



MANG'U HIGH SCHOOL

BUSINESS STUDIES

PAPER 2

END-TERM EXAM (March-April)

FORM 4

Time: 2 ½ Hour

Name Class Adm. No.....

Date.....

Instructions to Candidates

- ❖ Write your name and admission number and in the spaces provided above
- ❖ Write the date of the examination in the spaces provided above
- ❖ Answer five questions
- ❖ All answers must be written in the spaces provided in this booklet
- ❖ This paper consist of 3 printed pages
- ❖ Candidates should check the question paper to ascertain that all the pages are printed as indicated and no questions are missing

For Examiner's Use Only

TOTAL MARKS

1. a) Describe the channels of distribution for imported manufactures goods (10marks)
b) Explain five characteristics of good money (10marks)
2. a) Using graphical illustration, show the effects of an increase in demand accompanied by a decrease in supply on equilibrium price and quantity (10mark)
b) Explain five disadvantages of using pipeline as a means of transport (10marks)
3. a) A country intends to use the expenditure approach to measure her National Income. Explain Five problems encountered when using this method (10marks)
b) Explain five differences between endowment policy and whole life policy (10marks)
4. a) Explain five benefits of economic liberalization to Kenya (10marks)
b) Explain five internal factors that may positively affect the operations of a business (10marks)
5. a) The following account balances were extracted from the books of Gucci Traders on 30th June 2010

	<u>Shs</u>
Opening stock	120,000
Purchases	170,000
Returns inwards	30,000
Closing stock	110,000
Sales	300,000
Creditors	115,000
Discount allowed	40,000
Capital	200,000

Calculate:

- i) Gross profit margin (3marks)
 - ii) Rate of return on capital (3marks)
 - iii) Current ratio (3marks)
 - iv) Highlight the significance of each of the above ratios to a business (3marks)
- b) Explain **four** implications of a population structure and size on the development of a country (8marks)
6. a) Explain **five** principles which guide the government in its expenditure allocation (10marks)
b) On 1st July 2009, Kamau stores showed the following balances:
Cash in hand kshs 20,000
Cash at Bank kshs 8,600 (cr)
During the month, the following transactions took place;
3/07/09 Jane, a debtor settled her account of kshs. 16,000 by cheque of kshs. 15,000
6/07/09 paid rent by cash kshs. 800
10/07/09 deposited kshs. 6,000 into the business bank account from cash till
15/07/09 settled Musa's account of kshs. 20,000 and allowed a discount of 1%
18/07/09 deposited kshs. 28,000 in the bank from private resources
21/07/09 Cash sales kshs. 12,000
24/07/09 Otieno debtor settled his account by cheque of kshs. 8,000 having been allowed a discount of 20%
26/07/09 purchased furniture of kshs. 5,200 paying by cheque
28/07/09 Received kshs. 3,600 cash from SIALO
30/07/09 banked the available cash except kshs. 1,600

Required

Prepare a three column cash book duly balanced (10marks)

MANGU HIGH SCHOOL
MARCH PRE-MOCK EXAMINATION
ENGLISH 101/1 MARKING SCHEME

1. You are the chairperson of the Music club in your school. You wish to hold music competitions with another school. Write a letter through your patron, to the chairperson of the music club from the other school, inviting the members to a music competition night. There should be copies of the letters to the patron of the two schools.

- It should be an official letter with three addresses

Format

1. Senders address
2. Date (must be in words)
3. Recipients address
4. Through the patrons address
5. Salutation
6. Ref.
7. Signing off – yours faithfully.
8. C.C – 1.

2.

Introductory Paragraph who they are i.e. designation

- Invitation – mention the event (music competition night).
- Date of the event, time, venue (specific place)
- What they should prepare for
- Should be enough details for one to score the full marks
- Prizes for the winners. Prize must be specified.

Body 6 mks

Language 4 mks

(Format – 10 mks)

(Body - 6 mks)

Language - 4 mks

(20 mks)

2. CLOZE TEST

1. record
2. usually
3. entries
4. times
5. member
6. down
7. The
8. with
9. based
10. life

3. ORAL SKILLS

- i) Identify two sound patters employed in the poem
 - Alliteration – clasps the crag with crooked hands
 - Assonance – the wrinkled sea beneath crawls (mark any other appropriate)
- ii) Mention 2 things that the poet has achieved by the use of the above patterns
 - Have enhanced rhythm in the poem
 - Have made the poem musical and interesting
 - Have made the poem memorable

iii) Which word would you stress in the last line of the poem and why?

- Thunderbolt – capture the lines meaning and vividly shows the eagle's strength.

Nb. Use of content word doesn't score

iv) What gestures would you use while reacting the first line of the poem?

- I would lap my hands to show how the eagle flies
- I would fold my hands into a fist show the eagle class.

2. Divide the following words into their constituent syllable units.

- a) Wonder – Won-der = 2 syllables
- b) Honey – Honey = 1 syllables
- c) Draw back – Draw – back = 2 syllables
- d) Town – Town = 1 syllable
- e) Education – Edu-ca-tion = 3 syllables

3. The following is part of speech made by an aspiring union leader called Mambo. From the speech identify the anomatopoeic words.

- Groaning
- Crashing
- Murmur
- Roar

(1 x 4 = 4 mks).

4. Rewrite following sentences identify stressed syllable in the underlined words using a stress maker

i) Drug abuse is so rampant in coast province

- Drug abuse is so 'rampant in coast province

ii) The alarm clock rang on time

- The a'larm clock rang on time

iii) We were forced to desert our fertile land and now, here we are in a total desert.

- We were forced to de'sert our fertile land and now, here we are in a total 'desert.

NB: Students must make use of a stress marker not any other form.

5. Read the telephone conversation and answer questions that follow

i) Explain the shortcomings of the secretary's telephone etiquette

- The secretary does not introduce herself to the caller.
- Interrupts the caller
- Demands for private information
- Ends the call abruptly by banging the phone
- Is rude when she asks 'who are you?'
- Does not offer to take a message for Mr. Omari.

ii) Suggest specific expression of politeness and explain where the secretary should have used them

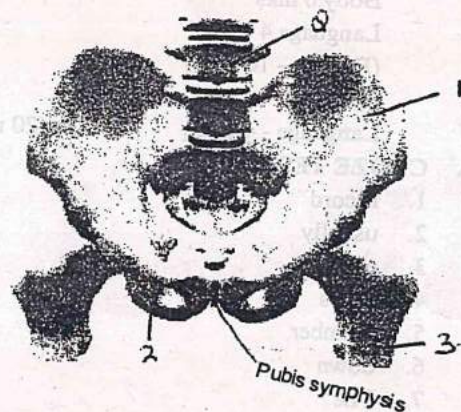
- Hallo, Mr. Omari's office how can I help you?
- Pardon, excuse me, could you speak louder?
- Can I take a message Mr. Omari is not in
- Thank you for calling- when ending the call.

MANGU HIGH SCHOOL
MARCH PRE-MOCK EXAMINATION
BIOLOGY 231/3 MARKING SCHEME

1. a) Record your observations.
- Bubbling/ effervescence/ fizzing/ gas formed
 - White precipitate in solution K.
- b) What conclusion would you draw for your observation in (a) above?
- Gas produced is carbon (IV) oxide;
 - Solution K is lime water/ calcium hydroxide
- c) i) Name the biological process that took place in the boiling tube
- Anaerobic respiration/ fermentation
- ii) Explain the process you have named in c (i).
- Glucose is broken down by enzymes (in yeast);
 - Giving out Carbon (IV) oxide/ ethanol and energy.
- d) Suggest the identity of J.
- Yeast;
- e) i) Suggest a reason why the temperature range in this experiment was maintained between 35° and 40°.
- It's the optimum temperature range for enzymatic reactions.
- ii) With reasons, suggest the expected results if the experiment was performed at
- 0°C.
- No reaction/ slow reaction/ No. CO₂ produced/ less CO₂; Reason – at this temperature, enzymes are inactive
- 100°C
- No reaction/ reaction stopped/ no CO₂ produced; rej. no change; Reason – Enzymes are denatured/ yeast cells killed rej. Yeast cells denatured.

