101/2
ENGLISH
PAPER 2
JULY 2010

MARKING SCHEME

a) Of the many job applications he had made through Email only two organisations had bothered to confirm receipt. (2 marks)

b) It is easy for someone within the organisation to delete some job application without the deciding managers ever knowing. (1 mark)
(no full stop = 0)

c) If the administrators are in favour of their preferred candidates, other candidates' fate can be sealed with a simple click on the delete icon. (2 marks)

d) Rough Copy
- They tend to be straight jacket where 1a one is given the option to choose (1b) only one industry or sector of interest.
- They kill creativity in job-hunting strategies and passion for the job (1c).
- They are given very limited room for expression (1d)

Fair Copy
Email job applications are frustrating, as they tend to be straightjacket where one chooses only one industry or sector of interest. They kill creativity in job hunting strategies and passion for the job and there's very limited room for expression.
(41 Words)

- Must be in prose if not penalise 50% glimmer for grammatical mistakes. If the words are more than 45 don't read beyond that.

e) This is a vague field(1 mk)/and it is one way to kill the interest of the human resource personnel in the job seeker. (1 mk) (2 marks)

f) It should be approached with necessary enthusiasm and skill(1 mark) to give opportunity to job seekers to present their unique interests and competences.(1 mark) (2 marks)

g) Critical/condemnatory/biased (2 marks)
Job application software has been reduced to mere rubber stamps of obsolete procedures.
(1 mark)
Identification 2
Illustration 1
(3 marks)
Illustration with no identification = 0 mrk

h) Water-tight – Secure
Cross disciplinary – more than one area of knowledge/study.
Rubber stamp – unreal/fake/invalid approval
Straight jacket – strict with no room for expression

2. a) Waiyaki is speaking to a gathering of parents of Marioshoni School. (1 mk) who have come from all over the ridges. The occasion is a meeting (1mk) that Waiyaki has called for the parents to see the progress of their children (1mk) and then he would ask them to help improve the school.
(3 marks)

(b) Although he was old, his voice was good and steady.
Despite being old, his voice was good and steady.
(If comma missing = 0 mk) (1 mk)

c) – Poverty of the land
- Land taken away by the white man
- New taxes imposed
- White man's education is not necessary and it is burdening
- More urgent to drive out the white man.
- Challenge on leadership (he Kabonyi would lead them)
- Restoration of the purity of the tribe and its wisdom.
- Education of the tribe is just as good as the white man's

(Any 6 pts 1mk each)(If not in note form, penalize 50%)

d) (i) That Waiyaki is intending to marry Nyambura, Joshua's daughter (1 mk)
So he must be Joshua's man and has betrayed the oath. (1 mark)
(2 marks)

(ii) – During the meeting that Waiyaki calls at the Honia river, Kabonyi brings out Nyambura as an exhibit/evidence that Waiyaki has betrayed the oath through his intention to marry her. (1 mk). Waiyaki does not deny Nyambura' and is therefore placed in the hands of the kiama (1 mk)

e) Conflict
There is personal conflict between Kabonyi and Waiyaki… "The battle was on"
There is conflict between the people of the tribe and the white man…
"the land being taken away…. "new taxes"
(1 mk ident. 1 mk illus. = 2 marks)

f) Kabonyi stood up earlier than it would have been expected. (1 mk)

g) – Rhetorical questions
-"Or do you think the education of our tribe, the education and wisdom which you all received, is in any way below that of a white man?"
- Were the people afraid?
- Were people going to be burdened with more building?

(Any other relevant point)

Effect: Kabonyi intends to appeal to the people's pride, the manhood in them and their loyalty to the soil through this challenge.

-Metaphor
"Did the tail even lead the head, the child the father or the cubs the lions?"
Effect: Kabonyi intends to turn the people against Waiyaki because he is just a young man. He wants them to listen to him instead since he is elderly.
(Any 1 device; 1 mk ident, 1 mk illus. 1 mk effect 3 marks)

h) Spiteful/contemptuous/patronizing/scornful/undermining
"Do not be led by a youth"
-Confrontational
"The battle was on"
(Any one point- 1 mk iden, 1 mk illus. = 2 marks)

i) – Waiyaki is able to convince the people on the need for education for their children.
- An inter-ridge committee is elected to look after the education of all and see to the building of new schools in the country.
- Kabonyi is not in the committee. He leaves the meeting in the company of his son Kamau. Kabonyi feels humiliated, defeated, and is full of fury.
- Due to his anger, Kabonyi insults his son Kamau and threatens to take revenge on Waiyaki… "I could kill him."

(any 3 points 1 mk each = 3 marks)

3. a) The poem is about unfinished tasks/negligence. (1 mark)
In stanza 1, the persona speaks about a little hut, that has only two mudded walls and the rest remain unmade (1 mk)
In stanza 2, he speaks about a gully that is half way filled and the rest is still gaping. (1 mk)
In stanza 3, he speaks about a pot by the altar whose neck remains unmade. (1 mk)
(total marks = 4 marks)

b) (i)The hut represents basic personal needs that have been neglected.
(ii) The deep gully running along the road represents neglected social needs in the society.
(iii) The pot by the altar, which is unfinished represents neglected traditional religion/respect for God/spirits and the ancestors.

c) - It is ironical that the speaker wonders if anyone can find mud, but feels that someone would find gold.
- It is ironical that people find it easy to go for luxuries, represented by gold, rather than essentials represented by mud, which is readily available.

(2 marks)

d) He is avoiding direct attack/condemnation/criticism of his own people, who have neglected the essential areas of life. He touches on sensitive issues like personal, social and religious ones which in fact make up a complete being.

(3 marks)

e) Sarcastic/satirical
"They ran out of mud"
"Who can find mud?"
"Maybe if it were gold, someone would."
People should not run out of mud in a rural setting but the speaker says they did.
Gold is more difficult to find than mud but the speaker makes it appear like it is easier to find gold.
(1 mk iden. 1 mk illus. 1 mi exp. = 3 marks)

f) - Repetition
"For they ran out of mud"
"Mud! Mud!
- Ellipsis
"But the neck remains undone ……."
- Rhetorical question'.
"Who can find mud?"
(Any 1 pt = 1mk idn. 1 mk, illus. = 2 marks)

4. a) (i) Not once did Nyambura come late to school this term.
(ii) Odour neither complained nor reported to the police.
(iii) Had you mentioned this to me yesterday, I wouldn't have come all this way in vain.
(3 marks)

b) (i)Reduce wrong tenses = 0 mk
(ii) Resembled " spellings = 0 mk
(iii) Compensated
(3 marks)

c) i) am I? After the sentence a comma if missing = 0
ii)weren't they? Begins the tag with a capital = 0
iii) will you? No question mark = 0
(Wrong punctuation = 0)
(3 marks)

d)(i) informative wrong spelling = 0
(ii) disrespectfully
(iii) gravity
(3 marks)

e) (i) Continuous test
(ii) Received bouquet (All should be correct for one to score)
(iii) Forty diarrhoea

101/2
ENGLISH
JULY/AUGUST 2010
PAPER 2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR

FORM FOUR MID-YEAR CONTINUOUS ASSESSMENT TEST
Kenya Certificate of Secondary Education
ENGLISH
PAPER 2
COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR

MARKING SCHEME

1. (a) The writer thinks people would reconsider their smoking habit if they knew exactly how damaging smoking was. (2mks)

(b) –Smoking endangers unborn children by causing them to be born stillborn or underweight
- Second hand smoker's causes lung and breast cancers (4mks)

(c) Male smokers have been known to have higher oestrogen and lower testerone levels haven't they? (1mk)

(d) In both men and women, smoking increases the chances of an individual getting a heart disease; it does so by causing high blood pressure and clogging arteries
or
- In both men and women, smoking increases the chances of an individual getting a heart disease: it also by causing high blood pressure and clogging arteries. (1mk)

(e) - Smoking brings about emphysema in which there is continuous coughing, shortness of breath and wheezing.
- These conditions leads to laboured breathing resulting in disability
- It causes death (3mks)
(Note: Should be in note form; if not mark by ½)

(f) - Effects of smoking
- The health hazards of smoking
- Smoking and your health
(Any other relevant title) (2mks)

(g) Telling the real age of a smoker may be difficult because smoking makes people to look older than they really are by cripping the skins ability to renew itself. The result in a dry leathery complexion and etched lines around the lips and the eyes (2mks)

(h) It would be shocking to find someone wanting to start or to continue this potentially fatal habit given these multiple adverse effects of smoking
(2mks)

(i) – Premature – overdue/delayed (1mk)
- Clogging – dilating/widening (1mk)
- Incessantly – intermittently (1mk)

2. (a) Before
- Waiyaki has just left Joshua's church
- He meets Kamau who asks where he has come from
- Just then Nyambura passes at a distance and Kamau comments about her beauty
- Waiyaki pretends not to notice her
- Waiyaki realizes that Nyambura had come to meet him (2mks)

After
- He struggles with his emotions to hold her and whisper to her Nyambura's mother notices her excitement and comments on it
- Nyambura lies that she still has stomachache (2mks)

(Two marks for before, two marks for after)

(b)
- It would have been a risk
- Her father was at home then
- She feels guilty.

