ENGLISH PAPER 1 Year 2010

1. POINTS OF INTERPRETATION

.Must be a speech i.e must have the format of speech including Addressing the chairperson/master of ceremony and the official/ patron

**If no quotation marks used or not ignore*

**If not deduct 4 marks.AD.*

SAMPLE SPEECH

The Guest of Honour, (Name)
The principal, (Name of school)
The patron, Environmental club, (Name)- min 2 people
The official of the Environmental club
Fellow colleagues
The master of ceremonies, Sir / Accept master of ceremony

a) INTRODUCTION

**To show why or how or who started the club*

-Must come before objectives

I wish to start by outlining briefly how the E.C idea was born. Three of us ,_____ and I were watching TV one day and saw a programme showing how the youth in _____ were responding to the challenges of environmental degradation in their community. We were challenged and resolved to take the matter up with our Geography teacher, _____. He concurred with us and kindly accepted to be the patron of the club we formed to rally the students of this school willing to join us. On the 14th of _____we held the first add hoc meeting and resolved to form a club with the three of us as interim officials, Two other meetings followed before we officially held elections under the supervision of our patron. I was elected chairperson.

b) OFFICIAL OF THE CLUB-*names/designations and functions must be there.*

The following officials were elected to serve with me. Please stand up so that I may introduce you

_____ was elected Organising Secretary, unopposed
_____ was elected Secretary
_____ was elected Assistant Secretary, etc

Thank you. Please take your seats.

c) **OBJECTIVES OF THE CLUB**

The club was formed to undertake the following

a) To sensitize the members, and through them the entire school and community, on the need to conserve and protect our environment
b) To undertake to clean-up our environment
c) To undertake to restore the degraded environment, say by planting trees, garbage removal, prevention of malaria by disposal of ditches and cans where water could collect etc

d) To promote organic production of vegetables in the school farm for sale to staff and local community

e) To undertake environment clean-up activities in the school and local market and community

MEMBERSHIP

The club membership is open to all like minded students desiring to join and create an impact in the society, upon payment of a non-refundable fee of ksh 150

The master of ceremony;

The club, in addition to the routine environmental clean-up activities, plans to organize and give talks to environmental issues to the school community; to invite environmentalist to talk to the club members; to sponsor at least five members to the World Environment day celebrations held at the provincial/county headquarters every year

CONCLUSION - ***look for indication of coming to an end –thank you god bless.***

The master of ceremony,

I wish to end by thanking the Guest of Honour for coming to grace this occasion, the principal for the support she has given us and the patron and last but not least the members of the Environmental club

Thank you!

2. cloze text

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

3 a) (i) eyes/cries despising/arising
State/fate state/gate
hope/scope brings/kings

Any four pairs=(2 marks)

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

(ii) me/more
myself/my sullen/sings when/with with/what
thee/than sweat/such like/lack featured/friends
hymns/heavens scorn/state

Any two instances = (2marks)

(iii) I would lower my voice and say them at a lower pitch/Almost a whisper – with the appropriate. Knowing facial expression

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

Therefore to be read at a higher pitch, with more emphasis, more confidence, more slowly and more deliberately – perhaps with a knowing smile

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

NB. Do not score for the idiophone: kru kru kru

c) i) passed -/pa;st/

ii) aunt - /a:nt/

iii) whole - /hδμl/

iv) watt - /wΔt/

v) mail - /meil/

NB; Do not accept ant

d) i) psychology, receipt, corp, psyque

ii) debt, climb, dumb,doubt

iii) calm, palm, balm,could

iv) hymn, condemn

v) listen, soften, moisten,buffer

e) i) proper/clear pronunciation of words- to convey the right message.

ii) the right volume- projection

iii) the correct tone of words

iv) variation of voice

v) the right gesture accompanying the performance

vi) body posture

vii) proper articulation of words

viii) proper attire- to look presentable.

