not hesitate to use the full range of marks for each essay. It is the final, total mark that counts.

It is important to determine FIRST how each essay communicates and in which category A, B, C or D it fits.

(The marks indicated below are for Question 1)

D CLASS	The candidate either does not communicate at all 01 - 05 or his language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English words he knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors. "Broken English.
D- 01-02	Chaotic. Little meaning whatsoever. Question paper or some words from it simply copied.
D 03	Flow of thought almost impossible to follow. The errors are continuous.
D+ 04 - 05	Although the English is often broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.
C CLASS	The candidate communicates understandably but only more or less clearly. He is not confident with his language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language. Mother tongue influence.
C- 06-07	The candidate obviously finds it difficult to communicate his ideas. He is seriously hampered by his very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.
C 08	The candidate communicates but not with consistent clarity. His linguistic abilities being very limited, he cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English. Links are weak, incorrect, repeated at times.

C+ 09	The candidate communicates clearly but in a flat and uncertain manner. Simple concepts sentence forms are often strained. There may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses, spelling.
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B CLASS	This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he can use English as a normal way of expressing himself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over-ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may be just clean and unassuming, but they still show that the candidate is at ease with the language. There may be a tendency to under-mark such essays. Give credit for tone.
B- 11-12	The candidate communicates fairly and with some fluency. There may be a little variety in sentence structure. Gross errors are still found occasionally, but this must not be over-punished by the examiner.
B 03	The sentences are varied but rather simple. Straightforward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless. Some items of merit. Economy of language.
B+ 14-15	The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of items of merit of the "whole sentence" or the "whole expression" type.

A CLASS	The candidate communicates not only fluently, but attractively, with originality and efficiency. He has the ability to make us share his deep feelings, emotions, enthusiasms. He expresses himself freely and without any visible constraints. The script gives evidence of maturity, good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement, felicity of expression.
A- 11-12	The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provides the "spark" in such essays. Vocabulary, idiom, sentence structure, links, variety are impressive. Gross errors are very rare.
A 03	Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures, a definite spark. Many margin ticks.
A+ 14-15	The candidate communicates not only information and meaning, but also and especially the candidate's whole self; his feelings, tastes, points of view, youth, culture. This ability to communicate his deep self may express

	itself in many ways: wide range of effective vocabulary, original approach, vivid and sustained account in the case of a narrative, well-developed and ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he deserves. A very definite spark.
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TABLE OF CATEGORIES

CLASS	MARK	CATEGORY
A	A+	19 – 20
	A	18
	A-	16 - 17
B	B+	14 – 15
	B	13
	B-	11 - 12
C	C+	09 – 10
	C	08
	C-	06 - 07
D	D+	04 - 05
	D	03
	D-	01 – 02

MARKING SYMBOLS

The main signs indicate the degree of seriousness of error.

(a) GROSS ERRORS OMISSION FOR CONSTRUCTION IN
MARGIN



(b) MINOR ERROR OMISSION MINOR CONSTRUCTION
ERROR



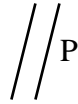
(c) MINOR OR POSSIBLE ERROR



The sign in the margin is used only when a construction error affects more than one line.

The following symbols may also be used.

FAULTY PARAGRAPHING.



REPETITION – (of words) a circle around the word

(of ideas)  R usually in the margin.

ILLEGIBILITY  ?

VAGUENESS  Obscure/vague (margin)

WRONG WORD ORDER. Underline once and write W.O in margin

ILLOGICAL or CONTRADICTORY ILL (in margin)

BROKEN ENGLISH when the candidate fails to communicate.

BR in margin

FOR PURPOSE OF IDENTIFICATION

COW to indicate that a candidate has used a pencil to make correction.

BRACKET [] indicate a part of a D script that communicates.

* Use an asterisk to indicate an item or a sentence that the rubrics indicate should be used.

]] TO INDICATE AN ITEM OF MERIT – Use a tick (✓) either above a word or in the margin for the whole sentence.

GROSS ERRORS

- a) Almost any error of agreement.
- b) Serious tense error
- c) Errors of elementary vocabulary, spelling and misuse.
- d) Punctuation errors and missing punctuation which causes serious lack of communication.
- e) Elementary errors of sentence construction
- f) Ridiculous use of idiom that affects communication
- g) Misuse of common prepositions
- h) Misuse of capital letters (CAPS). Underline the first page, but write 'CAPS' to indicate subsequent pages.