2. a) Name the parts labeled C, D, E and state their importance for the seedling
- C: Hypocotyl – protects the plumule/ shoot tip/ opens path for cotyledons to pass through the soil
 - D – Cotyledons/ Seed leaves – Photosynthesis; storage of food
 - E – Coleoptile/ plumule Sheath – Protects delicate tip/first leaves/ foliage leaves
- b) i) What is the name of the swellings
- Root nodules
- ii) Name the organisms that would be found in the swellings
- Rhizobium bacteria;
- iii) Explain the relationship that exists between the named organisms and the plant
- Symbiotic relationships were the bacteria get protection and nutrient while the plants get nitrates fixed by bacteria.
- c) i) State the types of germination exhibited by R series of the seedlings
- Epigeal

- ii) Give a reason for your answer in c (i) above
- Cotyledons are brought out of the ground
- d) State any two external factors necessary for germination
- Water
 - Oxygen
 - Optimum temperature
3. a) Name the bones labeled 1, 2, and 3 on the photograph
- 1 – Ilium
 - 2 – Pubis
 - 3 – Femur
- b) i) Name type of joint found at the proximal end of bone 3 as it articulates with the adjacent bone
- Ball and socket
- ii) Give an observable feature on bone 3 for your answer in (b) (i) above
- Ball like head/ Rounded head;
- c) i) Name the part labeled Q.
- Lumbar vertebra; rej. vertebrae
- ii) Give two functions of the part named in c (i) above
- Attachment of abdominal muscles
 - Supports the animals weight
- d) Indicate on the above diagram the position of pubis symphysis



- e) Using observable features only, state how bone I is adapted to its functions
- Broad/ wide to provide large surface area for muscle attachment
 - Has broad sacral facet; that attaches it to the terrace process of first sacral vertebrae;

MANGU HIGH SCHOOL
MARCH PRE-MOCK EXAMINATION
ENGLISH 101/2 MARKING SCHEME

1. COMPREHENSION

QUESTIONS

- a) Give this passage a suitable title
 - The drug menace/ The silent killer
(Accept any other suitable title)
- b) Why does the writer refer to the drug menace as a puzzle
 - No person or investigative body has provided a solution to the problem of drug and substance abuse.
- c) Rewrite, adding a question tag.
 - It is unfortunate that both the young and old have fallen prey to the drug menace, isn't it?
(No mark if candidate does not rewrite sentence)
- d) Makes notes of psychological factors that may lead to drug abuse according to the writer.
 - Mood disorders
 - Anxiety
 - Mental disorders eg schizophrenia
 - Personality disorders
(Penalize by 50% for wrong format)
- e) What is the attitude of the writer towards drug abuse?
 - Hateful/ disliking – says that what was initially meant for medicinal purposes has been turned to a slaughter house.
 - He also refers to drugs as a silent killer, shows he does not like the idea of drug abuse.
- f) A human being is a social being who expects others to treat them with dignity (Begin: Being)
 - Being a social being, a human being expects others to treat them with dignity.
- g) Explain the significance of the rhetorical questions in the last paragraph.
 - Provoke the thinking of the reader
 - Intensify the gravity of the situation hence prompting action
 - Show how disapproving the reader is of drug abuse that must be done to stop it
- h) Explain meaning of words and phrases as used in the passage.
 - Fallen prey – Become victims
 - Predispose – Make one vulnerable
 - Crave- Want more and more
 - Sound if this silent killer – the fatal perspective of drug abuse.
- i) Suggest any two ways of dealing with the drug menace.
 - Educating the youth on harmful effects of drugs
 - Having programmes that put potential drug abusers busy
 - Avoid predisposing factors e.g peer influence.

2. EXCERPT

1. The excerpt in its immediate context
Before the excerpt
Oloisudori informs Resian of the benefits she will get for marrying him. Resian gets very annoyed and speechless. Resian learns that her father has already received dowry for her marriage to Oloisudori he reports to her that their fate is sealed.
After the excerpt
Resian runs blindly knocking a chair and table and disappears past Oloisudori's driver. She is raving mad with indignation she becomes very disappointed with her father
2. How did Oloisudori portrayed in this excerpt
 - Contemptuous - "he asked the contemptuous quiet of his voice a menace by itself"
 - Proud – he feels superior and egocentric. "No one plays games with Oloisudori. Ask your father he will tell you. (Award for any other relevant answer mark for the character trait (1 mark for explanation)
3. Describe the feeling of Resian in this excerpt
Resian is feeling disappointed and desperate of her father's action of receiving dowry with the aim of sealing her marriage with Oloisudori she feels really betrayed
4. Explain other crimes that are practiced by Oloisudori
 - Extortionist, assassinations, shadowy, businesses, sexual immorality, robber smuggler and poacher (award any 3; explain with illustrations from the text)
5. The use of irony in this excerpt
 - It is ironical that Olekaelo has already picked dowry from Oloisudori and as never bothered to inform Resian
6. Re-write in reported speech
 - He told her that she was his wife from then hence forth
7. Explain the meaning of the following words
 - Pampered – be made feel as comfortable as possible/ spoilt.
 - Disgust – strong loathe
 - Mad – insane
 - Palatial – grand/ like a palace
- 3.

4. GRAMMAR

- a) Complete following sentences using the correct form of the word in brackets
- John's poor pronunciation (pronounce) of English words was a source of embarrassment.
 - Candidates are warned against impersonation (person) when they are sitting for national examinations
 - I was surprised that she had not sought (seek) the doctor's advice before taking the drugs.
- b) Rewrite following sentences as instructed
- i) She started signing at 7.00am. She is still singing. Now it is 9.00am (Combine using an appropriate tense form)
- She started singing at 7.30am and now it is 9.00m and she is still singing.
- ii) They split up over forty-year ago, the Beatles are still incredibly popular (rewrite beginning, despite ...)
- Despite the Beatles splitting/ their splitting the fact that they split up over forty years ago, the Beatles are still incredibly popular.
- iii) We don't go to the town very often. Begin: Rarely.....
- Rarely do we go to the town
- c) Rewrite and explain the meaning of the idiomatic expressions used in the following sentences. The initiates were encouraged to take heart before the surgeon arrived. Major Ndirangu made history when he organized a modernized circumcision ritual using the traditional approach.
- Take heart – be positive especially after a discouragement.
 - Made history – Did an important thing that was written in history.
- d) Without changing the word order, rewrite the following sentence putting punctuation marks at different positions to give two different meaning My mother said Kimeu is a born orator
- "My mother" said Kimeu, "is a born arator"
 - My mother said, "Kimeu is a born orator"
- e) Change the sentences from personal to impersonal
- i) I find it interesting to watch wild animals.
- It is interesting to watch wild animals
- ii) They decided to abandon the plan
- It was decided that plan be abandoned
- f) Replace underlined word or words in each of the following sentences with the appropriate phrasal verb.
- i) The board refused to honour my request.
- Turned down
- ii) The employer was disappointed by the lazy workers
- Let down
- iii) Their relationship ended when they cheated on each other.
- Broke up

**SHULE YA UPILI YA MANGU
MARCH PRE-MOCK EXAMINATION**

KISWAHILI 102/2 MWONGOZO WA KUSAHIHISHA

1. UFAHAMU

Maswali

1. Eleza kilichosababisha kongomano la katiba la Lancaster
 - Waafrika hawakuwa wamehisishwa katika ktiba ya mwaka wa 1920.
 - Waafrika walitaka kuhusika katika maswala ya uongozi utetezi wa wanasiasa ulilazimu serikali ya uingereza kuitisha kongomano.
2. Taja mambo matatu yaliyotiliwa mkazo na raia katika maoni yao kuhusu katiba
 - Utawala mwema na uwajibikaji wa iongozi
 - Kulinda haki za binadamu zikiwemo za wanawake, watoto na walemavu
 - Kanuni za usawa na ulinganifu
3. Eleza umuhimu wa katika kwa mujibu wa taarifa
 - Kuweka utaratibu na kanuni za utawala m.f utawala wa kimikoa, tufafanue vyombo vikuu vya serikali, mamlaka yavyo na mipaka yavyo ya kutenda
 - Hupambanua haki za raia
4. Taja sababu zilizochangia ubadilishaji wa katiba
 - Katiba iliyokuwa imeandikwa ho mengi
 - Viongozi na watu wenye uwezo na utajiri walipuuza katiba
 - kutokana nauongozi uliokuweco wakati huo watoto na walemavu walidhulumiwa na kukosa uwakilishi ufao.
5. Eleza maana ya maneno haya kama yalivyotumiwa katika taarifa
 - Kitovu – chenye maana na muhimu
 - Harakati – Shunguli za kufanya jambo Fulani
 - Hamasisha – Kufanya jambo lieleweke na kukubalika

2. UFUPISHO

Maswali

- a) Bila kubadilisha maana, fupisha aya tatu za kwanza (maneno 65 – 75)

Maandalizi

- Ujambazi wa kimataifa umewasubua walimwengu
- Serikali nyingi zimejitolea kupabana na janga hili
- Fanaka hayapatikna
- Tatizo kubwa ni jelezi la dhana ya ujambazi wa kimataifa
- Tatizo linguine ni kiburi cha mataifa makubwa kuona hayawezi kufikwa na ujambazi
- Kwao ujambazi unaofaa kukabiliwa ni wa dawa za kulevya
- Unasababishwa na vinyang'arika kutoka ulimwengu wa tatu
- Vinyang'arika hizi ni sharti vifagiliwe ili ustaarabu udumishwe

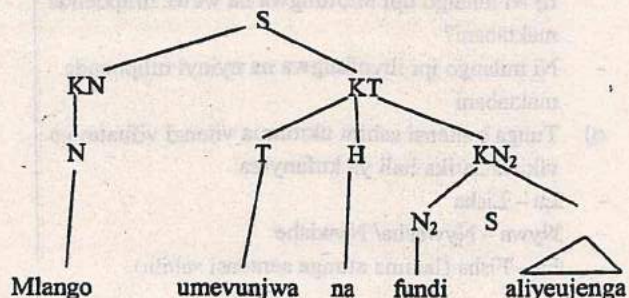
- Watakabari hawa wanaamini kuwa ujambazi ni wa watu washenzi katika nchi zisizoendelea.
- b) Ukizingatia aya tatu za mwisho, fafanua fikira za watu wa mambo yote yaliyotokea baada ya Septemba tarehe 11, 2001. (maneno 65-75)

Maandalizi

- Wamarekani walishtuka na kumaka kuwa taifa lolote au mtu yeyote angethubutu kuwashambulia
- Hakuna aliyeamini kuwa Marekani ingeweza kushambuliwa
- Huzuni ilitanda ulimwengu kote
- Marekani ililipiza kisasi kwa kuwaunguza waliokuwemo na wasiokuwemo kwa maboma Afghanistan.
- Wengi duniani walisherehekea
- Tafsiri ya shambulizi hili ilizorota
- Wengi walidhani kuwa ulikuwa mwanzo wa vita vya waislamu dhidi ya wakristo.