English Paper 2 Year 2010

1 a) Culture shock is the stress / discomfort/ sensory overload that a person experiences when he/ she arrives in a new culture / environment / country. (2mks)

b) - Food
- language
- varied ways of doing things / shopping/ transport system / ring the telephone
- social behaviour / customs
- mode of dressing
- seeing new sights
- feeling a different climate (Any three - 3 marks)

c) i) miss the jokes
ii) Can't make "small talk" / casual get-acquainted conversation
iii) can't shop efficiently (Any two = 2 marks)

d) The person
i) has negative feelings about everything / critical
ii) actively rejects the new culture/buspicians / that people are unfriendly / that your landlord is trying to cheat you / that your teachers don't like you
iii) irritable / the food is making you sick / stomachaches / headaches / sleeplessness (3mks)

e) 1) the challenge of making friends
ii) difficulty in making "small talk" / carrying on a conversation
iii) difficulty in understanding how language is used / jokes
iv) difficulty in shopping / understanding the shopping system. (4mks)

NB: Instructions: Answers must be in note for. Use of arrows, letters, numbers, asterix or incomplete sentences. Deduct ½ from total if answer is not in note form. Affix N to the penalized mark

f) You are able to socialize easily / ask for help / learn the language / adapt quickly to new env/ have a positive attitude towards it (env.) / your confidence improves.
Any one =2mks

g) i) alive – alert / elated / excited / jovial / aware / responsive / rejuvenated / active / animated / having vigour / spirited
ii) obsession – something you are crazy about / a preoccupation / an addiction / something you like a lot.

h) You can / will overcome the difficulties and frustrations of adapting to life in a new land by staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible. (1mk)

OR
If either or both commas are missing = penalize by ½ mk. You need / should / aught to stay in touch with friends and family, keep a positive attitude, and, above all, learn the language as soon as possible if you are to overcome the difficulties and frustrations of adapting to live in a new land.

2 a) Waiyaki had been unable to sleep / sleeplessness /restlessness / many thoughts about his life passed through his mind. He felt that he needed to talk to someone / He decided to go to Makuyu and talk with Kamau (2 marks)

b) Muthoni, Nyambura's sister had run away to her aunt's home to be circumcised (against her father's wish). After the circumcision her wound would not heal. Waiyaki used to visit her regularly and during one of these visits Muthoni expressed her wish to see her sister Nyambura. Waiyaki decided to look for Nyambura (and request her to try and see Muthoni on her sick bed. He sought her) and found / met her (drawing water from River Honia). (4 marks) Expect all the 4 points.

c)

Nyambura keeps looking over her shoulder / in the direction of her home (fearing she might be seen talking to Waiyaki). Nyambura wondered whether to stop or go on.

- Waiyaki kept on thinking about what people would say if they saw them walking together.
- Waiyaki was at a loss and did not know what to say.
- Waiyaki would have wanted to touch Nyambura (just touch her hand or her hair but he had to control himself) restrained
- Waiyaki is said to feel a strange uneasiness
- His heart beat hard, beating out the darkness (any 4 instances 1 x 4 = 4 marks)

d) - Both are cautious / precautious / sensitive / none wants to be seen talking to the other by people from their different camps.
- Traitorous / disobedient / both are dis-loyal / they are against the beliefs of their leaders / Nyambura is dis-loyal to her father and his Christian beliefs / Waiyaki is dis-loyal to the people and the traditions of the tribe
- Both are living and friendly "something passed between them"
- Both are fearful – they don't want to be seen together (any two illustrated traits
  - 2 x 2 = 4marks)
  - Identification 1mk
  - No identification zero

e) She asked him what he was going to do there.
She asked (me) what I was going to do there
Nyambura asked Waiyaki what he was going to do (1 mk)

f) i) The theme of love
In this passage the budding love between Waiyaki and Nyambura is witnessed. Although they do not declare that they love one another it is evident that they have deep feelings for one another. Waiyaki's heart beat hard, beating out the darkness and he looks at Nyambura as the embodiment of serene beauty / "something passed between them as two human beings, untainted with religion, social conventions or any traditions."

ii) Theme of Education
Education is an important theme in the novel. In this excerpt Nyambura asks Waiyaki whether he is still teaching / Waiyaki invites her to his school the following day after classes. "Are you still teaching."

vi) Betrayal – both betrayed expectations of their sides by talking and falling in love
vi) Alienation – Waiyaki says its not a crime for not to be circumcised

iii) Theme of conflict / Divisional / Disunity

The conflict between the Trationalists and the Christians. Waiyaki who is seen as the representative of the traditionalist is afraid that he might be seen talking to an uncircumcised girl while Nyambura is also uneasy about being seen talking with Waiyaki / she keeps glancing over her shoulder, afraid that her father might see her walking with Waiyaki.

Expect any 3 total marks 6mks

identification
Illustration

g) i) **The author uses personification**

The moon is said to be awake / gaze. These are attributes that are only associated with human beings.

ii) Dialogue / conservation / Direct speech

The dialogue between Waiyaki and Nyambura when she asks him whether he is still teaching and he replies that he is still teaching and invites her to his school

This is used to create interest and make the story interactive

iii) **Omniscient narration**

The author describes in detail what emotions go through both Nyambura and Waiyaki as they walk alongside each other. Nyambura for example thinks that Waiyaki wants to see Kamau so that they can discuss their activities while Waiyaki on the other hand is thinking of how he could touch her hand or her hair.