(3mks)

(c) Waiyaki has never been out of Nyambura's mind since they met in the moonlight sky. She was always excited at the thought of him and her eyes sometimes shone until Mirriam noticed it. She feels a strange longing for something and she has not been the same again
(4mks)

(Notice should be a summary, if not mark by ½ mark)

(d) – She wanted to meet Waiyaki alone.
- She passed at a distance to avoid kamau

(2mks)

(e) Was Waiyaki pleased to see her? (2mks)

(f) Nyambura
i. Loving – her heart beat as she saw him approach
ii. Obedient/loyal – she did not want to disobey her father by going to Marishoni.
iii. Apologetic – "an sorry, I could not come"

(1 mark identification, 1 mark illustration) (2mks)

Waiyaki
(i) Keen/observant – he notices that Nyambura is beautiful and reserved
(ii) Shy – they did not look directly at one another (2mks)

(Any other)
(1mark identification, 1mark illustration)
(Note: No mark for illustration without identification)

(g) Beautiful, he could see that she was
(Don't award if comma is omitted) (1mk)

3. (a) The persona in this poem is the poet
He writes about love from his own stand point
(2mks)

(b) The persona's attitude toward love is irressistable.
He says that it is a powerful force, he also views it as a universal experience that all and sundry go through at one time or the other (3mks)

(c) The tone of the poem is ridiculous (2mks)
The poet wonders at the symptoms of love since not many can reveal them except to their opposite sex lover.
In the last stanza he asks, could you endeavour pain at any hard but hers?
(4mks)

(d) (i) Simile – love is a bright stain on the vision
(ii) Parenthesis – stanza 2, line 1
(iii)Rhetorical questions – could you endure such pain at any hand but hers?
(iv) paradoxical/contrasting/comparison – stanza 1
All these figers of speech help the poet to bring out his thought in an artistic way
(1 mark for identification, 1 mark for illustration)
(2 marks for effectiveness) (6mks)

(e) The mood of the poem is critical, ridiculous and analytical. The poet looks at the symptoms of true love with critic and wonders at why people do what they do when they are in love
(3mks)

(f) The rhetorical questions is "could you endure such pain at any hand but hers? It is used to show that the symptoms of love as shown in the poem are overbearing on the lovers. That it takes pain to love (2mks)

4. (a) (i)He said that he would be back the following day
(ii) Oughn't you?
(iii) Neither John nor Kamau showed up for the meeting (3mks)

(b) (i) owned up, came clean.
(ii) walk out on
(iii) look down on/upon (3mks)

(c) (i) cost
(ii) Revelation
(iii) Mismanagement (3mks)

(d) (i) At midday, we went for early lunch
(ii) The twin sisters are identical (2mks)

(e) (i) by means of
(ii) In accordance with
(iii) On account of (3mks)

(f) (i) very small amount of money. (1mk)

MBOONI WEST DISTRICT JOINT EVALUATION TEST

(2010)

Kenya Certificate of Secondary Education.

101 / 2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

JULY / AUGUST 2010

MARKING SCHEME

1. a. He is discriminated against / taunted on account of his being short √√ **=2 marks**

b. It is ironical that they discriminate against the short man for being short yet most of them are

themselves as short as one can get. √√ **=2 marks**

c. A persons height is determined by inherited parental traits or genetic mutation. √√ **=2 marks**

d. He wants to give an example of how the short men are disadvantaged and discriminated against on

account of being short. √ **= 1 mark**

- He wants to show that he failed to be recruited into the disciplined forces simply because he was

short √ **= 1 mark**

e. There is a legion of misinformed women out there who declare to anyone who cares to listen that they would prefer death to dating a short man √ **= 1 mark**

f. - There is competition from tall guys for even short ladies √ **= 1 mark**

- Most women discriminate against short men even if they are themselves short √ **= 1 mark**

g. Forming an association to jointly fight against discrimination √√ **=2 marks**

h. Contemptuous – he says most of the women are misinformed √√ **=2 marks**

Critical – he criticizes those who discriminate against the short man for soothing he cannot control.

√√ **=2 marks (mark one)**

i. i) Legion – a large / big group √ **= 1 mark**

ii) Aggregation – total / sum of all characteristics added together √ **= 1 mark**

iii) Chest thumping – boasting √ **= 1 mark**

iv) Inexplicable penchant – uncontrollable love towards / for √ **= 1 mark** **total = 4 marks**

2. a. Waiyaki had called a parents meeting at Marioshoni √

- Parents had been taken round the school √ and the meeting had started with entertainment by the

pupils √

- Later Kabonyi is taken home by his son √ and wonders why Kamau, being a man, cannot outshine

Waiyaki √ **4 marks**

b. - Show the enthusiasm of the children to learn the white man's education √

- Persuades the parents to educate their children√ **(mark 1 x 2 = 2 marks)**

c. Waiyaki √– when he strays to Joshua's church on a Sunday √ and leaves as the congregation is singing only to find Kamau outside √

- On the day there was a Christian meeting at Kameno and Nyambura was at river Honia praying and Waiyaki wonders to the river where they meet and even embrace – Kamau was hiding somewhere. √ **(Tick at point area for 5 marks)**

d. The dead glory refers to their traditions√. The expansion of the whiteman's education could mean the death of their much valued culture√ – ceremonies, rites, informal education. **2 marks**

e. No doubt about the reception of the short speech was left with him by the applause that greeted him

(1 mark)

f.
- Poverty of the land √
- Land taken by the white man√
- The new taxes being imposed on the people by the government post√
- Driving away the white man from the hills altogether√
- He would lead the people to drive away the whiteman√
- Formation of the kiama to keep the tribe pure√ **any 4 points = 4 marks maximum**

g.
- He is jealous √ – he becomes angry when Waiyaki wa making a favorable impression√
- He is tactful √ – he decided to leave the Joshua affait and come to it later as a final blow √

1 mark for trait
1 mark for illustration
2 x 2 = 4 marks

h. That of admiration / liking √ - was impressed by the children's progress and performance as well as Waiyaki's speech on expanding education facilities√

Mark 1 mk identification
1 mk illustration
Total 2 marks

3. a.
- Death√ **= 1 mark**
- Mutilation √ **= 1 mark**
- Famine / hunger √ **= 1 mark**
- Destruction of villages and cities √ **= 1 mark**

4 x 1 = 4 Marks

b. i. Rhetorical questions √

"The outcome? **1 mark**

"Apart from the usual things ? √ **1 mark**

Effect: they provoke the readers mind/ make the reader think/ ponder on war more deeply. **1 mark**

Mark **1 mk identification**
1 mk illustration
I mk effect
} **3 marks**

ii. Alliteration √

"Who knows what ……." √

"Somebody will have won ……." √ **mark as in (i) above: Total 3 marks**

Effect: makes the poem rhythmical (musical), interesting and memorable **Total 6 marks**

c. Contemptuous √

Illustration: "We are busy collecting the dead" √ **1 x 2 = 2 marks**

d. i. There is hunger / famine for the few people who survived the war and shortfall of labour supply√

ii. Homesteads have been completely destroyed √ hence lack of shelter √

(Point and implication = 2 marks)

e. Good leaders like those who rule without, also perish √

People from both sides lose their lives √ **(two points x 2 = 2 marks)**

f. Sad / melancholic√

Illustration: We are busy collecting the dead. (Consider any other relevant illustration)

Mark 1 mk identification

1 mk illustration

Total 2 mks

4. a. i. At no point in his speech did the president make such a statement √¹

(**or any other correct form)**

ii. He said that the only reason he was selling his house in Karen was that he was being

transferred to Nakuru and asked / told me to let him know as quickly as possible if I decided to buy it . √¹

b. i. Provocatively √¹

ii. bloody √¹

c. i. When they got out of the car they stood somewhere and started talking √¹

ii. They were talking while in the car but on getting out of the car they kept quiet. √¹

d. i. Took to √¹

ii. Takes after √¹

e. i. her √¹

ii. Awaiting √¹

f. i. From √¹

ii. At √¹

g. "Mother, " I said √¹

"I am listening," she replied √¹

"Am I really going away?" √¹ **(15 marks)**

TESO NORTH DISTRICT JOINT EVALUATION TEST – 2010
101/2
ENGLISH
PAPER 2
MARKING SCHEME.