MARKING NORMAL SCRIPTS

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

PROBLEM SCRIPTS

All problem scripts must be marked by the examiner and then sent to the Team leader with comments.

1. IRRELEVANCY

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

ACTION

The examiner marks the essay, gives a linguistic mark and comments on the nature of the irrelevancy. The essay is then passed over to the T.L. who judges whether the irrelevancy should be judged as a deliberate attempt to deceive or should be attributed to the candidate's poor understanding of the subject. Deduct up to 4 marks for irrelevancy in an essay. If dishonesty is suspected, the C.E. should be informed. Any deduction of 3 marks or more should be referred to the C.E.

2. CONTRAVENTION OF RUBRIC

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

- a) If the candidate does not answer the compulsory question in this paper, he should be penalized for irrelevancy.

1. Points of interception

- a) It must be a story, if not deduct 4mks AD.
 - The story must be the candidate's personal experience in which he or she is involved in mischief in the company of his/her brothers, only to be met by the wrath of their father.
- b) It must be a story, if not deduct up to 4mks AD.
 - The story must be illustrative of the saying and may be the candidate's own experience or that of another person in which they come to realize that shortcuts in life have disastrous results.

2. Discuss the consequences of fighting and war in any society with evidence from Bertolt Brecht's *The Caucasian Chalk Circle*.

Introduction

Fighting and war in any society has far reaching consequences. During war people's normal lifestyle/ way of living is disrupted and there is a lot of destruction of property and lives. Bertolt Brecht has shown how war affects people in his play, *The Caucasian Chalk Circle*.

Body

- During war, the innocent and the vulnerable suffer the most from the effects of war and fighting. The servants say this about their employer, the Governor's family: "They even have to have their weeping done for them (p26). Michael is being hunted down to be killed yet he is not aware of the war, being only an infant.
- There is disruption of people's normal lifestyles as farms and homes are abandoned. Resettlement has to be negotiated afresh after the war. Seep7 (prologue). As a result of war, there are ruins of a war ravaged Caucasian village, the people orchard is already destroyed and the once beautiful dairy farm is a ruin.
- People's livelihoods are destroyed as the goat herders complain of the low quality of cheese they now produce from their new settlement. The old man whom Grusha requests to sell her some milk retorts:
"Go to the soldiers if you want milk." The soldiers of the Grand Duke burn the houses of innocent people and kill them making it difficult for them to live peacefully.
- War creates internal refugees. The farmers and the goat herders have been displaced from their homes having been uprooted by the Germans. Grusha and her fellow workers flee into the Northern Mountains as a result of fighting in the city.
- Fighting and war breeds civil wars and counter coups as warring groups fight for supremacy. The Grand Duke is overthrown by the princes who murder his governor but they are in turn rounded up and killed when the Grand Duke takes back powers.
- There is rampant landlessness during the war and fighting as seen in the cases presented before Azdak. He has been a thief as Shauwa says. The soldiers and policemen also break the law they are meant to uphold. The two farming groups – goat herders and the fruit growers are landless.
- War results in exploitation and oppression. For instance, in "The song of injustice in Persia. It is stated that the kings are driven by greed in their quest to acquire new territories by impoverishing peasants. Their sense of imperialism drives them in to unrealistic adventures that Azdak refers to as "the roof of the world" ironically, as the soldiers kill each other, the marshals assault each other.
- There is fear and apprehensions which are direct effects of this war. Jussup feigns illness and lies in bed for a long time for fear of being drafted into the war. He only "recovers when he hears that the war has ended. "The song of the centre" clearly portrays the fear among the soldiers at the frontline. It says that if one wants to survive the war and come back home one has to remain at the center"p47. The peasant woman at whose door Grusha leaves Michael shows extreme fear and apprehension at the sight of the soldiers. She disowns Grusha's agreement with her to claims that the child is hers and instead falls down on her knees begging for mercy.
Grusha has to flee again with Michael.
Accept any other relevant point.
Expect 4 well developed/illustrated points.

3. a)

b) BETRAYAL IN THE CITY: FRANCIS IMBUGA

Introduction

We have those that we think are our friends and we keep them informed and as part of our lives, yet they are our enemies and don't have much interest in us.

1.Mulili and Jere

They are both government officials. When they are sent to stop Doga and Nina from the shaving ceremony, they disagree as Jere wants it performed.