3. MATUMIZI YA LUGHA

- a) Andika sifa mbilimbili za kutambulisha sauti zifuatazo.
 - i) /d/
 - Kipasuo
 - Hutamkiwa kwenye ufizi
 - Ni sauti ghuna
 - ii) /th/ -
 - Ni kikwamizo / kwanizo
 - Hutamkiwa menoni
 - Ni hafifu (sighuna)
- b) Ainisha viambishi kwa kurejelea majukumu ya kisarufi katika neno hili Alijipelekea
 - A – nafsi ya umoja
 - li – wakati uliopita
 - ji – mtendwa
 - pelek – mzizi
 - e - kauli
 - a – kiishio
- c) Tambua matumizi ya 'a' katika sentensi ifuatayo Mwanafunzi acheza uwajani
 - Hali isiyodhihirika
- d) Changanua sentensi ifuatayo kwa kielelezo cha matawi



- e) Tunga sentensi moja ukitumi kitenzi kimoja kilichoundwa kutokana na nomino Zawadi - Zawidi
- Alizawadiwa kwa kupasi mtihani
- f) Tambua matumizi ya 'ji' katika sentensi ifuatayo. Jino la jitu hilo lililwezesha kujilia chakula kingi kuliko mkimbiaji Yule
- Jino – ngeli ya LI-YA
 - Jitu – ukubwa/ uduni wa kitu
 - Kujilia – Kirejeshi
 - Mkimniaji – mazoea/ uzoefu
- g) Andika senteni moja ukitumia kihisishi cha bezo
- Mfano. Po! Nyoo! Mhn! Ngoo! Mawe! Ebo! Wapi! Zii! Aka!
- h) Akiisha aisee yale mawimbi ya tsunami yaliyotokea bahari hindi yaliangamiza biashara nyingi sana alisema bomet.
- “Aisee! Yale mawimbi ya Tsunami (yaliyotokea Bahari Hindi) yaliangamiza biashara nyingi sana,” Alisema Bomet
- i) Panda ni kuatika mbeu ardhini au kuparaga mti. Andika maana nyingine mbili
- Kugawika kwa njia
 - Ingia katika chombo cha kusafiri
 - Paji la uso
 - Pembe kubwa inayopigwa nchani
 - Manati/ chombo cha kurushia mawe
- j) Bainisha virai katika sentensi hii Juma alikwenda mjini kwa miguu
- RN/ KN – Juma
 - RT/ KT – alikwenda mjini
 - RE/ Ke – kwa miguu
- k) Unda neno leny silabi ifuatayo KIKKIKI Mfano – matwana
- l) Tunga sentensi yenye muundo wa: kiima , kiaria, yambwa tendwa, yambwa tendewa na yambwa ala
- Mama alipika chakula cha mgonjwa kwa sufuria
- m) Yakinisha ukigeuza sentensi ifuatayo katika nafsi ya pili kwa umoja. Nisiposamehewa na mola sitapata amani mchana kutwa
- Ukisamehewa na Mola utapata amani mchana kutwa.
- n) Andika entensi ziuatazo kwa wingi
- i) ngom ile inalia vibay kwa kuw imepasuka
- Ngome zile zinalia vibaya kwa kuwa zimepasuka
- ii) Ni mlango upi uliofungwa na wewe nilipoenda maktabani?
- Ni milango ipi iliyofungwa na nyinyi tulipoenda maktabani
- o) Tunga sentensi sahihi ukitumia vitenzi vifuatavyo vikiwa katika hali ya kufanyiza
- La – Lisha
 - Nywa – Nyweshwa/ Nywishe
 - Fa – Fisha (lazima atunge sentensi sahihi)

- p) Eleza tofauti iliyo kafi ya tanakali hizi za suti. Anguka chumbwi na anguka tupwi
- Chumbwi – kuanguka majini ama kwenye kitu kiowevu
 - Tupwi – kuanguka matopeni
- q) Weka nomino hizi katika ngeli zake
- Mbalungi – U - I
 - Mturuki – A - Wa

4. ISIMU JAMII

1. Eleza majukumu matatu ya lugha ya taifa
 - Huunganisha watu
 - Huziba mipaka ya kikabila
 - Hukuza utamaduni
 - Hukuza uzalendo
 - Hutambulisha wtu wa taifa Fulani
 - Hufanikisha harakati za uongozi
 - Husawazisha watu kilugha k.s hisia zitakuw sawa.
2. Fafanua mtindo wa lugha uliotumiwa katika taarifa ifuatayo huku ukieleza sababu za matumizi ya vitambulisho maalum vya lugha
 - Lugha ya mwanasiasa
 - Husema mengi ingawa huwaambia watu kuwa ana machache
 - Hujisifu mwenyewe
3. Thibitisha kuwa adabu za lugha hazizingatiwi miongoni mwa wanajamii siku hizi
 - Watu hawazingatii usanifu wa lugha tena na kutumia sheng pakubwa katika mazungumzo yao.
 - Wtumiaji washeng hawazingatii umri na vyweo vya wanaozungumziwa
 - Tatizo la sheng limekuwa chanzo cha kuzorota kwa kiwango cha lugha katika sauti.

MANGU HIGH SCHOOL
MARCH PRE-MOCK EXAMINATION
ENGLISH 101/ 3 MARKING SCHEME

English composition is intended to test the candidates' ability to communicate in writing 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

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

D CLASS The candidate either does not communicate at all 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." i.e. English that doesn't communicate

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 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 tongues influence is felt.

C- 07 The candidate communicates but not very consistent clarity. His linguistic ability 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 -10 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.

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 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 undermark such essays. Give credit for tone.

B- 11-12 The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally, but his must not be overpunished by the examiner.

B 13 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 constraint. The script gives evidence of maturity, good planning has complete command of the language. There is no strain, just pleasantness, clever arrangement, felicity of expression.

A- 16-17 The candidate shows competence and fluency in using the language. He may

MARKING NORMAL SCRIPTS

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

PROBLEM SCRIPTS.

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

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 memorised 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 team leader 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 upto 4 marks for irrelevancy in the essay. If dishonesty is suspected, the Chief Examiner should be informed. Any deduction of 3 marks or more should be referred to the Chief Examiner.

2. CONTRAVENTION OF RUBRIC

Since the rubrics may change from year 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.

3. SCRIPTS THAT DO NOT COMMUNICATE (Broken language) 1

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

4. BREVITY

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

KENYAN ENGLISH

A good number of words and expressions and understood and currently used by all Kenyans. They can be used in essays without any need for quotation marks or explanations. We can include among those:

Panga, rungu, shamba, murrain, matatu
Wananchi, ugali, madarasa, harambee, matoke
Maendeleo ya Wanawake, salaam aya, askari
Debe, duka, Nyayo, boma, sukumawiki, goat party, manyatta, magendo

AMERICAN SPELLING

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

QUESTION 2 A DOLL'S HOUSE

With relevant examples, write an essay to explain the relevance of the title A Doll's House by Henrik Ibsen.

- Ibsen's Nora is a "doll" trapped in her own house. All the actions take place in her house "a doll's house"
- Sha is treated like a doll by her husband, Torvald Helmer. He call her sorts of pet names like "my little, lark, my squirrel, my little song bird and miss sweet tooth". She seems to accept thses names as at one point, we see her using such ters on herself.
- She is expected to fulfill her motherly and wifely duties by Torvald and by extension the society she lives in.
- Her "house" is not "homely" at all. She pretends to be a happy wife and mother but the scenario is that she is suffering within. She is one who appears to obey these rules at the beginning.
- However, we discover that Nora is not as "silly as we think" she has taken serious decisions in the past – decisions that can only be expected to be taken by men. She has borrowed a lot of money from Krogstad and even forged her father's signature.
- She does not remain a doll forever. She discovers that the society's laws do not value individual beliefs on what is right and wrong. It's bent on silencing the woman from airing her opinion on tipic exercising her rights as a human being.
- Nora is ready to break the conservative and patriachal laws that undermine the place of women in the society.