"Again Nyambura glanced over her shoulder in the direction of home. She wandered to stop..."

iv) Vivid description

The author describes the effect of the moon on the lovers. The whole land is lit by the moon and seems to gaze at the two.

v) Metaphor

The woman is Nyambura

- Magic of the moon

vi) Symbolism

- Magic of the moon

vii) Irony

- Waiyaki sees nothing wrong with Nyambura of being circumcised. Yet he is the representative of tradition

Any 2 well illustrated points = 4mks
Identification
Illustration
Illustration alone = zero

viii) Authorial intrusion

"Above them the moon gazed and lit the whole land."

Flash back

"Then Nyambura had been a fairly tall girl with well-formed features"

Honourable – His heart beat hard, beating out the darkness

3 a) The poem is about a long distance truck driver who is tied to his job / grieves for his first truck / though the work is difficult, he is unable to leave and do something else/ has inadequate time for his family (2mks) NB. Part 2 can score on its own

b) The first trucks seem to have given the person a lot of trouble, yet he cannot get it out of his system. He says he grieved when he "lost" it/ cant forget (2mks)

c) The dilemma is that his work is tough and it keeps him away from his family, but he is unable to choose something less stressful. Sustaining her job or quitting it and search for a local job (2mks)

d) i) **Personification.** The persona refers to his first truck as his "first love". The pronoun "she" is used to describe it and he talks about "when we parted" as if he had been separated from another person. 'she played the bitch with me'.

ii) **Metaphor:** The persona describes his feelings about the loss of the first truck as a wound. It shows how sad he became when he could no longer drive that truck.

iii) **Repetition:** Repetition of the line :I'm married to my wheel" emphasizes his obsession with trucks. 'I have trunked' ' tranked' Synecdoche: wheel / truck

iv) **Rhyme**: lines two and four of each stanza are rhymed (b, d) wife, life: meal, wheel, started, parted, night, right

v) **Alliteration**: ten-ton truck; when we were
Both rhyme and alliteration enhance the musicality of the poem and contribute to emphasize of the message.

vi) Simile "But none was ever really like the first / ever had
vii) Irony – the first truck gave him problems yet he grieved when they part

e) i) travels long distances
ii) seems to dehumanize him "... I cease to feel"
iii) is sometimes lovely / think of his home / kids / out on the road at night
iv) doesn't have proper meals
v) keeps him away from his family
vi) works long hours / forced to work at night 1 x 4 – any four (4mks) refer to instructions for 1E

f) i) Sometimes I am numb / I do things mechanically like a robot / I am robbed of my ability to sense and think. (2mks)

ii) If I can get good salary / it pays well or better (2mks)

g) i) grieved – sorrowed (deeply) / saddened / moaned / mourned
ii) trunked – driven / hauled /streered / drove
NB overlook tense (2mks)

4 a) i) "What a beautiful country Kenya is!" the tourist exclaimed./
The tourist exclaimed, "What a beautiful country Kenya is!"/

The tourist exclaimed, "K enya is a beautiful country!"

ii) "James, come here," Halima said / comma optional
Halima said, "James, come here,"
"James," said Halima, "come here" (2mks)

b) i) Full of sweat, they left the field / sweaty / sweating,
ii) The buyer really liked the powerful and comfortable car./
Powerful and comfortable, the car was really liked by the buyer.
The buyer really liked the car (:) powerful and comfortable
The buyer really liked the ear because / since / for / as....

c) i) I/we
ii) me / us * interpretation
iii) her

d) i) flies / has been flying / was flying / flew / had been flying / is flying
ii) sung / had been singing
iii) hit
wrong spelling = zero (3mks)

e) i) That the couple takes care of so many orphans is amazing / that so many orphans are taken care of...
ii) Patriotism is what we need in Kenya
iii) My students neither drink nor smoke
(3mks)

f) i) blade
ii) dose / dosage (2mks)
wrong spelling zero

English Paper 3 year 2010

2. Introduction should not be definition of terms (2mks)
   - Mrs Stockmann indeed is the embodiment of reason in the play *An Enemy of the People.* She alone says the most reasonable things and acts as she ought in every situation we find her.