1. Comprehension

(a) Buying a car and obtaining a licence

(b) Driving a car can lead one into prison if he/she causes an accident.

(c) It is ironic because one doesn't need a passport to ge to prison

(d) That one can be sent to jail even if he is not driving

(e) The courts are taking a serious view because of the increasing rate of accidents by imposing stiffer penalties.

(f) The four acts of negligence are reckless driving, dangerous driving, speeding and obstruction.

(g) The maximum penalty of causing death by careless driving is ten years imprisonment

(h) Does not measure up to the standard expected of a complete and experienced driver

(i) Traffic law

(any other relevant)

(j) (a) Graver – serious/very great or bad.

(b) Obstruction – blockage/barrier

(c) A substantial cause – considerable.

(d) Convistion – having no doubt/being sure

2. (a) Before

- Waiyaki gives his speech
- Children entertain their parents

After

- Kabonyi falls sick and is taken home by Kamau
- Kabonyi tells Kamau……..
- More schools are put up.

(b) – Kibonyi hatred towards Waiyaki is revealed

- Brings out the conflict between Waiyaki and Kabonyi. (Any 2 pts 2x1)

(c) (i) Wise – able to use saying e.g "Did the tail ever lead the, head,the child the father…"

(ii) Hateful – His speech is meant to oppose Waiyaki speech made earlier

1mk identification 1mk illustration 2x2 = 4mks

(d) "Did the tail ever lead the head, the child father or the cub the lion" (1mk)

Meaning: the people of the ridges especially the elders should not accept to be led by Waiyaki who is young. 1mk

(Identification 1mk meaning 1mk)

(e) – Opposes Waiyaki's idea of putting up more lavatories.

- Organises the kidnap of Nyambura.
- Falsely accuses Waiyaki of being in league with the whiteman.

- Claiming that Waiyaki wants to marry uncircumcised girl
- Says Waiyaki is young therefore not fit to lead.
- Says Waiyaki is impure because he touched a dead body.
- Waiyaki has been attending Joshua;s church service

Note: Answer should be in prose form

(f) Its an organization formed by traditionalists to offer leadership in the ridges. Its meant to preserve the purity of the tribe and fight for the alienated land.

(g) – Come to see the famous teacher
- Some come to know about the whitemans education.
- Want to hear the report of their children's progress
- Some come to see the famous marioshoni school.

(Any 4 pts 4x1 = 4mks)

(h) He asked if the people were afraid 1x1 = 1mk
(i) Conflict between Kibonyi and Waiyaki.

3. (i) Observer/ slum dweller
- Noticed what happens outside through a window.
- Houses described as close-packed houses
  (Expect any of the two id 1mk, illu – 2mks)

(ii) The poem is about life in a slum✓1 (as seen in the eyes of the persona). The life generally is difficult e.g night rattled with nightmares, children crying in close packed house.
- It can also be about insecurity✓1 in slum areas – policemen on quiet feet test door.
- Abuse of drugs and alcoholism e.g smoking in the dark and drunks return from parties✓1
- prostitution✓1 in the slum e.g 'young women come home…. at the edge of the night'
  (Expect at least 3 well illustrated points 3 x1 = 3mks

(iii) The poet uses the following to bring out rhythm:
- Alteration – 'Cry' and 'close' /K/
- Rhyme – nightmares and houses /S/
- Onomatopoea – 'rattles'
  (Expect two wait for illustration to award. No illustration = 0)

(iv) – Drug abuse – 'smoking in the dark/drunks return from parties'
- prostitution – 'young women… come home at the edge of the night'
  (Expect all the two vices. Ident 1mk. Illustration 1mk) 2x2 = 4mks)

(v) – Close – packed houses ***(1x2= 2mks)***

(vi) He uses the sounds to appeal to the sense of leaving e.g
- Onomatopoeia – rattle
- Snoring
- Trot

- Sounding of empty bottles
  (Expect at least 2. 1mk each)

(vii) Attitude is critical/disapproving/ condemning
- 'Pleasure in them deafens me'
  (indent 1mk. Illu 1mk 2 x 1 = 2mks)

(viii) (a) Drunken man is dead asleep
(b) Almost at dawn
(c) Smoking
(award 1mk each)

4. (a) (i) – Atieno told me that she had left my camera in her house.
(ii) – There was neither a party nor a meeting
- Neither was there a party nor a meeting

(iii) On no account shall the electorate cast more than one vote

(b) (i) Prejudicial
(ii) Enslaved
(iii) Admiration

(c) (a) (i) Fainted /lost consciousness
(ii) Died
(b) (i) Overcome by emotion/sorrow/grief
(ii) Her vehicle developed a mechanical problem

(d) (i) Wasilwa is a very good teacher, in fact he is <u>exceptional/talented/gifted.</u>
(ii) Oliech is such a <u>fantastic/skilled/terrified….</u>
Accept any other reasonable answer.
(iii) The food is delicious/tasty

(e) (i) "John", said father, "is a clever boy."
(ii) John said, "father is a clever boy."

RARIEDA JOINT EVALUATION TEST – 2010

101/2
ENGLISH
PAPER 2
<u>MARKING SCHEME.</u>

1. (a) The religions are characterized by the idea of withdrawing oneself from the struggle of life to live in seclusion. 2mks

(b) Major world religious teaching on how to attain true holiness include:
- Withdrawal from challenges of the life process

- Withdrawal from risks and dangers of life
- Withdrawal from joys of success of life
- Withdrawal from sorrows of failure and loss in life 1x4 = 4mks

(c) Africans religion believe in full participation of life in the community unlike other religions which advocate for withdrawal from life process.
Note: contrast must come out 2mks

(d) – The auther is spiteful/contemptious/scornful of the idea of having artifacts in museums
- He says they have "imprisoned them in museum" suggesting that museums kill the culture expression of a people 2mks

(e) (i) Rhetorical question
- "For which curator can, by healing tune the drum for a dance?"
"What message do visitors to these museums and art galleries get?"
Effectiveness – They provoke the reader's thinking and emphasize the writer's attitude to the subject of museums
Illustration – 1mk
Eff -1mk
(ii) Quatation from authority
- "John S. Mbiti has written because traditions…. Areas of life"
Effectiveness – Lends support to the writers own argument and shows that other writer hold the same view.
Illus – 1mk
Eff – 1mk 2mks

(f) (i) This practice has been sustained by the western traditional to the present day. 1mk
(ii) Branded /a claimed

(g) Culture is the living and celebrating fundamental value of life 1mk

(h) (i) Permeates – penetrates/cuts through
(ii) Akin – related
(iii) Operate in solo – work alone. @ 1mk each = 3mks

2. (a) – Waiyaki has come from siriana in search of teachers
- He tells the success of his mission to inter-ridge school committee
- The fears which people had on how they were to get teachers to teach their children is allied

1 mk each = 3mks

(b) They are referring to the teachers Waiyaki had gone to look for in Siriana. 1mk

(c) Points to look for

- That people wanted action now
- That land had been taken
- That their children were forced to work
- Men and women forced to pay hut tax
- That what people wanted was more than desire for learning ***1mk each – 5mks***

(d) Kinuthia feels that Waiyaki is the best man to lead the Kiama because.
- They are childhood friends
- Waiyaki was brave
- Leadership qualities in Waiyaki was seen in his initiative of school in the hills
- Waiyaki was son of chege who commanded a lot of respect in society
- Kabonyi played a big role in the enchroachment of the hills by the white man through he has since broken a way from them. ***Any 4x1 = 4mks***

(e) – He adores/respect/admires Waiyaki
- We are told,

"Kinuthia was moved not so much as the words as by the way in which Waiyaki said them" 2mks

(f) – The Kiama was a movement to maintain the purity of the tribe
- Kabonyi was the chairman of this movement
- People welcomed it as they saw in it the weapon by which the whiteman would be driven out of the ridges. 1x3 = 3mks

(g) Themes

(i) Education – there is the mention of building schools in the ridges.