QUESTION 3 A: Memories we lost and other stories.

Greed and materialism can lead to grave consequences.

In reference to the story, How Much Land Does a Man Want by Leo Tolstoy, write an extract illustrating the truth of this statement.

Introduction:

The introductory paragraph could either be general or contextualized. It must be an attempt at interpreting the question. Definitions or lifting the question will not score.

E.g. They need to amass more and more in terms of money or property is a vice that many people have. However in the pursuit of such, one ends up losing in one way or another.

Or

Pahom who had so many acres of land, and pasture still gets so interested in getting much more at a cheaper price but then had to walk to get as much land at roubles a day as possible. He exhaust himself and collapses dead in his attempt.

G1: Pahom's yearning to get more land yet he has 123 acres of land and pasture, a big house and five family members.

He thinks the land was not big enough.

Wanted wider and more fertile lands

Had the desire to farm widely and keep more livestock.

Kept on thinking about only one thing, how he can get more land

Gii: the news about 13,000 acres of land all for 1000 roubles.

- Pahom gets strongly attracted due to his greed for land
- Wonders whether it is true
- He says he must go and buy that land.
- He embarked on the journey and took his servants with him. They walked for seven days to where the land was, got the people of the town and gave them presents. The people promise to do anything for him.

Giii: The prospects of the Pahom owning a large piece of land.

- He is told that the price of the land is always the same: 1,000 rouble a day.
- One had to go round on his feet and that land covered would be his, at 1,000 roubles a day.
- One had to start at one spot, make a round and mark with a spade on the place passed.
- Once had to make as large a circuit as one pleased, but one had to return to the place one started, otherwise all would be lost.
- Pahom could not sleep thinking about how much land he would cover.

Giv: the walk

- Armed with his spade, he waited for the sun to rise and started off.
- He at some point takes off his outer coat and shoes.
- He was sweating and very thirsty.
- He was becoming tired; he ate quickly to save on time, so that he can walk a greater distance.
- It was hot, yet he must return to the place where he started.
- He started walking back in difficulty.

Giv: Regrets

- Pahom realizes time to sunset was almost gone and he began running back to the hillock
- He realizes he had tried too much
- He felt serious pain but pressed on, yet he was still far from the hillock.
- He threw away his coat, shoes and flask and cap.
- He kept only the spade which he used as support, his soaking shirt and trousers stuck to him, his heart beating like a hammer.
- He was seized with terror and he died of strain.
- He fell down and died. Because he lost his whole energy to get more land, when he got to the goal, he fell down and died.

Conclusion;

Must be a valid paragraph, related to the requirements of the question.

In his relentless pursuit for more wealth, pahom ended up dead.

Unrelentless pursuit for materials wealth can lead to disastrous consequences

Marks 3:3:3:3; = 12 marks

Introduction 2 marks

Conc 2 marks

Grammar 4 marks

QUESTION 3 B: Inheritance

The play 'Inheritance' revolves around a conflict between the African natives and the white settlers over the inheritance of land, its resources and leadership.

> The British invasion in Africa is motivated by the desire to tap resources from Africa through their colonial rule under the guise of bringing civilization in form of education, infrastructure, and hospitals to the "primitive" Africans.

> Once settled, the colonial masters gradually grabbed vast areas of land from the natives for agriculture, mining and settlement thereby displacing and enslaving the natives. The British Empire depended on Africa for survival, hence the desire to rule and control Africa with their resources.

> The natives, through their King Kutula, realize the urgent need to inherit what the white settlers have robbed them. We want to build and run our home in our own way. This land is our mother. We

want our children to live and -share equally what she gives us... all that we take from her

Pg 12). A countrywide uprising begins and the Whiteman ' s rule ends.

> King Kutula XV inherits the leadership from the British masters.

> King Kutula ' s leadership is later inherited by his son, Lacuna Kasoo.

Lacuna is manipulated and deceived by the imperialists to kill his own father. Coldstein is aware of Lacuna ' s insatiable greed. He promises to groom Lacuna to leadership as long as King Kutula is out of the way. His intention is to get Lacuna, who is easy to control, Prologue.

> The prologue opens in Governor Thorne Macay ' s mansion, which is described as lavish and one that rents the air of power and authority.

> The Governor is seemingly angry at the natives' ineptitude and incompetence and feels disempowered by the abolition of the whip as the natives have now downed their tools.

> The Governor ' s attendant has kept Bishop Menninger, (brain of the empire) Princess Sangoi, and King Kutula, who have come to see the governor, waiting for an hour because the latter is on a tea - break, and when asked why he keeps for that long replies, your orders is : Do not disturb his excellent tea - time and meditation hour ... "(p.3-4).

> The natives have rioted against the white settlers, destroyed their property, molested the women and children, and have breached the agreement and trust made earlier " ... a situation that could lead to a long bloody war.. ." (p. 8).

> Bishop Menninger has documented advice for the Governor. He points out in the document that natives would never change from their confused simple nature and that they would never be like the sophisticated and civilized whites but would only remain as copycats.

> He also points out to the governor that the imperialists would have to continue to rule and lay basic rules for the natives since left on their own; they would offer nothing of significance.

> King Kutula ' s entry to the governor ' s mansion is ushered in by an attendant who regards him with awe and reverence.

> He addresses the king as " The son of the king ... from the stars and the heaven, (pg 6)

> Governor Thorne Macay has never understood the ' infernal allegiance ' that natives have their Readers but Menninger is born from their inability to reason and think .He sees them as common animals way below the whites whom he terms as democratic and civilized.

> Governor Thorne has summoned the king to register his disappointment about king Kutula ' s silence on the escalating violence in his kingdom resulting from the nationwide uprising by the natives against the white leaders.

QUESTION 3 C: The Pearl

Accept a relevant introduction

- The doctor declines to treat Kino ' s child, Coyotito, of the scorpion sting because he has no money (has only small worthless pearls).
- The pearl buyers are out to take advantage of Kino and his pearl. Their goal is to cheat him and ruin his plans of happiness and peace for his family.
- The doctor comes to take advantage of Kino ' s ignorance by making Coyotito sick and pretending that his illness is the result of the scorpion sting. He pretends as if he does not know of Kino ' s pearl, yet the only reason he has come to treat Coyotito was to try and seek out where Kino might be hiding it.
- Kino is attacked several times as the attackers want to rob him of the pearl of the world.
- The pearl turns Juana and Kino against one another. At the beginning of the story, they are very close but the pearl divides them. Kino attacks and injures his wife when she wants to throw it into the sea.
- Kino is forced to kill a man to defend himself and the pearl.
- His hut is burned after someone searching for the pearl has ransacked it.
- Trackers follow Kino and his family and they have to hide in the mountain. Finally, Kino ' s child is shot.

Accept a relevant conclusion.

SHULE YA UPILI YA MANGU
MARCH PRE-MOCK EXAMINATION
KISWAHILI 102/3 MWONGOZO WA KUSAHIHISHA

SEHEMU A: FASIHI SIMULIZI

- a) Ngano za kichimbakazi zina sifa gani?
 - Mhusika hukumbana na jasira nyingi/ uovu mwingi
 - Huhusisha uchawi, uganga, sihiri ambazo huchukua sehemu kubwa sana
 - Huwa na matendo ya ukia maumbile
 - Mhusika mkuu hushinda mwishowe na kuishi maisha ya raha mstarehe.
- b) Lakabu ina shina toauti. Toa mifano mitatu
 - Hutumiwa kusifia matendo chanya ya mhusika
 - Kukashifu/ kukejeli matendo hasi
 - Huwa kitambulisho cha mhusika kwani husawiri tabia au hali ya mtu Fulani kwa maneno mafupi.
 - Hutumiwa kama ishara ya heshima k.m kumtaja jina la mkaza mwana ni mwiko kwa hivyo yeye hupewa lakabu
 - Hutumiwa na baadhi ya wahusika kuficha utambulisho wao k.m waandishi
 - Hutumiwa kujigamba/ kujinaki ili kuonyesha ubingwa wao
 - Hutumiwa kuhidhi siri- mtu asijue ndiye anaerejelewa
 - Hukuza uhusiano bor miongoni mwa watani
 - Hutumiwa kuondoa urasmi katika mahusiano ya kijamii na kurahishamawasiliano
- c) Eleza kwa mifano mitatu matumizi ya lugha katika vitendawili
 - Sitiri/ jazada/ istiyari
 Fatuma mchafu – ufagio
 - Tashihisi/ uhuishi
 Amenifunika kotekote kwa blanketi lake jeusi – giza
 - Taashira/ Ishara
 - Sihizai/ dhahaka (kukashifu mienendo hasi)
 Upera wa mwarabu unafukia moshi – chai ya maziwa.
 - Kwelikinziari
 Anjenga ingawa hana mikono – ndege
 - Tanakali za sauti
 Prrrr! Mpaka makka – utelezi
 - Takriri
 Amezaliwa Ali, amekufa Ali, amerudi Ali – nywele
 - Taswira
 Nimemwona bikizee kajitwika machicha – mvi
 - Utata
 Gani ka kila mtu – kifp, jenezu, miguu
 Inachurwa, inaganda – damu, asali, gundi
 - Methali
 Ukichukua mama, umchukue na mtoto – Sagio
- d) Eleza sifa nne za maapizo
 - Hutolewa kwa mtu au watu ambao wameenda tofauti/ kinyume na matarajio ya jamii
 - Maapizo yalitolewa kabli ya ulajiwa viapo
 - Yanaweza kutolewa moja kwa moja na Yule aliyethirik
 - Mtu maalum huteuliwa kutoa maapizo hasa wakati wa ulaji kiapo
 - Mungu, mungu au mizimu huweza kutoa maapizo kuhusu maisha ya badye yamhusika/ laana baada ya mhusika kukaidi amri za (adui)
 - Huaminiwa yataleta maangamizi kwa jamii hinyo wanajamii huelekezwa kuyaepuka kwa kutenda wema
 - Hutumia lugha fasaha (ulumbi) hasa kwa watoaji viapo
 - Lugha huwa kali inayotumiwa kujaza woga ili kuonya dhidi ya macvu
- e) Taja vipera viwili vya ushairi simulizi
 - Maghani
 - Ngonjera/ ushairi wa kisemezano
 - Ngomezi
 - Mashairi ya kawaida
- f) Eleza vikwazo vitatu vinavyokumba fasihi simulizi