   - She provides the support and moderating influence on her husband.
     She affirms her husband p. 3 "Yes, that's just what Thomas says."
     She is dutiful serves husband and visitors pp. 1,11.
     She makes a point of knowing what her husband is working on "yes, that is what Thomas is always saying p. 4
     Contradicts Mayor when he suggests Thomas has not 'mettle' to put ideas into practical use p.6
     Mrs. Stockman is respected by both her husband and his brother the Mayor.
     Accept any other relevant introduction

     } Don't invalid

E i She is able to appraise the situation and advise accordingly.
She warns the husband against fighting with the authorities as it would lead to his dismissal and misery for the family. Pg. 32, 41, 43, 63, 71, 76, 87, 89, 93, 94, 106, 107, 109. *(relates to Vola situation, appropriate advice)*

E ii She knows what is good for her husband and for her family and sets out to fight for it p. 41 – 43; She goes to the press and confronts Hovstad et al of misleading her husband p 61 – 62, 90, 107 – 108. *(relates to husband and child)*

E iii She uses tact "But Peter dear…" p 5 and tactifully withdraws the boys to protect them from vulgar / wicked talk p. 15 and Petra to allow Thomas and Peter to talk freely P. 32 and agreeable to both the warring parties and even the press representatives. Peter says "Kathrine, I imagine you are the most sensible person…" p. 40, p 73 *(acts tactifully to deal with situations).*

E iv) When her husband and family are assailed, she opts to stand by them and bravely supports her husband. "But this too shameful (betrayal) … I am going to stand by you Thomas" p. 66, 69, 91, 92, 94

E v) She maintains peace – she attempts to placate the Mayor "surely you can share the credit – as brothers" pg 5, 21, 39, 40, 41
separates the brothers when about to come to blows p. 41 restrains Petra p. 39 – 40

clusion (2mks)

Mrs. Stockmann can be said to be one of the most admirable characters because of her ability to adopt the most reasonable stand

Accept any other relevant conclusion
Expect any four well developed points 3:3:3:3
Grammar & Presentation – 4mks – mark as a whole

3 a) Introduction (2mks)
Candidates must know their understanding of the term "racial prejudice". Racial prejudice refers to unfair unjustified distorted... opinion held about a group of people belonging to a certain race. It is normally an unfavourable opinion based on predetermined attitudes towards certain races.

There are numerous illustrations of racial prejudice against black people in Honwana's short story. *Accept any other relevant introduction*

- Black people were slow in evolving from animals to homo sapiens – "the palms of the blacks' hands are much lighter... because only a few centuries age they walked on all fours" (P. 116) mention the sun

- Black people are dirty, but God made them to serve white people as their servants. To protect white people against the dirt of these servants, "God made their hands lighter like that so they wouldn't dirty the food they made for their masters, or anything else they were ordered to do that had to be kept clean" (P. 116).

- Black people are "creatures" (P. 116) not humans.

- Black people are scum; there was no room for them in the heavenly kilns so they were hung in the chimneys – "smoke, smoke smoke – and there you have them, black as coals (P. 116).

- Blacks are not people in the sight of God – when God made people He told them to bath in the heavenly lake "the people were nice and white" (P. 117).

- This could also imply Blacks are not beautiful – they are dirty and ugly – when they were told to bathe they only wet the palms of their hands and the soles of their feet. (P. 117)

The author's attitude

- Blacks are beasts of burden – their hands are like this because they spend their time gathering cotton and washing (P. 117).

- He is against black people being exploited / he is against prejudices which are used to justify exploration of black people.

- The mother's explanation is the author's voice – God had no purpose for blackmen

- That there is no justification for white people to exploit black people, therefore there is no justification for white people not to work for themselves
    - White people have white hands like black people, therefore there is no justification for white people not to work for themselves.
      Black people have white hands, just like white people; therefore black people are equal to white people before God.

Father Christianos version
Blacks were even better than us, their hands were lighter. Their hands were bitter...
Expect any 4 well developed points mark 3:3:3:3

3 b) Introduction (2mks)
The three main characters in John Ruganda's play, Shreds of Tenderness, are motivated and driven in whatever they do by the one single factor .... Sibling rivalry taken to excessive proportions, even murderous proportions
Rivalry must get out of hand dangerous / murderous – proportion

Accept any other relevant introduction (2mks)

Content
R (i) Odie informs on Wak and causes his fight into exile. (p 118; 122 – 124; 127; 132 – 133)
- SRB can kill
- betrayal to SRB } Puts Waks in life to risk
- Edie fabricates stones to incriminate Wak