(h) The contraction of Waiyaki's eyes is a reflection of the fear in him as to whether his mission and vision of the hills will come to a fulfillment.
1mk

(i) – build up the hills – enlighten th hills through education by construction of schools
- enthusiasm – positive response

3. (a) The two societies mentioned in the poem 2mks
- These in the bush/primitive society✓
- The civilized society✓

(b) The imagery in the poem 2mks
Similies – "He swells and pants like a frog"✓
To show the friends dislike /disgust towards those from the bush and their ways✓
Metaphor - Bush✓ represent the so called primitive✓ any one imagery

(c) The word 'friend' has been used ironically✓ to emphasize the fact that he dislikes him✓/bring out the social gap between them✓

2mks

(d) The poem is talking about:

- The hypocrisy✓ and indifference✓in the civilized world but my friends why do men/with crippled legs…. Empty stomachs/ wander about the streets of the civilized world?✓
- Teach my eyes may not see those whose houses have no walls…✓
- Teach memy friend, the tick
- So that my eyes may not
- See those whose house have no waslls✓

(e) The persona's attitude is sconful✓/sacarstic✓/contemptious✓

2mks

He says: I speak for the bush
You speak for the civilised✓
Will you hear me?

(f) The tone is critical✓ he highlight the ills in the civilized world.
Teach me the wisdom
Which tells men
To talk money and not love✓
When they meet women.

2mks

(g) The persona does not admire the civillised world because 4mks

- Too many and neglected people✓
- Many are homeless/destitute✓
- Many are hungry✓
- People talk of money and not love✓

(h) The meaning of the following phrases are:

2mks

"…the wisdom of the bush"
The good qualities found in the village /so called primitive world✓
"They are shaken by blows"
Brought to their senses by force✓

4. (a) (i) If it was not for Mr. John Busiega, the ministers should have had a pleasant journey.
(ii) The residents have not only succeed in cleaning up the estate but have made it the cleanest in the entire region.
(iii) It was not until the teacher started the discussion that he found out how intelligent otieno was.

(b) (i) Precision

(ii) Scandalous
(iii) Indignation

(c) (i) See him off
(ii) Agreed/accepted/admitted
(iii) Taken back

(d) (i) Will
(ii) Do
(iii) Does

(e) (i) The students were too frightened to move
(ii) The headmaster gave me a piece of advice I will never forget
(iii) Tom did not reply to my letter I wrote him last year.

101/2
ENGLISH
PAPER 2
(Comprehension, literary appreciation and grammar)
July/August, 2010

BOMET DISTRICT SECONDARY SCHOOLS' M-CATS
Kenya Certificate of Secondary Education 2010

MARKING SCHEME

ENGLISH
Paper 2
July/August 2010

1. CULTURE AND INTEGRATION
QUESTIONS

1. Tourism provides a superficial view of a country by the tourists reporting on only what they have seen rather than understanding the people's way of life.(2mks)
2. The conflict is the determination ✓of the local people to maintain uniqueness ✓ of their cultures in the face of foreign influences ✓ brought about by mass media ✓and easier ways of transport
3. Developing countries refuse to expose their people to foreign ideas and values as a reaction to what they consider a calculated effort ✓ of foreign mass media to frustrate their attempts to revive ✓ their culture and improve their standards of living.
4. Cultural conflict is likely to arise in a situation where there is a need to forge a new national identity, and at the same time preserve ethnic and personal identity.
5. Education should help young people to be confident in their own cultural identity and at the same time to be receptive to other people's cultures
6. Pessimistic: he does not believe in purity of culture since culture is always changing and hence there will always be influence from outside
7. The sturdy tree: Just as a healthy tree grows by sending roots deep into the soil, so do people thrive as a confident community when they are well versed in their own culture. Elders are compared to roots, and young people are branches
8. (i) Advanced and complicate/modern

(ii) Simplistic/shallow/lacking details
(iii) Lay or make plans to deal with

2. COMPREHENSION PASSAGE FROM THE RIVER BETWEEN

QUESTIONS

1. – Nyambura and Muthoni have gone to fetch water at river Honia ✓1mk

- Muthoni has been in a bad mood and seemed troubled ✓ 1mk
- Muthoni later (plans to) run away to here aunt's home in Kameno, ✓ and got circumcised against her father's wish ✓1mk

2. – He is against circumcision and other traditional

- He is very strict

3. – Decisive/strong-willed – decides to undergo circumcision and nothing/no one can stop her

- Courageous – does not fear her father or the pen/risk involved in circumcision
- Traditionalist – admires circumcision as a means to 'true' woman hood.

4. – It is a rite to adulthood/womanhood – beautiful and fulfilling

- Her parents underwent the same rite and they are still christians
- Every tribe has its own traditions and circumcision is one
- The only way a girl grows into womanhood.

5. – The friendship is very strong and

- It is intimate – they confide in each other

6. – Conflict – Christians hate circumcision while the non-christians encourage it.

- Betrayal – Muthoni betrays her father by seeking circumcision
- Change – Muthoni, though from a Christian family feels that her parents should not deny her a chance to engage in their tradition and still remain a Christian
- Family relationship – when parents disown their children for not following their expectations, relatives provide refuge e.g. Njeri and Muthoni

7. – Dialogue – Between Muthoni and Nyambura – reveals their strong friendship and their parents' expectations

- Irony – the parents underwent circumcision yet they don't want their children to do so

8. Is there?

3. POETRY

QUESTIONS

1. A person from the rural area, " when we come to the civilized city."
2. – The "I" doesn't understand the 'civilized ways'

- 'I' doesn't know to enjoy himself by going to bars like 'my friend;
- 'I' doesn't know how to dress fashionably

3. – Similes – 'like nuns' – looks naïve

- 'like hungry lions' – intensity of their fright.

- Metaphors – lifeless eyes, wooden legs – depth of suffering in the urban areas with indifference to the less fortunate
- Personification – 'I speak for the bush' – expresses sentiments the rural area holds about the state of degradation in urban areas.

4. – Homelessness
   - Hunger
   - Promiscuity
   - Never-ending quarrels
5. – Contemptuous for the so-called civilized urban dwellers who ignore the suffering around them
6. – Sarcastic/ridiculing : it mocks the so-called civilized who are never moved by the suffering and shortcomings around them.
7. I speak for the bush <u>while</u> you speak for the civilized, <u>but</u> will you hear me?

4. GRAMMAR

a) (i) Jesus was betrayed by Judas
(ii) I have work to do
(iii) He would have burst into tears if you ad teased him

b) (i) (un) forgivable
(ii) admittance
(iii) indolence

c) (i) at
(ii) to
(iii) to

d) (i) Tampered with
(ii) Make out
(iii) Called off

e) (i) Have been waiting
(ii) Likes
(iii) Will have been praying

BORABU – MASABA NORTH JOINT EVALUATION TEST
101/2
ENGLISH
PAPER 2
MARKING SCHEME
JULY/AUGUST 2010

1. a) - Water quality impacts life on many fronts.
   - It touches on all aspects of ecosystem and human well – being

   b) - To be used by human beings for recreation, fishing and drinking
   - Habitat, for aquatic organisms, should be of good quality

   c) - The physical, chemical and biological characteristics determine water quality

   d) - Increasing population growth
   - Rapid urbanization
   - Discharge of new pathogens and new chemicals from industries
   - Invasive species

   e) - Existing municipal and industrial water treatment and /or sanitation infrastructure is overloaded

- Relevant infrastructure is absent or outdated and waste water is discharged directly into the environment

f) - Organic loading (such as sewage)
- Pathogens including viruses in waste streams from humans and domesticated animals.
- Agricultural run off and human wastes loaded with nutrients
- Salinization from irrigation and water diversions
- Heavy metals
- Oil pollution
- Synthetic and engineered chemicals
- Medical drug residues

(If not in note form, penalize by half the total mark)

g) (i) Affects
(ii) Multiplying and spreading quickly
(iii) Crucial levels

2. a) - Waiyaki has been revisiting/recalling the school meeting where Kabonyi had been present
- He (Waiyaki) had also been thinking about his relationship with Nyambura and its implications with the Kiama
- He is summoned to the Kiama by Kamau

b) - Kamau is not a good friend to Waiyaki and has ulterior motives (he wants Nyambura) and therefore he is not being genuine to Waiyaki

c) - The relationship is sour
- Waiyaki is heir to the ancient prophecy but Kabonyi would wish it were Kamau, his son, hence the enimity
- Waiyaki had broken up the fight between Kamau and Kinuthia though he was younger
- Waiyaki's relationship with Nyambura does not go down well with Kamau
- Waiyaki is the pioneer of the African independent schools and is a head teacher while Kamau is a mere teacher, hence the jealousy

d) do I?

e) - Fear for his life
- Fear for Nyambura
- Fear for his mother
- Fear for the wrath of the Kiama (1mk each total 4)

f) Waiyaki – thoughtful – had been thinking about Nyambura e.t.c
- Fearful – Fears for his life, Nyambura's, his mother's life & the wrath of the Kiama.
- Concerned/caring

Kamau – hateful – he hates Waiyaki
- Cunning – Sets up Waiyaki so as to get him out of the way to leadership/love for Nyambura

g) Rouse – Master the courage
- Lurking – hiding ominously/dangerously

h) - Kamau saw in Waiyaki the haw k that always snatched his piece of meat when he himself was about to eat it (Is a metaphor)
- Waiyaki was always a threat to Kamau and he always won e.g in Nyambura's case.