Jere feels that it should be kept a secret by both of them as Mulili had earlier helped Mustafa to escape and Jere had kept silent. But Mulili tells the boss of this little secret and Jere ends up in jail. Jere had also earlier threatened to shoot Mulili.

2.Mulili and Kabito

They are in the same visitors entertainment committee as the boss view them as his supporters.

Kabito refers to Mulili as a thief and later on Mulili misreports him to the boss. Mulili reports to the Boss that he has robbed him of the milk tender, he says Boss had ruined the economy among other accusations leading to the Boss eliminating a loyal and hardworking officer. Mulili also gets the milk tender at the expense of Kabito.

3.Mulili and Boss

Mulili is said to be a close cousin to the Boss and his eye and ear on the ground, he even puts him on various committees as his spy and close loyal friend and cousin. But during the play within a play when the Boss is outwitted and fixed, Mulili says he is a distant cousin and asserts that he should be shot for engaging in so many ills among them ruining the economy and death of Kabito.

4.Jusper, Jere, Mosese versus the Boss. The three actors would want the Boss to take role and give them actual guns instead of gun props only to turn against him. They get excited for the achievement of holding Boss at ransom and want to shoot him but instead shoot Mulili who has attended the dress rehearsal.

5.Kabito and Nicodemo

They seem close friends even discussing the loss of the milk tender but the death of Kabito, Nicodemo does not want to lose allowance for the day. He asks if the day would be counted.

Any 4 well illustrated points

3:3:3:3=12mks

Introduction 2

Conclusion 2

Grammar and presentation 4

Total 20 marks

3. c. The Pearl – John Steinbeck (optional)

Introduction

The Song of the Family means everything to Kino. His family are his whole world, his whole life. This is made quite clear in the very first chapter, when in the early morning he relaxes watching Juanita tending their baby Coyotito and singing a song which forms part of the Song of the Family. The Song of the Family changes as the family situation develops. To begin with, as seen in the quote above, it is gentle, lilting, soothing. However, by the end of the story when the family have lost everything and have been driven from their home, it becomes wild and desperate, 'fierce and sharp and feline as the snarl of a female puma' (chapter 6). This description conjures up an effective image of the family as a cornered animal fighting for its very survival.

Content

1. Kino views the Song of the Family as a strength and an inspiration. At this stage, the family are content and happy in their small home, happy just to be together, and so the song at this point represents security and comfort. Essentially, the Song of the Family incorporates generations of memories inherited from Kino's forebears. To Kino, the Song of the Family represents safety, wholeness, and warmth. It is the very essence of life to him.
2. The Song of the Family also warns against the "savage" and "dangerous melody" of the Song of Evil; it cries in sorrowful warning before the scorpion bites Coyotito, and it is sung while the baby fights the effects of the scorpion's poison. This is just before the scorpion stings Coyotito, introducing a note of evil and discord into Kino's small world, threatening everything that he lives for and setting into motion a chain of events that ultimately results in catastrophe for the family and Coyotito's death.
3. More than anything, the Song of the Family is a song of hope to Kino. As he fills his basket with oysters, he imagines that the Song of the Pearl That Might Be is embedded as a "sweet and secret and clinging" counter-melody within the Song of the Family. Immediately after he finds the priceless pearl, the Song of the Family plays in Kino's ear. It reminds him that a great future is in his grasp, but he must be careful to avoid the wrath of the gods against a man who chooses to be successful through his own efforts.
4. In Chapter Six, as Kino creeps up to the trackers, the Song of the Family is as "fierce and sharp and feline as the snarl of a female puma." It has become a war-song of sorts, propelling Kino towards a desperate battle for the life of his besieged family. Then, after Coyotito's terrible death, the Song of the Family leads another call to battle for Kino. This time, its unrelenting rhythm guides him to the edge of the water, where he will throw the pearl back into the sea.

Conclusion

So, in the story, the Song of the Family represents many things to Kino. It is simultaneously a song of hope, peace, warmth, and wholeness to him. It can likewise serve as a song of warning as well as a song of gentle wisdom. Essentially, as the text tells us, the song incorporates the complete human experience, and it embodies all the hopes and fears of those who live by it.

Any 4 well illustrated points

3:3:3:3=12mks

Introduction 2

Conclusion 2

Grammar and presentation 4

Total 20 marks