R (ii) Odie dispossesses Wak of the inheritance. Odie publishes a false obituary about Wak in order to dispossess him (p. 18 – 22; 75 – 76; 118; 126)
- Puts the picture in the Aigus – bribes the ** office
- didn't put the picture of father though dead

R(iii) Odie's hostility on Wak's return. For fear discovery, Odie becomes hostile (p. 8 – 16; 35; 52 – 54; 59; 73 – 75; 77) (P 13) Pest – parasite p 53
- Violent when told Wak had called
- Bloody and unforgivable brother – should be shot, denies Wak snare Mr. Hero, vulgar about

R (iv) Struggle for leadership in the primer (p 59 – 72). Odie rejects the results of the elections, grabs the Chair and goes ahead to physically assault Wak.
- Sibling rivalry has gone so far that even after losing the election **

R (v) Odie's bid to woo Stella to his side against Wak. When he fails, he intimidates and blackmails her (p. 29 – 33; 49 – 50)
- He reminds her of Gen. Alia details expected
- Reminds Stella of nasty things – intended to hurt her deeply
- Raped by the soldier

Expect any 4 well-illustrated points
Mark 3:3:3:3 = 12 marks

Grammar and presentation = 4 marks

Conclusion (2marks)
One can rightly conclude that had there been no sibling rivalry, the entire play might not have had a foot to stand on. This is because the rivalry triangle triggers and feeds the action and binds together the plot of the play.

Accept any other relevant conclusion (2mks)

(20 marks)

3 c) Introduction
Many immigrants from the Caribbean to the Americas and England especially, soon discover that they do not quite fit in the lands of plenty. Sooner or later, they start to long for the realize that they must return to their homeland. The case of David and Edith is typical of this category of emigrants (Accept any other valid introduction)

H i) Greener Pastures
They sell off what they owned in the Caribbean and set out to seek prosperity in England. Edith quits her teaching job and trains as a nurse in anticipation of the plentiful jobs. She, indeed, lands one immediately they arrive. David who was a carpenter back home finds it a little more hard going. He settles for factory jobs (P. 5, 6, 7).
Contrast: Warm reception from friends / David even opens up to charley and even agrees to go to milk River / There is laughter and joy: "It was enough to be in Jamaica... drinking coconut water on a Sunday morning with her long-time friend" (P. 11) / Ease with which they do their work at home (community service). (P. 33, 35, 112 – 115).

H ii) Healing Process
The healing at home psychologically and physically is faster e.g in England the baths were not meant for blacks and did not seem to be effective (P. 15, 16, 45). The working environment and the people were also very hostile. Contrast: The baths in England. David therefore enjoys the baths at home and he heals faster/ the friendly and relaxed working environment which is also voluntary makes David heal faster even to the surprise of Laura (P. 16, 17, 32, 45). Hostile people P. 30 – 31.

H iii) Friendship and relations
In England they do not have friends or relatives to make their lives comfortable. David workmates are pretenders (P. 20, 31) Contrast. In Jamaica there is friendship and warmth / "Charley is the best thing that could happen to David, better than any doctor medicine."/To the milk River with friends: (P. 9, 10, 11, 34)/ The get-together party organized by Laura (P. 46, 47).

H iv) Scenery
The beauty of the landscape and attractive sites: The milk River / The canefields / Mt Ranges / Cashew trees / (P. 12, 13). **Contrast.** England is cold and grey (P. 7, 16). Mountain = scenes, Mango tree, lining the wad – England = cud and grey = rad and cold

H v) Homecoming and attachment
In England when he fell sick, he was dependant on Edith on everything / and even before the situation was hard (P. 4, 7) Contrast He never forgot his background: always sent money back home to take care of his parent's grave. (p. 22) / when he fell sick he says that when he died they should use his savings to send his body home (P. 31) / when he went back home alive he felt so stronger and even heals faster "...almost as if just being back in this country was medicine...." (P. 31) / they never sold their house (P. 45).

H (vi) Restoration of their Marriage
In England their relationship was estranged because of pressure of worm, weather, etc (P. 7) Contrast: In Jamaica it is restored e.g they are happy together like the restopection on Brother Stramm/ reading and sharing jokes (P. 26, 27, 31 – 32, 33, 42 – 44).