3. a) Corruption/misuse of power/an oppressive regime/disillusionment
b) A citizen of the lower classes, somebody who fought for independence but is now disillusioned
c) i) Symbolism – the house – symbolic of the government or nation
ii) Imagery – termites/ants/weevils – referring to the oppressors
iii) Rhyme – stanza III – built/spoilt /hilt
d) Hates them – they belch "ignominiously"
e) Bitter – the house has "crumbled"
f) Sad – The many thin ones have "tiny trembling bony bodies"

4. a) i) Precision
ii) Repetition
iii) Clarity
iv) Occurrence
b) i) I
ii) him/her
iii) we
iv) She
c) i) John wrote the best composition
ii) Ali built the house on the hill
d) i) Mr. Kamau, our principal, is a strict person
ii) "How many times have I warned you not to dirty your clothes?" mother asked
my little sister
e) i) Shall we?
ii) Isn't it?
iii) Oughtn't they?

101/2
ENGLISH
PAPER 2
(Comprehension, literary appreciation and grammar)
July/August, 2010

JOINT INTER-SCHOOLS EVALUATION TEST (JISET)
Kenya Certificate of Secondary Education 2010
MARKING SCHEME

MARKING SCHEME
Question 1

a) Although she is used to laughing at her friends when they have facial hair, (lmk) she did not like the same on her. (lmk) The comma is compulsory if missing deduct ½mk

b) Women face challenges such as: lower access to wealth, employment, healthcare and education
(2mks)

c) Little evidence proves that women are the weaker sex (Imk)

d) Their population is higher than that of men (Imk)
-They have a higher life expectancy. (Imk)

e) Men are relatively taller than women and thus less likely to suffer weight gain. They are richer and thus have greater access to medical care, yet they live for fewer years than women (3mks)

(NB: The irony must be brought out and two areas i.e. physical traits and wealth brought out for it to score)

f) Women are ahead in numbers. They have a greater life expectancy. (2mks)

g) They die more frequently than women from infancy onwards (Imk)
- At puberty, they take greater risks than girls (Imk)
- They are more likely to commit suicide than women (Imk)
-In their 40s many see symptoms of heart disease (Imk)

h) Exfoliate - the act of removing dead skin cells
microscopic fuzz - very small or verifying short soft hairs or fibre like hairs/succumbing to - lose ability to fight against something - signs that someone has an illness.

Question 2 THE RIVER BETWEEN

a) The day for the gathering of parents from all over the ridges had arrived ✓ (1 mk)

b) The rotting roof needed more tin ✓ (l)
The children needed desks, pencils, paper✓ (1)
Many more schools had to be built✓ (1)
More teachers had to be employed✓ (1) (max3)

c) The battle being referred to was leadership of the ✓ (l) tribe between Kabonyi, the leader of the Kiama and Waiyaki, the secretary.(2 mks)

d) He knew the audience ✓ (l) well and knew what to appeal ✓ (l) to. He knew his limits ✓ (l).He intended to use proverbs and riddles that would appeal more to the elders.(4 mks)

e) The whiteman had taken land from the people (l) The government had imposed new taxes on the people ✓ (l) The Whiteman's education is considered superior to that of the tribe ✓ (l) (3 mks) f) He disregards ✓ (l) Waiyaki because of his youth/'Do not be led by ✓ (I) youth.....(2 mks)

g) Although he was old, his voice was good and steady ✓ (2) (2 mks)

h) Kabonyi used rhetorical questions to point out that people were turning away from the ways of the ✓ (2) tribe. Furthermore, it reinforced the fact that it was elders ✓ (2) who led in the tribe and not the youth.(4 mks)

i) This refers to Waiyaki's affair with Nyambura, who is uncircumcised ✓ (2). As a result of not using it as a ✓ (2) secret weapon, he suffered "..... A public defeat!" (4 mks)

Question 3 THE TROUBLED WARRIOR By Alexandar Muigai

3(a) The poem is talking about war ✓ (1) A warrior is regretting that it has to occur, ✓ (l)"And my poor ✓ (l) heart settled." He however states that when it does, he will have the valor ✓ (l) required, "And proclaim victory."(4 mks)

(b) He will have to sleep in the open, 'The dewy grass shall be; my couch" ✓ (l) He would have to face wild animals, "And to the wild beast..... ✓ (1) The persona would not have proper meals "suck on wild fruits." ✓ (l) (3 mks)

(c) Before he left for battle, he sought blessings ✓ (l) from his late parents, "where my parents lie," ✓ (l) (2 mks)

(d)The title is relevant✓ (l) The persona does not seem to like fighting ✓ (l) preferring to till the land and graze his cattle, "Let them call me lazy." That is why he is troubled due to the risks ✓ (l) involved, (3 mks)

(e) He is hardworking ✓ (l) "I'll put ✓ (l) down my hoe." He is loving, ✓ (l) "I'll bid farewell my girl.' 'He is pious ✓ (l) seeking, "The ✓ (l) blessings of their Gods." He is courageous, ✓ (l) "I'll go to ✓ (l) face the foe."(4 mks)

(f) i) The persona goes to seek the blessings of his parents by praying at their graves ✓ (2 mks)

ii) It refers to the fact that the persona will have to sleep out in the open (2 mks)

Question 4

a) i) on ii) off iii) in

b) i)Hardly had the M.P arrived for the ceremony when the opposition group walked out in protest.

ii)Vic told Joy that she looked sick

iii)Never before had the team performed well.

iv)The employees were requested not to dirty their workplace.

v) aren't I?

vi) Neither did I go out on Sunday nor speak to anybody

vii)Unfortunately, the kidnappers did not free her

c) i) Apprehensive ii) incorruptible iii) lain

d) i) cut in ii) took to

101/2
ENGLISH
(Functional skills)
PAPER 2
JULY/AUGUST 2010 BELGUT/AINAMOI JOINT ASSESSMENT EXAMINATION
MARKING SCHEME ENGLISH

101/2

1. Passage

a) For sustainable growth **1mk**

b) By fifty percent **1mk**

c) It contributes to export income **1mk** employs more than 100,000people. **1mk**

d) In Sweden a forest takes eighty years to mature**1mk**
While in Kenya it takes only about 10 to 15 years
Or
Cold climatic conditions in Sweden inhibit growth of trees **1mk**

While warm climatic conditions in Kenya enhance speedier growth **1mk**

e) Everyone should participate in growing trees **1mk**
It should target eighty percent forest takes growth **1mk**

f) As compared to Sweden a forest eighty years to mature while in Kenya it takes only about ten to fifteen years **1mk**

g) –create demand for tree seedlings **1mk**
-creates employment **1mk**
-a source of wood fuel **1mk**

h) –provides employment **1mk**
Adversely affects the economy when
-the government loses tax **1mk**
-contributes to deforestation **1mk**

i) –food farming **1mk**
- tree planting **1mk**

j) –natural resource- benefit from nature **1mk**
-Sustainable forestry – cutting down trees without depletion **1mk**
-tree farming – planting trees for economic purposes **1mk**

2.

a) Marioshoni primary school 1mk

b) He did not want Kamau to imagine he (Kinuthia) is insulting him 1mk
He is talking about a serious issue- colonialism and he has to repeat in order to clarify his points / He is giving an analogy of coming of the white man / He wants Kamau to understand that the Whiteman has wronged the Africans.

c) Siriana mission had refused to admit children whose parents had refused to renounce circumcision 1mk
To counter this they built their own people's schools 1mk
This therefore meant that since they had been trained in Siriana and owe allegiance to the society had to come together to teach there.

d) They had fought over the issue of father long ago 1mk because of unfriendly relationship which had continued over time 1mk

e) - Land alienation
- Forced labour
- Hut tax
- Introduction of Christianity
- Establishment of African independent schools
- Formation of political movement
(the kiama)
(any correct four answers award 1 mk each)

f) Kamau interrupted by saying that they were not talking about his father 1mk

g) Kinuthia feels that the Whiteman has no moral rights to control their property ✓1a. He is not bound by any consideration to obey him.✓1b If conditions become intolerable it lies with him to rebel against him ✓1c and also against all that is harsh/unfair/unjust ✓1d

h) The White man came peacefully, given land by the people and now he has invited his brother to take all the land and invaded the land, imposed hut tax and builds a government post.
(1 mk for identification and 2mks for illustrations)

i) Both of them have interest in Nyambura ,1mk Waiyaki wins her heart and this make Kamau to be jealous.1mk Leadership wrangles pitting Waiyaki and Kamau 1mk

j) Because the government has introduced new administration, forced labour and alienation of land
2mks