- Ushindani mkubwa kutoka kwa filamu/ video
- Tarakilishi
- Mafanano hawako tena
- Ukosefu wa wakati wa masimulizi
- Nyumba ndeu ni kikwamzo kwa ngomezi
- Fasihi Simulizi kuhifidhiwa katika maandishi
- Mkengeuko – utamaduni haudhaminiwi tena
- Kuingilian kwa tamaduni kwa sababu ya ndoa za mscto, uhamiaji na uhamaji n.k.

SEHEMU B: RIWAYA

2. Maovu yametendeka katika jamii ya Riwaya ya Choji la Heri tetea kauli hii kwa kutolea hoja kumi zisizopingika
- Katika jamii kuna biashara haramu kama ile uuzaji wa dawa za kulevya. Dick alipotekea alilazimika kuuzadawa za kulevya kwa muda wa miaka kumi.
 - Kuna ukabila. Suala hili la ukabila ilijitokeza kikamilifu wakati kulizuka vita vya baada ya kutawazwa. Majironi waliwageuko wenzao ambao walikuwa wametoka katika kabila au . ukoo tofauti na wao.
 - Kuna mauaji. Watu wengi walipoteza wapendwa wao kutokana na migogoro iliyozuka baada ya kutawazwa kwa kiongozi mpya.
 - Katika jamii kuna matumizi ya pombe haranu vijana wa vyuo vikuu wanabugia pombe hii ya sumu inayowafanya wengine kuiaga dunia
 - Kuna ukeketaji wa watoto wa kike. Wasichana was shule ya msingi wanapashwa tohara. Wasichana wengine wanayapoteza maisha yao huku wengine wakiponea chupu chupu na kuwua hospitalini kwa mfano Tuama anayeitetea mila hii iliyopitwa na wakati aliponea kidogo kuiaga dunia.
 - Ndoa za mapema wasichana wachanga wanalazimishwa wolewe na vizee na kuacha masomo yao.
 - Kuna wizi uporaji wa mali ya wengine. Wakati vita vya baada ya kutawazwa kuzuka, watu walionekana kupora maduka ya kihindi, kiarabu na hata ya wafrika wenzao.
 - Katika jamii hii wanawake kuavya mimba. Sauna alipachikwa mimba na babake mlezi. Mamake mzazi akamsaidia kuavya kasha akaawonya dhidi ya kumwambia yeyote kuhusu unyama wa babake.
 - Wanawake wengine katika jamii hii wanawacha waumezao na kwenda kuyaishi maisha yao kwingineko. Mamake umekheri aliwaacha na kwenda kuishi mjini. Rejelea mhusika Naomi.
3. Ukabila ni tatizo sugu katika nchi nyingi za kiafrika. Tetea kuli hii ukirejelea Choji la Heri
- Ukabila ni matendo au fikira za mtu za kuhamini kabila lake mwenyewe tu na kuwabagua wa makabila mengine.
 - Ukabila umejitokeza kama ifuatavyo katika chozi la heri. Subira alitengwa na familia ya mume wake kwa kuwa wa kabila tofauti na lao.
 - Mwana heri anatuieleza kuwa mama yake alikuwa ametoka kwenye jamii ya mamwezi lakini babake alikuwa wa jamii tofauti. Kila Subira aliitwa 'muki' au huyo wa kuja kwa miaka

mingi aliwezakuvumilia kubaguliwa, kufitiniwa na kulaimiwa kwa asiyoyatenda. Mwishowealihiari kijiondokea na kwenda mjini alikojinywea kinywaji kikali, akfaia alitegwa katika michezo yao

- Kijana mmoja alimwita 'mfuata myuajambolililomuumba sana Ridhaa.
- Mzee Kedi alimtendea udhalimu Ridhaa nakuteketeza aila yake licha ya wao kuwamajirani kwa miaka hamsini.
- Ridhaa alifanyiwa hivikwa kuwa alikuwaametoka kwenye kabia tofauti na Kedi.
- Ami zake Kangata walimsuta mno kwakumwoza mwanawao kwa mtu wa jamii tofautina yao.
- Walishangaa ni vipi mwana wao ataozwa kwa mtu wa ukoo ambao huvaa nguo ndani nje.
- Waliamini kuwa ukoo huo huzaa majoka ambao hata kiporo sha juzi hayawezi kukupa ndoa ya Selume ilisambaratika baada ya vita vya kutawazwa kwa kiongozi mpya.
- Alibaki mwenye kilio baada ya wambea kumfikishia ujumbe kuwa mumewake amekwisha kuoa msichana wa kikwao.
- Tulia alimsaidia kaizai kufunganya na kumsindikizahadi njia panda.
- Alimkumbatia na kumwambia kuwa mwenyezi Mungu ndiye hupanga na nguvu na mamlaka pia hutoka kwake.
- Akamjuvya kuwa uongozi mpya umezua uhasama kati ya koo ambazo zimeishi kwa karibu kame moja.

SEHEMU C: HADITHI FUPI
TUMBO LISILOSHIBA NA HADITHI NYINGINEZO

4. Shogake dada ana ndevu Alifa Chokocho. Jadili sifa kumi za Safia
- Huyu ni binti wa Bw. Masudi na Bi. Hamida.
 - Anasifika mno kwa tabia yake nzuri isiyokuwa na doa lolote.
 - Katika masomo yake alikuwa anaingoa darasa
 - Ana kipawa cha uzingativu wa kiwango cha juu.
 - Ni msaidizi wa mama yake Bi. Hamida
 - Anamudu kazi zote za nyumbani
 - Anazifanya bila manung'uniko yoyote
 - Ni mwenye tamaa: anatamani kufanya mapenzi na akatumia hila kutimiza lengo lake
 - Alikuwa amejivika ngozi ya kondoo nje, ndani mbwa mwit 1
 - Ni mjanja: anatumia maarifa na hila za kila namna ili kupata fursa ya kufanya mapenzi
 - Ni mwenye hasira: Bi Hamida anapomdadisi kuhusu hali yake ya kutapika, anapandisha hasira na kukimblha chumbani mwake.
 - Ni mwongo: anadanganya kuwa ana malaria sugu
 - Anadanganya kuwa Kimwana anakuja ili wajiadiliane kumbe anayekuja ni mvulana mwenye ndevu ndevu na wanafanya mapenzi
 - Ni muuaji: anatoa mimba na kukidhulumu kiume kisicho na hatia. Mam,bo hayakwenda sawa nay eye akafariki
 - Ana ubinafsi: anafikiria yeye tu bila kujua madara ya kiumbe kilichomo ndani tumboni mwake
 - Ni mchangamfu: eye ana tabia ya uchangamfu ndiyo sababu mama aliyabaini mabadiliko haraka
5. "Mimi nimcamua kwa hiari yangu kukupa wewe zawadi hizo."
- (a) Eleza muktadha wa dendoo hili.
- Haya ni maneno mwalimu Mosi