H (vii) Lifestyle
In Jamaica their situations is changed. They have a new life e.g they have a house help and even have time for good breakfast. (P. 41) / They have time for part-time handwork (P. 45) / initiated community service in the church and school. (P. 33, 35, 112, 113, 114, 115)
Contrast: In England they did not have time for themselves / even having breakfast in Birmingham was difficult (P. 41, 94)

H (viii) Culture
They enjoy the celebrations at Mento Yard and St. Ann's Bay. It reminds them of their past and they are happy (P. 116, 117, 120 – 121).
Contrast: The same celebrations in England lacked the special and local flavour. They never enjoyed. (P. 122)

Mark 4 well developed contrasts

3:3:3:3

CONCLUSION
David health is restored and their lives improve, their marriage is revamped. They are once again able to renew their old acquaintances and to play a useful role in their society. It is true. East or West, home is best / Any valid conclusion.

Mark 2 marks

Grammar 4 marks

Total 20 marks

ENGLISH PAPER 1 MARKING SCHEME 2011

POINTS OF INTERPRETATION — Mixed format

(a) Notice — Must be at the top. Don't accept notification — for meetings (can interchange with the name of the school) accept ✓

- must be a notice if not deduct 2 marks;
- advertisement must be catchy.

Sample Notice

F ½

NOTICE — Must be at the top

½ c ST KUVITO HIGH SCHOOL, KERICHO ½ F

DRAMA! DRAMA! DRAMA!

WHAT: Presentation of Henrik Ibsen's play *An Enemy of the People* ½ F

WHERE: ST KUVITO HIGH SCHOOL HALL ½ F

WHEN: SATURDAY AND SUNDAY 22nd - 23rd ½ F (If one is missing no mark)

TIME: 3.00 pm - 5.00 pm both days

1 c **CHARGES: ABSOLUTELY FREE!!!**

1 **COME AND EXPERIENCE GREAT ACTING, GREAT ENTERTAINMENT GREAT TEACHING AND RIB CRACKING!**

½ c A must watch for KCSE candidates.

Members of the public are welcome.

YOU DO NOT WANT TO MISS! SEE YOU THERE!

**For a sneak preview, see the attached synopsis of the play.*

Secretary, St. Kuvito High School Drama Club ½ F [Secretary, name. If signature alone deny]

Contact Person

Mr. G. Kabiru (patron)
Cellphone: 0922 - 404040

Content — performing team ½ c
— people invited —
— charges — 1 c
— Benefits — 1 c (entertainment & lessons learnt)

Format
Notice — ½
Institution — ½
What — ½
Where — ½
When — ½
Who — ½

F Format — 3 mks
C Content — 3 mks
L Language — 2 mks
8 mks — 1 AD (Mixed format)
(Transferred to the grid cover)

(8 marks) X/8

(b) Must be a synopsis. Must be in continuous prose. If not, deduct 2 marks A.D. Must be faithful to the text, otherwise treat as irrelevant and penalize accordingly.

SAMPLE SYNOPSIS

Dr. Stockmann, the Medical Officer of Health, having noticed an increase in the incidence of waterborne diseases among visitors coming to the medicinal spas in the city, institutes a scientific investigation and discovers the water is contaminated by effluent from the tannery nearby. He recommends to the Municipal authorities he serves closure of the Baths and the relaying of the entire piping system. This sets him on a collision course with the Municipal authorities who wish to downplay the issue on account that publication of the issue would scare away the tourists and kill the economy of the city that was dependent on the Baths. Besides, they argued, closure and the works would take too long and would be too expensive for the shareholders.

This sets the stage for the confrontation between Dr. Stockmann who believes the safety of the populace and of the tourists is paramount and the Mayor who leads the political and business fraternity. The ensuing battles form the conflict in the play *An Enemy of the People*. The Mayor uses intimidation, sacks Dr. Stockmann, distorts the information and blackmails the public into supporting him by claiming the taxpayers would have to foot the bill should Dr. Stockmann succeed. This makes the public to denounce Dr. Stockmann as the enemy of the people.(204 words)

2. **Cloze test**

1. into
2. consider
3. ones
4. along
5. bridge, thread
6. While | Whereas
7. all
8. always
9. best, most
10. especially/ extremely

(10 marks)

3. (a)
(i) rising
(ii) falling
(iii) falling
(iv) rising
(v) falling

(5 marks)

(b) (i) The lines should be said with a slow, sarcastic tone. This is because lazybones is just giving excuses that can convince no one. The voice could also show mockery as the performer imitates lazybones. (3 marks)

2011
ENGLISH PAPER2 MARKING SCHEME

Q1 A)

That his mother worships Obama in her living room/Obama is a saint /super human whom she worshipped. 2mks

That her collections were sacred/ the room was considered sacred because of the collections