(Any two well illustrated points)

Question 3.

i. He despises them (1mk) because they are not genuinely mourning but they are only interested in feasting and property. (1mk)

ii. At the beginning the mourners show despair/sadness/ sorrow (1mk) because of the sick person (1mk) but after he dies they scramble for food and his property (1mk).

iii. Hypocritical-pretended to be sad.
Greedy-interested only in feasting.
(1mk) for character identification and (1mk) for illustration (4mk). No marks without illustration).

iv. Life sneaking out of him-this means he was dying gradually.
His heart drew to a stop- this means he died.
Poured into the home- this means' arrived in large numbers'
(1mk for identification , 1mk for explanation)

v.
- The cries were not genuine (1mk) they were pretending to be sad (1mk)
- To see whether the property could be carried away (1mk). The mourners were interested in looting the dead man property (1mk).
- Endless ceremonies. The ceremonies were actually meaningless as the mourners were not genuine. (1mk)

Question 4

a) i) So determined to pass her KCPE exams was Lucy that she dedicated a lot of her time to studies
ii) In spite of having little money they worked hard and kept their children in school.
iii) Neither did Kimani nor Miriam see the play

b)i) Lying
ii) Losing
iii)Stationery

c) i) Registration/registry/registered/registering
ii) Arrival/arriving
iii) Fatal

d) i) My family has lived in Lamu since 1960.
ii) He hung his trousers in the sun
iii) The new building had its roof blown off.

e) i) Disagreed/ quarrelled/ differed
ii) collapsed/fell
iii) Discovered/ invented/ developed /produced/ found/ devised.

NYAMIRA NORTH DISTRICT JOINT EVALUATION TEST – 2010
101/2
ENGLISH
PAPER 2

MARKING SCHEME

Question 1

a) He was seen as a revolutionist and not a politician, ✓1 people held that he had wagged a peoples liberation war to rid the country of sectarianism, backwardness and corrupt leadership✓1 (2mks)

b) - To rid the country of sectarianism ✓
- Backwardness
- Corrupt leadership
- Restore security
- Establish the rule of law and improve the economy
- Taking power and giving it back to the people to be exercised in a democratic fashion
(3mks)

c) President Museveni and his government have acquired the same extravagant tastes of previous regimes,✓1 presided over rampant corruption,✓1 and state patronage ✓1 and failing to achieve good governance
(3mks)

d) Being a political survivor he knows how to survive and is so determined
(1mk)

e) The need for a new constitution was to divert public attention✓1 and focus from the extention of lifespan of the NRC✓1
(2mks)

f) He was expected to give it back to people ✓1 to be exercised in a democratic fashion✓
(2mks)

g) Betraying the ideals of the war liberation ✓1and not allowing internal debate and dissent✓ (2mks)

h) Museveni himself called himself so when he was speaking to the youths at Makerere before the Bush war.✓1Also Museveni kept shifting position on issues✓1
(2mks)

i) i) Soldier, military officer
ii) Unprepared
iii) Does not do what he says
(3mks)

Question 2

a) Before – Waiyaki has met Nyambura at Honia River by chance ✓1. Nyambura surprisingly recognizes Waiyaki as the teacher and they engage in a dialogue✓1
(2mks)

After – Kamau comes out of the place✓ ½ he had been spying on Nyambura and Waiyaki and had actually seen them embrace ✓ ½. Kamau is bitter because he is also interested in Nyambura✓ ½ .He thinks of hurting Waiyaki because Waiyaki ha succeeded where he (Kamau) had failed. ½
(2mks)

b) She means that she is happily/ fulfilled ✓1. Getting circumcised has made her achieve her desire of bringing together the rituals of the tribe ✓1 and Christianity
(3mks)

c) She knew she had to go, didn't she?
(1mk)

d) i) Loving/ romantic✓1 – her love for Waiyaki as shown here is genuine and unconditional ✓1
ii) Caring/ concerned ✓1 – she tells Waiyaki that she loved her sister Muthoni. She misses her and her death is one of the causes of her misery.✓1
iii) Nostalgic/ reflective ✓1 – Remembers good experiences with Muthoni. Reminisces at the location where they had been together✓1
iv) Realistic/frank✓1 – Though she say she loves Waiyaki, she is alive to the fact that they can't marry because her father will not allow it
v) Obedient/ respectful✓1 – respects her father. She tells Waiyaki that she can't disobey her father✓1
Any 2 traits with illustrations 2 x 2 = 4mks
Identification 1mk illustration 1mk 2 x 2 = 4mk

e) Muthoni's death symbolizes the incompatibility and the inability ✓1 to integrate traditional rituals and Christianity✓1. The fact that she dies in hospital emphasizes the failure of modern medicine in correcting traditional circumcision. The two are irreconcilable✓1
(3mks)

f) i) Nyambura would have liked Waiyaki to marry her ✓1 but it was impossible ✓ because her father would not allow it ✓1 and she did not want to rebel✓1
(4mks)
NB: must be in continuous prose if not deduct 50% form the total penalize faulty expressions by ¼ mk per sentence
ii) Nyamburas misery is a result of loneliness ✓1
She is alone in the family after Muthonis death
loneliness is also a product of the hostile environment at home , that is, her father, Joshua is harsh and adheres to strict Christian principles✓1
NB; Answers must be presented in point form if not deduct ½ mk
(3mks)

g) Love✓1
Internal conflict
Traditional versus modernity
(3mks)
Identification 1mk
well/ apt illustration 2mks
3 x 1 = 3mks

Question 3

i) A married woman(Acoli's wife)✓1 – "my husband rejects me"✓1
(2mks)

ii) - He calls her a pagan
- He says she does not know the rules of health
- He says she is a traditionalist
Any two correct reasons – 2mks

iii) Cricifixes✓ ½ , rosaries✓ ½
Toes of edible rats
The horn of the rhinocerous
They are not effective – "None of them can block the path of Pagak"✓1
Any two ½ x 2 = 1mk
effectiveness 1 x 1= 1mk
Total = 2mks

iv) i) When there is death thing remain the same as they were before death✓ ½
ii) Journey to death✓ ½
iii) They don't mourn the dead✓ ½
iv) They don't kill themselves because has died✓ ½
(2mks)

v) Tradition versus modernity – "mixes matters of health and superstition"✓1
Death – "Journey to Pagak"✓1

vi) Resigned attitude✓1 – "none of them can block the path that goes to Pagak"✓1
Condescending attitude✓1 – "when mother death comes she whispers, comes"✓1
Any one correct attitude an illustration - 2mks

vii) Sad/ resigned/ somber – "my husband rejects me"
Any relevant illustration
Identification 1mk
Illustration 1mk
(2mks)

viii) Rhyme✓1 – blowing, singing✓1
Personification✓1 – death has been personified "she whispers"✓1
Simile✓1 – "She comes suddenly like the vomit of dogs"✓1
Shows a contemptuous attitude towards death
(6mks)

Question 4 – **Grammar**

a) i) Neither Charles nor Mogaka turned up for the elections
(1mk)
ii) Madam asked whether we were taking part in the walk.
(1mk)
iii) But for the quick action taken by the life saver, the child would have drowned
(1mk)

b) i) passed down
(1mk)
ii) passed out
(1mk)
iii) fall for
(1mk)
iv) make up
(1mk)

c) i) Precision
(1mk)

ii) Incorruptible/ incorrigible
(1mk)
iii) Normalcy
(1mk)
iv) Notoriety
(1mk)

d) i) in
(½mk)
ii) of
(½mk)
iii) into
(½mk)
iv) at
(½mk)

e) i) a little, colourless, olive, cooking
(1mk)
ii) fancy, enormous, blue, red, imported umbrella
(1mk)

101/2
ENGLISH
PAPER 2
Comprehension, literary appreciation and grammar
July/August, 2010

KISUMU NORTH AND EAST DISTRICTS JOINT EVALUATION TEST
Kenya Certificate of Secondary Education 2010

MARKING SCHEME

ENGLISH
Paper 2
July/August 2010

1. (i) The United Nations Environmental Programme✓1
   (ii) Coca-cola✓1
   (iii) Standard Chartered Bank✓1
   (3mks)
2. The building produces as much energy✓1 as it uses through solar panel✓1
   (2mks)
3.
   - The building has a facility for rain water harvesting✓1