- Anamwambia Jairo
 - Wamo nyumbani mwa mwalimu Mosi
 - Ni baada ya Mosi kumpa zawadi alizopewa siku yake ya kustaafu na Jairo akarudi kwake akiteta kwamba kufanya hivyo kulimuaibisha sana.
- b) Eleza sifa za anayambiwa maneno haya.
- Mwenye parapara
- Nusura aanguke alipopanda jukwaani kuhutubu kwa sababu ya haraka zake kukosa makini
- Mwenye wivu
- Kauli yake kwamba Baraka, Festo, Mshamba na Nangeto walikuja na magari kwenye sherehe za kustaafu kwa Mwalimu Mosi ili kuwatisha inadhihirisha wivu aliokuwa nao kwao
- Mbumbumbu
- Hakuelewa chochote masomoni
- Katili
- Anamwendea mwalimu Mosi na panga lwa lengo la kumkata baada ya kusikia uvumi kwamba Mosi alikuwa amemwoa bintiye
- Mpyaro
- Anamwita mwanafunzi aliyempelekea zawadi nyumbani kwake 'hambe.' Vilevile anamwita mwalimu Mosi *maluuni*.
- Muungama
- Anaungama na kumwomba Mosi msamaha kwa kumuumbulia jina kwamba alikuwa amemwoa bintiye
- Amekosa uwajibikaji
- Ameitekeleza familia yake kwa kuiacha kwa Mwalimu Mosi.
- c) Huku ukitumia hoja onyesha jinsimzumgumzaji alivoyoitumia hiari yake vizuri.
- Anawasuta wanafunzi wake wa zamani kwa kuendeleza ubaguzi walipokuwa wakihutubu. Anawahimiza kuwapa watu wa matabaka yote nafasi ya kuzungumza.
 - Awaambia watu kumpigia Jairo makofi licha ya kutoa hotuba ya kumkashifu.
 - Anamwambia Jairo kuketi kwenye jukwaa la wageni mashuhuri licha ya kwamba alikuwa amemuumbua katika hotuba yake.
 - Alimpa Jairo kumwita Mwendawazimu, yeye anamwambia kwamba hamna mwendawazimu wala mahoka kati yao.
 - Anaitunza familia yao Jairo baada ya kuitoa kwake kama zawadi anaipa familia hiyo hata kiambo cha kuishi.
 - Anawashauri wanafunzi wake kama Jairo kuendelea kufanya bidii masomoni licha ya kuwa zumbukuku.
 - Anawashauri wanafunzi wake kama vile Jairo dhidi ya ulevi na ufuska
 - Anamnunulia mwanawe Jairo; Sabina vitabu alipofukuzwa shuleni.
 - Anampeleka Sabian; mwanawe Jairo kama mkewe wa pili licha ya kumlipa karo
 - Alikataa kumchukua mkewe Jairo kama mkewe wa pili licha ya mkewe Sera kumkubalia
 - Anamsifu Jairo kumwita 'hatibu mstahiki' licha kutoa hotuba ya kumuumbua.

SEHEMU YA D: TAMTHILIA - KIGOGO

6. Takwimu zako wazitia na kuzitoa visivyo
- a) Eleza muktadha wa dendoo hili
- Anaycongaa ni majoka, anamwambia Ashua, wako ofisini kwa majoka, Ashua alikuwa anamsihi majoka afungue soko kwa sababu watoto wanalala njaa.

b) Jadili sia sita za mzungumziwa (Majoka)

Ni kiongozi wa jimbo la Sagamoyo.

- Ni katili - Anaamuru Tunu auliwe, anavunjwa mfupa wa muundi. Anamwambia kingi awapige watu risasi katika soko la Chapakazi
- Ni mkware - Anapanga njama ta kumpata Ashua, anamtaka kimapenzi licha ya kuwa na mke na motto Ashua anapofika ofisin mwake, antaka kumkumbatia na kumbusu.
- Mwenye hasira - Anakasirika Ashua anapokataa asimhumbatie na kusema kuwa hasira yake imeanza kufunganya virago, (uk 20)
- Mwenye majisifu - Majoka anataka sifa, anaurahi sana Ashua anapomwita Ngao jina lake la ujana. Anajisifu kuwa yeye pia anajua kuzaa na wala si kuzaa tu bali kuzaa na kulea. (uk 22)
- Mwenye dharau. - Anamdharau watoto wa Ashua kwa kuwaita vichekechea. (uk 22) Anamdharau Sudi mumewe Ashua kwa kumwita zebe. Anamdharau Tunu kuwa ni daktari na hana kazi ya maana. Tunu anapokataa poza ya Ngao Junior anamdharau kuwa msichana mdogo hata ubwabwa wa shingo haujamtoka.
- Mpenda anasa. - Majoka anamwambia Ashua asilie bali aseme na ampendaye, astarche kwenye kifua cha shujaa wake, (uk 22)

Anataka kumpa Ashua huba, anamwita muhibu wake, (uk 21)

- Mnafiki. - Anamwambia Ashua kuwa, haja zako ni haja zangu, shida zako ni shida zangu na kiu yako yangu." Nia yake ni kumteka Ashua kimapenzi, liana moyo wa kujali.
- Anadai kuwa hapendi rafu Ashua wanapopigana na Husda ofisini huku ni yeye huzua rafu Sagamoyo kwa kupanga mauaji hadi watu kuandamana.
- Mpyoro - Anawatusi wanasagamoyo kuwa wajinga katikasoko la Chapakazi. Anamwita Sudi mumewe Asa Zebe." uliona nini kwa huyo zebe wako." (uk 24)
- Mwenye kiburi. - Anajita mwana wa shujaa kwamba ana akilindipo kuwa mwana wa shujaa. Anasema kiwaanajifanisha na Samsoni Myaudi na shujaa Lyona wa Waswahili. Anadai kuwa Ashua amemandika jina lakumkwaza kwa kumwita mzee.
- Ni katili - Anamfungia Ashua licha ya kumwombamsamaha kuwa ananyonyesha.

Anapanga njama za mauaji bila kujali haki za

raia. Anawafungia wanasagamoyo soko ambalo ni tegemeo lao biala kujali.

- Ni dikteta- Majoka hutoa amri, polisi watawanye waandamanaji. Kenga anasubiri amri Majoka ili amkomeshe Tunu kufanya uchunguzi kuhusu kifo cha jabali.

c) Faanua kwa kina matatizo kumi yaliyowkumba Wanasagamoyo

- Waataka soko lao lifunguliwe na kujengwaupya pia lisafishwe.
- Hawana usalama, askari wanatumiwakuwatawanya na kuwatishia. Wanaishi kwahofu.
- Hawana uhuru wa kutangamano kwaniviongozi wao wahahofia maanamano.
- Haki zao zimekiukwa. Mauuaji yanapangwakwa njama za kuwaangamiza
- Wanataka kujengewa hospitalini, barabara navyoo. Waletwe nguvu za umumu.
- Wanataka wapate elimu Sagamoyo na ajira kwavijana.
- Wanasagamoyo wana njaa.
- Walimu na wauguzi Sagamoyo wanamishahara duni.
- Kunavilio Sagamoyo, mauaji yanapangwa. Wanasagamoyo wanataka mauaji haya yakome na haki kutendwa.
- Wanasagamoyo wananyanyaswa na viongozi, bei ya chakula inapandishwa ilihali wengi wa wananchi ni maskini.
- Mazingira Sagamoyo ni chafu hadi kuhatarisha maisha yao.
- Wanataka soko kusafishwa

7. "Nilikuwa ninawaponza ... nilijua ninawadhuru wanasagamoyo lakini nilimezwa na tamaa"

a) Eleza muktadha wa dondoo hili

Ni maaneno ya Mama pima / Asiya Anamwambia Tunu/ Wanasagamoyo Wako nje ya lango kuu la soko la Chapakazi. Ni baada ya mapinduzi kutokea jimboni na pombe ya Mamapima ikawa imemwanga na kwa hivyo akaamua kujiunga na raia wengine na kuwaomba msahama kwa kuwauzia pombe ambayo imewadhuru.

b) Bainisha tamathali moja ya usemi inayojitokeza katika donndoo hili.

- Tashihisi - nilimezwa na tamaa
- c) Jadili sifa nne za mzungumzaji
- Fisadi - Anapata kandarasi ya kuoka keki kwa kuwa yeye ni mkoi wa Husda; mkewe Majoka.
- Mwenye vitisho - Anawaambia Sudi na Tunu kwamba amewapa dadika moja kuondoka nyumbani kwake la sivyo, watajua kwa nini anaitwa Mamapima.
- Katili - Anapika pombe ambayo imewaua na kuwapofusha wengi lakini haachi.
- Mzinifu - Anazini na Ngurumo ilhali ana mumewe; Boza
- Muungama - Anabadilika na kuomba msamaha kwa kupika pombe haramu iliyodhuru raia.

d) Kwa kutumia hoja onyesha jinsi tamaa ilivyowameza baadhi ya Wanasagamoyo.