The collections had to be handled with utmost .care 2mks

She treated the room with reverence / /holiness as a sacred place . 2mks

Any one point = 2 mks

B) - Obama has awakened a dormant optimism in her 1 mk
- His message of unity 1 mk
- His message of hope (of going beyond)transcendence 1 mk
- His stubborn rejection of cymes-i.e. people with a low view of values/.who discourage him/his unwillingness to be cowed (a chorus of cynic 1 mk
- That his election would mean ,America has gone beyond race/Obama is a black American like his mother. 1 mk
- That Obama is, therefore , running a positive campaign 1mk

Any 2 points one mark each

2 x 1 = 2mks

C) Being a black (African American) and having suffered under the hands of white Americans she was thrilled by the fact a follow black man was on the verge of /on clinching the presidency of America . the unimaginable was imminent 2 mks The change she was eager for as the blacks had suffered this suffering / bitter memories come to an end 2 mks

Any 1 x2 = 2 mks

(D)

- At age 77 , this woman had probably never dreamt that this would come to pass in her life time 2 mks
- she has witnessed so much racism that this appears a life changing revolution 2 mks
- That a person who stands for such positive values has won is almost unbelievable/ unimaginable / incredible /a dream come TRUE 2mks
- for the first time in History a black man becomes the president of America 2mks Any 1 point x2 =2mks

(E)

- To give the Obama story a historical dimension (e. g reference to the mother as a child of the depression) 2 mks
- To personalize the issue of the obama campaign and victory 2 mks (seeing the issue in relation to his mother the closest person)
- To present the issue in terms of generations 2 mks (grandparents)- mother –son (perhaps grand children)
- To underscore the gender dimension on ordinary black woman who grew up during the depression enthusiastically supporting obama
- To hook the reader with a anecdote about his mother/catch the reader's interest 2 mks

The mother has a firsthand experience of' the suffering of the blacks during the pervious regime / the mother has more to tell than the author 2 mks

Any 1 point 2 mks

(F) She married young for she was a child of the depression / for she was a child of the depression she married young

Comma missing = 1/2 mk

'the" missing = 0

Small D depressing = 0 1 mk

G)

- -Flank / sincere- telling it exactly as it is / typical of a black woman of her generation
- supportive --- understands where the mother is coming from
- Empathetic - sees things from his mother's point of view
- loving / warm / close /intimate /cordial / happy
  - my mother is special to me
  - the son is the one telling the story ,but behind it we can fell a mother's love for her son
- Inspiring /inspirational/ influential /administration

……..deeply informs my own life

Any two points 2 mks ----2 x 2 =4

Indentification -1 mk

Illustration – 1mk

2 indentifications

2 illustrations

(H) Negative 1mk

- It is associated with 'chilling tales' / open and violent hostility towards African –Americans

indentification 1 mk

illustration 1 mk =2 mks

I) (i) staple of my mother's conversation –major /main topic of her discussion /center of
her talk /core /main subject / key
(ii) surge – emergence /overflow /bubbling /sudden strong feeling /boost /increase
(iii) Digested – adopted /processed/internalized imbibed //understood /comprehended/taken in / absorbed / memorized
1 mk each 1 x 3 = 3mks

Q2. AN ENEMY OF THE PEOPLE

(a) I lovstad and billing had been talking about Dr stockmann's 1mk the impact 1mk it will have on the aristocracy. They have been discussing how they can use the situation to get control of the municipal affairs 1 mk ALslaken and the mayor are likely to opposethe article / They were discussing about Aslaksen's cowardly nature 1 mk
Any 2 x 1 = 2 mks

(b) He had expected that the mayor would bring the article before theBaths committee and get them to start rectifying the situation /correcting the problem / He had hoped to convince the mayor to accept the content of the article / he wanted to discuss with the brother / the mayor .
Any 1 point = 2 mks

c) Contents of the article include
1) A11 the effluent at molledal…..... is infecting the water in the conduit pipes leading to the reservoirs/contamination of the water is due to impurities in the soil/ poisonous morass up at molledal
2) The same cursed fifth oozes onto the shore 1 mark
3) The water causes typhoid and gastric fever 1 mk
4) Therc is decomposing organic matter in the water 1 mk
5) A11 the conduit pipes will have to be re-laid. I mk
6) The intake is too low down. 1 mk
7) it will have lo lie- moved much higher up. I mk
8) will have to build a sewer to carry off the alleged impurities, 1mk
9) The water was unfit for both human consumption and bathing. 1 mk
Any 4x1 Marks

d) Aslaksen is unenthusiastic 2 mks/ skeptical 2mks /non committal 2mks / cautious unsupportive/ 2mks / indifferent /indessive 2mks /fearful about publishing the article. He does not want to displease the people in power 1mk. he wants to be assured that it is okay with both the "prudent point he supports at