- There are devices fixed in the bathrooms to avoid unnecessary flushing of water✓1
- Infra-red rays sense the presence of individuals who visit the toilets and releases water to clean up the bowls✓1
- To take care of power, the solar system heats water for kitchen, canteen and gymnasium. ✓1

4. (a) The building is able to withstand high levels of earth quakes✓1a
   (b) The building is bomb proof✓1b
   (c) The building has a facility for rain water harvesting✓1c
   (d) The building uses the solar system to heat water for use✓1d
   (e) The building uses infra-red rays that keep watch of the building and send signals to the building manager. ✓1e
   (f) The water sprinkles easily whenever there is a fire threat within the building. ✓1f (6 mks)
5. Mr. Richards says that this is not only for----------. They have taken ----------✓1 (1 mk)
6. They contribute 40 percent of green-house gas emissions responsible for climate change
   (1mk)
7. (i) Spur – encourage strongly✓1
   (ii) Multi nationals – company doing business in many countries✓1
   (iii) Gymnasium – room or hall for physical exercises✓1 (3 mks)

Question two

The River Between

(a) Chege has taken Waiyaki from home and is telling him strange and frightening things about the tribe✓1 and the role he (Waiyaki) is expected to play✓1. He has just been told that Mugo, the great seer, is related to him✓1.The news overwhelms Waiyaki
(3mks)

(b) Chege has told Waiyaki that Mugo was a great seer ✓1a who has prophesied of the coming of white people to Gikuyu land. ✓1b. People had rejected his message and ridiculed him ✓1c wherever he went. He also said that you could not fight the whites using conventional weapons, ✓1d but had to learn their ways first. ✓1e. He became bitter✓1f, disguised himself and returned home. ✓1g. Before he died, he told his son of a saviour who would come from the hills✓1h (76 words)
. (8mks)

(c) (i) Chege told Waiyaki to remember that he was the last in Mugo's line✓1a
   (ii) He advised Waiyaki to go to the Mission and learn all the wisdom and secrets of the white man. ✓1b
   (iii) He advised Waiyaki to avoid the vices of the white people. ✓1c
   (iv) He reminded him to be true to his people and their traditions. ✓1d (4mks)

(d) Waiyaki felt that the heavy responsibilities his father had placed on his shoulders were transforming him into an adult. ✓1 Although he was still a boy,

he was expected to behave like a mature person, to provide leadership which he felt unprepared for. ✓1

(2mks)

(e) "….a portion of the white man's magic" ✓1 is the metaphor used to describe education. The metaphor is appropriate because education enabled one to understand the ways of a strange people and to do things one could not have imagined before, ✓1 for instance, reading, writing and speaking another language. ✓1. To the people who had not been to school, it must have been like magic. ✓1 (4mks)

(f) It is ironical that Livingstone sees Waiyaki as a future Christian leader ✓1 because we know that Waiyaki's reason for going to the Mission is to learn the wisdom and ways of the white man✓1 so as to effectively fight him. In fact, Waiyaki's mission is to lead his ✓1 people against the "invaders" and to preserve their culture. ✓1

Question 3

(a) The oral poem is about a hunter✓1 who had gone out to hunt in the forest at night. ✓1 (2mks)

(b) This poem is performed when the hunters are preparing to go to the forest to hunt ✓1

(1mk)

(c) - Different feelings about the night
- Feelings of anxiety✓1
- Feelings of fear/frightened✓1
- Feelings of excitement✓1
- Feelings of superiority✓1

(d) Stylistic devices
- Use of metaphors ✓1 – Father Elephant✓1
- Use of personification ✓1 – "one weeping forest…." The night all black, has gone to rest happy✓1…stars have fled trembling etc
- Use of repetition ✓1 – "…stars have fled trembling e.t.c. Elephant - hunter, take your bow" ✓1- is repeated twice in every stanza.
- Use of similes ✓1– The meat which walks like a hill✓1

(e) The poet expresses optimism towards the hunter. He is optimistic of the hunter's success✓✓

(f) The people are excited and hopeful that the hunter will come back with meat.

(g) – Fireflies which shine vaguely and put out their light
It means that if the hunter had set in and it was pitch dark.
- Meat which walks like a hill
It means that if the hunter managed to kill the elephant then he will carry a huge chunk of meat home. ✓1

(h) The function of this oral poem is to encourage the hunters who intend to go for hunting. They need to be courageous, daring and strong since hunting is a daunting task. ✓1

4. grammar

(a) (i) Immobile (1mk)

(ii) Misspell (1mk)
(b) (i) Slower (1mk)
(ii) Less (1mk)
(c) (i) Look for (1mk)
(ii) Broke off (1mk)
(iii) Get away with (1mk)
(d) (i) Hang (1mk)
(ii) Swum
(e) (i) About (1mk)
(ii) For (1mk)
(iii) In (1mk)
(f) (i) The new song thrilled the audience (1mk)
(ii) The warden saved the young man from being trampled to death (1mk)
(iii) The chief's daughter despised the Neopolitan prince. (1mk)

THIKA DISTRICT PROVINCIAL SCHOOLS

MARKING SCHEME

101/2
ENGLISH
PAPER 2
MARKING SCHEME
JULY, 2010

COMPREHENSION

(A)

Improvement in life expectancy.
Child mortality and educational.
Attainment. (2 marks)

(any two x1 = 2 marks)

(B) The progress has not decreased poverty because more people still live in poverty inspite of the achievements in the progress. (2 marks)

(C) Life expectancy in Japan is higher (80) than in sub – Saharan Africa which is 50.

(1 mark)

(D) The government must.
- Know how many poor people there ore
- Know where they live
- Know their precise economic circumstances. (Any 3 = 1 mark each).

(E) The places with high population density have more poor people higher levels or poverty. (2 marks)

(F) He/she is also less educated and has less access to remunerative activity. (1 marks)

(G) Women are disadvantaged because.
- In poor house hold, they often shoulder more of the workload than men. Are less educated and have less access to remunerative activities.
- The future of women and children's is compromised by inadequate nutrition health care. (6 marks)

(H) Staggering – shocking
Compromised – bleak/ less bright/dimmed
Life expectancy – The average length of human life. (3 marks)

THE RIVER BETWEEN Pg 1

Q1. **Before**
- The children had sang
- Waiyaki had outlined his plan for Mario-shoni
- Pointed out the need for many more schools
- Pointed out need for more teachers

(Mark any 2 = 2 marks)

After.
- Waiyaki pointed out improvement of learning
- The people cheered him
- They approved of his plans

(Mark any two =2 marks)

Q2.
- Prophecy of the savior – he knew Waiyaki was the prophesied savior and wanted to prevent him from becoming one
- Waiyaki was progressing at faster rate than Kamau though he was younger than Kamau (Pg 94).
- Waiyaki became more popular and influential with the people than Kabonyi despite the latter being an elder and waiyaki being a young man. (3 marks)

Q3.
- Older but not popular as Waiyaki
- He had converted to Christianity and broken away from Joshua's church

- He sabotages the leadership of Waiyaki instead of guiding him as an emerging leader.
- He incites his son into hating Waiyaki who had been his comrade all through.
- He opposes what is good for the tribe in terms of education progress for no good reason apart from hatred he had for Waiyaki. (3 marks)

(any 3 points 3X1= 3 marks)

Q4. **Notes**

Kabonyi's reason against more buildings are.

(a) Poverty of the land.
(b) People had no food to eat
(c) Land had been taken by white man
(d) New taxes had been imposed on the people
(e) There was a government post constructed by whites to rule the tribe
(f) Expected poor harvest
(g) Dry months

(If written in paragraph form, give half of the mark)
Mark any 6(six)

Q5. Waiyaki is Respectful / Tactful
Even when Kasonyi discredited him he showed respect to him as an elder.

Courageous
He faced Kasonyi's challenge with courage. "The courage that had made him famous among the boys of his riika was now with him."

Visionary /perceptive /far – sighted
He saw that unless the people heeded his words and the plans the ridges would be left behind.
(Mark any one:)
(Identification =1 mark illustration =1 mark.)
(2 marks)

Q6. Waiyaki had been seen going to Joshua's church though he was a traditionalist who should not interact with Christians/ and had seen with Nyambura, Joshua's daughter.
(2 marks)

Q7.(a) A sore spot had been touched by Kabonyi on the question of youth. (1 marks)

(b) They were reminded of the poverty in the land (by Kabonyi) (1mark)

Q8. ***STYLE***

(i) Narration – Adds variety to remove monotony

(ii) Dialogue – Used to show kabonyi's opposition to waiyaki's plans and leadership.