- Tamaa inawasababisha wanaokusanya kodi kuitisha hongo kutoka kwa wafanyabiashara sokoni Chapakazi.
- Majoka anawapokonya raia ardhi ya soko ili kujenga hoteli yake na kuwaacha wafanyabiashara wakitaabika kwa maana hawana mahali pa kuuzia bidhaa zao.
- Tamaa ya mali inamsababisha Kenga kukubali kutengewa kipande cha ardhi ya soko la Chapakazi ambayo inenyakuliwa na majoka
- Tamaa ya pesa inamsababisha Ngurumo kutotaka soko lifunguliwe. Anasema kuwa tangu soko lifungwe mauzo ya pombe yalikuwa maradufu kwa maana wafanyabiashara wengi walihamia huko.
- Tamaa ya pesa inausababisha utawala wa Majoka kupandisha kodi wanayotozwa walimu na wauguzi baada ya kuwaongeza mshahara ili waendeleo kulipwa mshahara duni
- Tamaa ya: kimwili inamfanya Majoka kumtamani Ashua na kutaka kizini naye ilhali ana mkewe Kusda. Aidha, tamaa ya uroda/ kimwili inamfanya Ngurumo kuzini na mkewe Boza, mamapima ilhali ana mkewe.
- Tamaa ya pesa inamsababisha mkurugenzi katika kampuni ya Majoka kupandisha bei ya chakula kwenye kioski cha kampuni maradufu, hivyo kuwasababisha wafanyakazi kuandaman kupinga hali hiyo.
- Tamaa ya mali inamsababisha Majoka kumuua Jabali; kiongozi wa chama cha Mwenge ili kudhoofisha upinzani.
- Tamaa ya kutaka kupata kandarasi ya kuoka keki inamsababisha Asiya kumpa Ngurumo uroda ili apate mradi huo.
- Tamaa ya pombe inawafanya wafanyabiashara kuenda kulewa badala ya kuungana na wenzao katika kupigania kufunguliwa kwa soko la Chapakazi
- Tamaa ya kutaka kusalia uongozini daima inamsababisha Majoka kutaka kumrithisha mwanawe Ngao Junior uongozi wa Sagamoyo
- Tamaa inamsababisha Ashua kutoridhika nakila anachopewa na mumewe Sudi. Anatakazaidi ya uwezo wa Sudi.

- Majoka anatawaliwa na tamaa ya pesa hadihataki kumfidia Bi. Hashima mumewe anakufaakifanya kazi kampuni yake.
- Tamaa ya wanaume inamfanya Bi. Husdakumtazama Chopi kwa macho ya uchu licha yakuwa na mumewe Majoka.
- Tamaa ya pesa inasababisha Mamapimakuwapikia raia pombe haramu bila kuwazia madhara iliyowasababishia- upofu na kifo.

SEHEMU E: USHAIRI

8. Maswali

a) Fafanua mambo matatu ambayo wanaonenewa wameuza

- Utamaduni
- Lugha asili
- Utu
- Uhuru
- Imani
- Uwezo

b) Eleza kea kutoa mifano mitatu mbinu ambazo mshairi ametumia kutosheleza mahitaji ya kiarudi

- Amefupisha maneno ili kupata mizani; ilotaka – iliyokatika, metutulia - wametulia
- Kuinyanga sarufi ilia pate vina; Ni fisadi kichungua, walinyonya jasho letu (kichungua wao ni fisadi)
- Ritifaa ili kupata mizani sawa "Tenda – tutaenda; zin'toka – zinatoka

c) Ainisha shairi hili kwa kuzingatia vigezo vifuatavyo

- Vina- ukaraguni kwa sababu hakuna urari wa vina
- Pindu/ nyoka/ mkufu
- ___ itamaduni hatuna

Ubeti II utamaduni hatuna, _____

Ubeti ___ hatuma twajitia

Ubeti III – uyatima twajitia _____
uhuru wametuhini

Ubeti IV Uhuru wametuhini _____

iii) Idadi ya mishororo

Unane kwa sababu lina mishororo minane katika kila ubeti

d) Bainisha nafsini katika shairi hili

- Nafsini ni mzalendo/ mwananchi/ mkereketwa

e) Faanua toni ya shairi hili

- Toni ya huzuni/ kashfa/ malalamiko

f) Bainisha umuhimu wa tamathali mbili za usemi zilizotumika katika shairi hili

- Jzanda – vyote tumeuza kuwa tumekubali wageni kutuongoza katika hali zote hatuwezi kujiamulia mambo/ hatuna haki
- Msemo – desturi mezichana – tumeweka taa desturi setu. Hatuna cha kujivunia. Kujikaza kisabuni, kujitahidi, kuonyesha jinsi waafrika wanajihidi kuufuata yaw engine hasa lugha.
- ?Uhuishi – Ufakiri watutata – kuna umaskini mkubwa/ mwingi kila mahali. Hili kuonyesha jinsi wafrika wanaandamana na umaskini kwa sababu ya uchumi kuharibika.

(geza mifano ya wanafunzi na madomo yao)

(kutaja 1, kueleza 1)

9. Maswali

a) Ni haki gani za kibinadamu zinarejelewa katika mashairi haya.

Toa hoja mbilimbili kwa kila shairi

- Mimba kutunza .yem
- Makao
- Mavazi
- Chanjo

- Aya njema
- Tabia njem
- Uzima
- Usafi

b) Katika shairi B mtoto ana wasiwasi gani?

- Haki ya elimu
- Chakula
- Mtoto anahofia asikose elimu

c) Linganisha mashairi haya upande wa umbo

- Mashairi yote in tarbia kwa sababu yana mišhororo mine katika kila ubeti
- Yana vipande viwili ukwapi na utao (manthari/ mathnawi)
- Hayana kibwagizo (Sabilia)
- Mizani ni kumi na sita katika kila mshororo
- Kina cha kati ni 'a' katika kila ubeti

d) Uhuru wa kishairi umetumika katika mashairi haya. Thibitisha kwa miano mine, miwili kutoka kwa kila shairi

Shairi A

- Inkisari – Sikia – sitiliza

Zidi – uzidi

Nipatia – kunipatia kunifunza – ukunifunza

Ma – mama

- Tabdila – Afia – afya
- Ritifaa – lipatia – ulinipatia
- Mafikia – umefikia
- Kufinyanga sarufi

'siwe mwisho mefikia wa tumbo kinyazia' badala ya;

Usiwe umefika mwisho wa kunijazia tumbo

(Geza majibu ya wanafunzi)

Shairi B

- Inkisari – tumia – utatumia – hajatoka – itakuja kunitoka
- Mazida – Pima – pimia
- Kufinyanga sarufi - tunayo mengi mashaka – tunayo mashaka mengi
- Ritifaa n'ongezee – niongezee (geza)

e) Eleza maana ya;

Haki zote lipatia, nikala na kusinzia

- Ulindinda vyema kwa kunipa haki zote, nikakula na kulala (kule ndani ya mimba)

f) Andika ubeti wan ne shairi 'A' kwa lugha ya nathari

- Niongezeke kimo nikiwa na afya hadi wenye ufata furaha/ raha
- Niweze kukaa mahali ambapo hapana kero/ usumbufu
- Mimi bado ni mtoto sijatimia/ sijakaa vizuri na ninasikiliza
- Niweke mbali na matusi/ matukano tafadhali mama usije ukanitupa.

(Akijibana kishairi asitunzwe. Iwe aya moja tu na asipoteze maudhui)

MANGU HIGH SCHOOL
MARCH PRE-MOCK EXAMINATION
MATHEMATICS 121/ 1 MARKING SCHEME

SECTION A

1. $\log Px^2 = \log P + 2\log X$
 $1.813 + 2(2.513)$
 $1.813 + 5.026 = 2.83g$
 $PX^2 = 10^{2.83g} = 0.069$

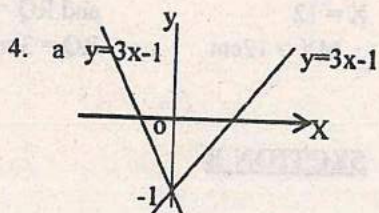
2.

Boys	Girls
240	120
$1/5 \times 120 = 24$	$\therefore 96$
	216 $\therefore 96$

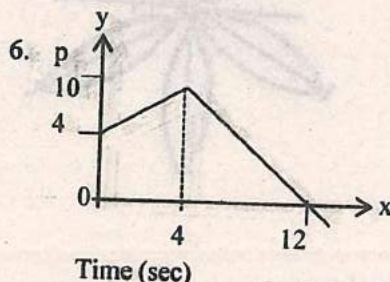
 Ratio 9 : 4
 Ratio of girls to boys 4 : 9

3. i) $3b + 2a + (3b - b) + (2a - b)$
 $3b + 2b + 2a + 2a - b = (4a + 4b)cm$

ii) $(2a \cdot 3b) - (b \cdot b)$
 $(6ab - b^2)$



5.
 $\Theta = 36.86$
 $2\Theta = 73.74$
 $BA = \frac{73.74}{360} \times \frac{22}{7} \times 12$
 $= 0.6438m^2$
 Area of triangle = $\frac{1}{2} \times 1 \times 1 \sin 7$
 $= 0.48$
 $\therefore BA = 0.6438 - 0.48$
 $= 0.1638m^2$
 Vol. = $BA \times H = 0.1638m^2$
 Capacity = 163.8litres