another he is against

2mks identification

= 3 mks

1 mk illustration

E)

i) Dr.Stockmann is sacked from the Baths committee 1 mk

ii) His house is vandalized 1 mk

iii)the landlord asks him to vacate the house I mk

iv)his clothes were torn 1 mk

v) he is branded an enemy of the people 1 mk

vi)He is barred from medical practice 1mk

vii) His daughter loses her teaching job and the boys are sent away from school 1mk

viii) His friend loses his job as captain of the ship. lmk

ixj Kathrine and the children lose their inheritance. 1mk

Any 6 points including captain hoster's being sacked 1mk each

6 x 1 = 6mks

(5)

- They / the authorities / the people / have threatened me with all sorts of things 1 mk
- He has threatened me with all sorts of things
- All sorts of things have been used to threaten me 1 mk

Any 1 x 1 = 1mk

Q3 . ORAL LITERATURE

(A) Nzoko was inspired by the murmuring of the river 1 mk the rustle of the wind in the trees 1 mk and the hum of the bumble bees 1 mk

Any 2 x 1 =2 mks

b) it is broken to indicate hesitation 1mk /uncertainity 1mk caused by fear /shock / amazement /surprise/ anxiety fright brought by the presence of the little fairy man 1mk from each of the three areas 1x3= 2 mks

(c) we are told that he did not need telling twice = 2 mks

d) To encourage Nzoko to develop his talent to the fullest/to perfect his music. 2mks

* To bring good to the world by stopping fighting and healing the sick through Nzoko\'s talent/to use music to bring hamony/to make the world a better place 2mks
- To teach Nzoko that precious things do not come cary/ to test his determination /patience/the riddle is given to the best 2mks

Any 2x2=4mks

e) the six are mentioned to show how exceptionally good Nzoko's music was if it managed to charm all manner of birds into silence -2rnks

F)

* Obedient /responsible/ dutiful- I mk --he went lo graze his father's goats after school, I mk
* Determined /persistent 1 mk --he did not give up even after he initially failed to ousting the-
blackbird. He kept practicing 1mk
* Creative/innovative Imk -he fashioned flute from the wood of a willow tree
-he also composed many songs

- Talented his music said to be equal only to that of the the fairy piper and, he managed to fulfill all the three conditions 1 mk
* Compassionate /sympathetic/emotional/empathetic 1 mk
→ tears welled his eyes when he saw the little sick girl.
* patient /self –controlled 1 mk – able to wait till all the conditions are fulfilled before turning;
The ring, 1 mk
* industrious /hardwor king 1mk -after school he went to graze his father;s goats.→ 1 mk
He worked over and over again to perfect his music. 1mk

1mk trait
I mk illustration
Any 2 x 2 = 4 mks

g)They valued

* Education ---Nzoko went to school
- The cnvironmcnt-they preserved the forest with its river, birds and bees.
* herbal/medicine/health the mother of the sick child had gone to look for herbs.
* Music/singing/compositing songs/Nzoko's music was appreciated and he was reworded for
excelling in it.
- Animals -harmony/peace /compassion
* Responsibility - kindness /honesty
* Creativity/innovation -entertainment
* hard work - patience Any 3 x1 =3mks

Q4. GRAMMAR

A(i) "(please)return my key tomorrow. " Aisha asked Tom
"Tom return my key tomorrow, " Aisha said

Aisha told Tom , "re-turn my key tomorrow."

(ii)" Where were you last friday9? the teacher asked them.
"Where?" the teacher asked them "were you last fr iday?" Small f- ½ 'mk
Comma missing- ½ mk
Wrong punctuation = = 0

(ii) what e pleasant surprise (it is) to meet you again after all these years !
1 x 3 = 3 mks

B)
(i) is /was /has / has been /is being will be / had been /would be
(ii) are /were /would / will be should be /could be
1mk each = 2mks

c)
(i) All the money they needed , they collected no more , no more less / target /money was enough / sufficient 1mk
(ii) whatever money they collected ,they needed all of it .They could not spare any for anyone else /no excess whatever was collected was required
1mk
11)i) There were number of students only four from the group were admitted to the university 1mk
ii) there were only four students and all of them were admitted to university 1 mk

D)
I) break- through / breakthrough
ii) break- up / breakup
ii)break –even / breakeven
1x3=3mks

E)
I) Risen
ii) dwelt /dwelled
iii)unconditionally
1x3=3 mks