Area under graph
 $\frac{(4 + 10) \times 4}{2} + \frac{1}{2} \times 8 \times 10$
 $(7 \times 4) + (40)$
 $= 68m$

b) $\frac{Fv - 1V}{TT} = \frac{0 - 10}{8 \quad 4} = -\frac{5}{4} = -1\frac{1}{4} m/s$ or $-1.25m/s$

7. $\pi r^2 + \frac{1}{2} \pi r^2$
 $(\frac{22}{7} \times 7^2) + (2 \times \frac{22}{7} \times 7^2)$
 $154 + 308$
 $= 462cm^2$

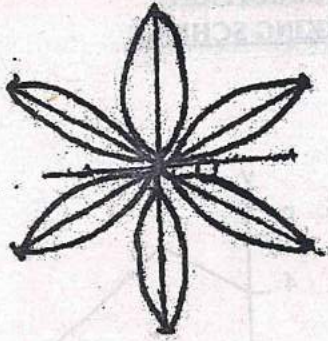
8. $33 + 22 = 55^\circ$ $m = 145^\circ$
 Reflex = 215°

9. $11 - 3 = 8 \div 2 = 4$
 $DC = 4cm$
 Opposite sides of a $\uparrow\uparrow$
 Tran and equal

10. Let the nos. be $X, X + 2$
 $6(x) + 4(x+2) = 138$
 $6x + 4x + 8 = 138$
 $10x = 130$
 $X = 13$
 13, 15

11.

$$\frac{360}{6} = 60^\circ$$



12. $H = 6.5$

$$5.6^2 + 3.3^2 = H^2$$

$$H = 6.5$$

$$6.5 - 6.3^2 = X^2$$

$$X = 1.6$$

$$2x = 3.2\text{cm}$$

13. $\tan 30 = x/d$

$$\frac{1}{\sqrt{3}} = \frac{x}{d}$$

$$\sqrt{3} d$$

$$D = x\sqrt{3}$$

$$\tan 60^\circ = \frac{x+10}{d}$$

$$d = \frac{x+10}{\sqrt{3}}$$

$$x\sqrt{3} = \frac{x+10}{\sqrt{3}}$$

$$3x = x + 10$$

$$2x = 10$$

$$x = 5$$

$$AB = 10 + 5 = 15\text{m}$$

14. $\bar{x} = \frac{\sum fx}{\sum f} = \frac{12.5 \times 10}{10} = \frac{\sum fx}{\sum f}$

$$\sum f = 10$$

$$12.5 + 9 + 9 = 143$$

$$\sum f = 10$$

$$\therefore \bar{x} = \frac{143}{10}$$

$$= 14.3$$

15. $\frac{3}{0.3752} - \frac{1}{\sqrt{72.31}}$
 $\frac{3}{0.3752} - \frac{1}{8.5035}$

$$\sqrt{72.31} = 8.5035$$

$$3\left(\frac{1}{0.3752}\right) - \left(\frac{1}{8.5035}\right)$$

$$3\left(\frac{1}{0.3752 \times 10^1}\right) + \left(\frac{1}{8.5035}\right)$$

$$3(0.2666 \times 10^1) + (0.1175)$$

$$3(2.666) + 0.1175$$

$$= 7.998 + 0.1175 = 8.1155$$

$$= 8.116$$

16. $MP = MQ = PQ$ also $8 = 10$
 $MN = MR = NR$ $y = 7.5$

$$10 = x$$

$$7.5 = 9$$

$$60 = 10y$$

$$y = 6$$

$$90 = 7.5$$

$$X = 12$$

$$\therefore MX = 12\text{cm}$$

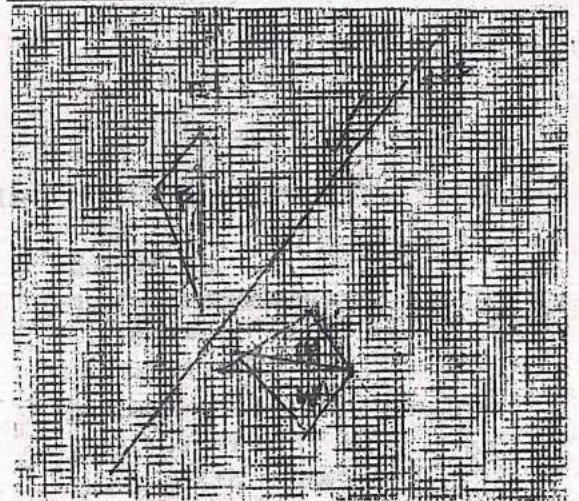
$$\therefore NR = 6\text{cm}$$

$$\text{and } RQ = 12 - 9$$

$$RQ = 3\text{cm}$$

SECTION B

17. i)



ii) A translation of vector $\begin{pmatrix} 1 \\ 0 \end{pmatrix}$ followed by a rotation centre (0,1) about -90° and finally a translation of vector $\begin{pmatrix} 0 \\ -3 \end{pmatrix}$

OR Accept matrix $\begin{pmatrix} 1 & 1 \\ 2 & 0 \end{pmatrix}$ and description
See calculation

iii) (1, -1)
(10, -1)
(7, -4)

$$18. AB = \frac{0-0}{7-0} = \frac{0}{7} = 0$$

$$AB = y = 0$$

$$AC = \frac{6-0}{5-0} = \frac{6}{5}$$

$$\frac{y-0}{x-0} = \frac{6}{5}$$

$$5y = 6x$$

$$AC = y = \frac{6}{5}x$$

$$BC = \frac{6-0}{5-7} = \frac{6}{-2} = -3$$

$$y-0 = -3$$

$$x-7 = 1$$

$$BC \text{ } y = -3x + 21$$

b)

$$r = \frac{y+3}{x-5} = \frac{4}{3}$$

$$3y + g = 4x - 20$$

$$3y = 4x - 2g$$

when $y = g$

$$3(g) = 4x - 2g$$

$$27 = 4x - 2g$$

$$4x = 56$$

$$\therefore x = 14$$

$$(k, g) = (14, 9)$$

$$k = 14$$

ii)

$$(14, 9) \text{ } (-14, 0)$$

$$28y - 9x = 126$$

$$\frac{9-0}{14-(-14)} = \frac{9}{28}$$

$$\frac{y-0}{x+14} = \frac{9}{28}$$

$$28y = 9x + 126$$

19. i) Students = 42, Adults = 7

@ sh 24.50 @ sh 36.75

Students Adults

$$(24.5 \times 42) + (36.75 \times 7)$$

$$1029 + 110.25$$

$$\text{Sh. } 1,139.25$$

ii) 100% = 29.40

$$1\% = 29.40$$

$$29.40 = 100\%$$

$$1 = \frac{100}{29.40}$$

$$29.40$$

$$24.50 = \frac{100}{29.40} \times 24.50$$

$$29.40$$

$$= 83 \frac{1}{3}\%$$

Reduction was $16 \frac{2}{3}\%$

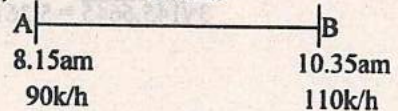
iii) $\frac{36.00}{29.40} \times 24.50$

$$29.40$$

$$\text{Sh } 30$$

20. ti)

360km



B4, B started,

$$= 90 \times 2 \frac{1}{3}$$

$$= 210\text{km}$$

Dist left = 150

R. Speed = $110 + 90$

$$= 200\text{kh}$$

$$\text{Time used} = \frac{D}{S} = \frac{150}{200}$$

45min

$$10.35$$

$$\frac{8.15}{2.20}$$

$$2.20$$

Dist = $s \times t$

$$\frac{3}{4} \times 90$$

$$= 67.5\text{kh}$$

From A

$$277.5\text{km}$$

ii) 10.35am

$$+ .45 \text{ min}$$

$$11.20\text{am}$$

Met at 11.20am

iii) Time taken by A to B

$$T = \frac{D}{s} = \frac{360}{90} = 4 \text{ hrs}$$

Arrived at 8.15

4.00

12.15

Time by motorist = 12.15

-10.30

Dist. = $s \times t$ 1.45

$$100 \times 1.75 = 175 \text{ km}$$

21. i) Vol. $\frac{1}{3}\pi R^2 H - \frac{1}{3}\pi r^2 h$

$$\frac{1}{3}\pi[(2.8^2 \times 23.84) - (1.4^2 \times 11.92)]$$

$$\frac{1}{3}\pi 163.5816)$$

$$= 171.37 \text{ cm}^3$$

ii) $\pi R^2 + \pi r^2 + (\pi DH - \pi dh)$

$$\frac{22}{7} \times 2.8^2 + \frac{22}{7} \times 1.4^2 +$$

$$[(\frac{22}{7} \times 2 \times 2.8 \times 23.84) - (\frac{22}{7} \times 2 \times 1.4 \times 11.92)]$$

$$24.64 + 6.16 + (209.792 - 104.896)$$

$$24.64 + 6.16 + 104.896 = 135.696 \text{ cm}^2$$

iii) $85 \times 171.37 = 145.6645 \text{ cm}^3$

100

$$3\sqrt{145.6645} = 5.2616 \text{ cm}$$