(iii) Rhetorical questions;
- Did the tail ever lead the head, the child, the father, the cubs or the lion?
- Do you think education of our tribe….is in any way below that of the white man?
Effect: Kabonye wanted to show that Waiyaki was unfit for leadership.

(iv) Metaphor
Kabonyi had touched a sore spot
Effect: The reference to wiyaki's youth hurt waiyaki.

(v) SIMILE

- He like a shepherd speaking to his flock.
Effect: Shows waiyaki was a leader who chose his words / Tactful when speaking.

Identification = 1 mark
Illustration = 1 mark
Effect = 1mark)
{Mark any one total 3 marks}

Q3. **POETRY**

1. Persona- the parent (2 marks)
"My daughter"

2. Themes
(i) Alienation
- Aging western culture/westernization.
(Her skin has peeled off)

(ii) Religious Hypocrisy
(Priest sinning with a young girl "seen with…parish priest")
(iii) Immorality and moral decadence.
Priest and the girl engage in promiscuity when they should not.
(iv)Generation conflict:
- The girl ignores wise counsel by claiming she knows more by words "I have been"

(Mark any two 2X2 = 4 marks)
Identification = 1 mark
Illustration = 1 mark
(no mark for illustration without identification)

3. (a) The girl is in college where she learns of Christ yet she is immoral.

4(i) Simile
"Look <u>like</u> talons"

4(ii) Nails are so long and scary, looking like the claws of an animal/scavenger. (2 marks)

5. Attitude of Persona towards Mary.

<u>Identification</u>	<u>Illustration</u>			
Spiteful	-The adder			
Scornful	- leper colony -Tropical ulcer			
Contemptuous	scavenger -hair of dead horse			
Disgust	long rotten	1dent	-	1 mk
		Illust	-	1 mk

6. Meaning of words and phrases.
(i) Belle – with natural beautiful look. (1 mark)

(ii) A missing dog hears not the whistle of the hunter
Mary ignored any advice given. (1 mark)

7.(i) Tone of the poem
- Critical – like the adder
- Satirical: <u>Christ knowledge</u>/being seen with <u>parish priest</u> at night in a hotel.
- Disapproving – A missing dog …Whistle.
- Spiteful – hair of dead horse long rotten/unknown scavenger

(accept any other relevant answer.)
Identification – 1 Mark
Illustration – 1 Mark
(no mark for illustration without identification) Total 2 marks

(b) The girl has gone for promiscuity knowingly/deliberately engaging in sexual escapades in hidden places. (2 marks)

<u>ANSWERS</u>

Q4. **<u>Grammar 15 marks</u>**

(I) <u>Phrasal verbs 3 marks</u>
(a) deceived – taken in
(b) Succeeded – come off.
(c) Recall – look back on.

(II) <u>Rewriting</u> (3 marks)

<u>(i)</u> We shall close school tomorrow, shan't we?

(ii) But for the referee's bias, we would not have lost the tournament.

(iii) I prefer coffee to tea.

(III) Punctuation (3 marks)

(a) “Mary,” said the mother, “go get me some sugar.”

(b) I am very tired today; therefore, I want to go to bed.

(c) He, of course, said he would definitely come on Sunday.

(IV) Blanks (2 marks)

(a) Would have

(b) Were

(V) Plurals (2 marks)

(a) Talismans

(b) Secretary - generals

(VI) Correcting sentences (2 marks)

(a) Where are you going?

(b) Please, return my book.

MATHIRA SECONDARY SCHOOLS JOINT EXAMINATIONS

101/2
ENGLISH

PAPER 2
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
JULY/AUGUST 2010
MARKING SCHEME

Comprehension passage 1

1. The increased levels √ of carbon dioxide √ in the atmosphere √. (3 mks)

2. The atmosphere comprises mainly of nitrogen (about 78 per cent), oxygen (21 per cent), argon (0.9 percent), and carbon dioxide (0.04 per cent and smaller amounts of other gases. (5 mks). To get a full mark, one h as to give the percentages.

3. - Together with the other gases, it helps keep our planet warm.
   - It is very poor conductor of heat. It is also heavier conductor of hat. It is also heavier that most naturally occurring gases, therefore, it is used in fire extinguishers.
   - It forms a blanket around the earth thus raising the average temperature.
   - This rise if temperature will melt naturally occurring ice and the water formed will flow to the oceans and seas resulting in the rise of water level which can submerge many islands. (5 mks)

4. A tree absorbs carbon dioxide √ while growing and then releases it √ when burned. (2 mks)

5. The process of extracting energy by chemical reaction for example burning a fuel always produces a gas as an exhaust. (1 mk)

6. The word "blanket" has been quoted to show that the author does not mean an actual blanket/it has only been used metaphorically. (1 mk) to mean a cover.

7. oil fuel

8. Inhabitable – not suitable to live in. (1 mk)

9. Catastrophic – sudden great harm/dangerous/very destructive.

Question 2

1. Joshua was preaching in his church in Makuyu Waiyaki had visited the church. This is sometimes after Muthoni's death. (3 mks)

2. Joshua (1 mk)

3. - Rhetorical questions e.g. are you going to desert him? Are you going to deny him like peter?
   Effect: For persuading to be firm in Christ.

   - Symbolism – this broad and easy road you see here.
     Effect –show how easy it is to follow Satan's way. It is likened to a road.
     - Let us match with one heart to the New Jerusalem.
     Effect – New Jerusalem symbolizes heaven

   - Biblical allusion – quotes from the bible/borrows from the bible.
     Effect: creates the solemn mood/religious mood.
   - Use of poetic language – let not your heart be troubled: ye believe in God believe also in me.
     Effect makes it memorable/enjoyable to read.

   1mk – identification 2x 2 -4mks
   1 mk effect

4. - come to Jesus
   - stand by him/Not to desert him
   - life on earth is one of trials and hardship.
   - Shun Satan's way.
   - Focus on the match to heaven.
   - There are many mansions in heaven.
   - They should not harden their hearts.

     6 x 1 = 6mks

5. Religious – quotes the bible as his reference.

   Persuasive – uses rhetorical questions to convince his listeners. And today brother, if you hear his voice, harden not your heart.'!

   Eloquent – able to contrast Satan and Jesus. His message flows clearly.

   Knowledgeable – is able to quote the bible appropriately.

   1 mk – identification
   1 mk - illustration
   2 x 2 -= 4mks

6. (a) He said he had gone to prepare a place for them. (1 mk)
   (b) Let us match with heart to the New Jerusalem, shall we?

7. The Kiama/traditionists
   Reason: Christianity was against traditions/culture e.g. female circumcision.
   - It was foreign religion associated with the white man.
   - Joshua and other christens are regarded as collaborations/traitors.

   Identification. 1mk
   Illustration – 2mks = 3mks

8. Old ways- traditions e.g. traditional religion dances drinking beer circumcision etc.one hearted – united. (2 mks)

Poetry

a. The persona is a parent to a child who is seriously sick in hospital struggling for his life. (2 mks)
b. The poem is about a child who is seriously sick in hospital. The parent is arguing with God in silent prayer. God seems not to answer, the parent sees a pregnant cockroach on the wall and kills it and then crushes it.

4 x 1 = 4mks

c. irony
- It's ironical that the parent pleads with God for the life of the child yet kills a pregnant cockroach.
- It's ironical that the persona argues with God instead of praying and pleading his case.

Identify one (2mks)

d. indifferent/detached
   He is to be dumb and silent.
   A peaceable – I will appease my God is angry with me.
   All powerful/omnipotent – has power to heal/can allow suffering.
   Just the parent is appealing for justice. (4 mks)

e. Perhaps an idea crossed my mind.
   God is not pleased with me/is not happy with me.
   I'll try to make my God happy. (3 mks)

f. Tone – desperate – you know I love him don't you; don't you, don't you
   Pleading – please God, to be good is hard but I will try.

   1 mk for identifying

1 for illustrating – 2mks

g. (i) Paradox – 1mk
(ii) Though silent the persona is under stress and pressure. (2 mks)

4 (a) (i) Did Waiyaki go back to Siriana?
(ii) The cows were fed this morning (by the farmer)
(iii) Never have I gone to Nairobi
(iv) Ran over
(v) Inspite of the governments, repeated warnings, the wananchi insisted on drinking the illicit brew.
(penalize ½ mk if the comma is missing)
5mks

(b) (i) between (3mks)
(ii) at
(iii) in

(c) (i) We found out that the pretender was not worth his salt.
(ii) During the riot, all hell broke loose when the police came.
(iii) The greatest bone of contention in the new constitution is the conclusion of the kadhi's court. (3 mks)

(d) (i) The fierce dog <u>went</u> for the thief
Intransitive
(ii) Old men and women <u>strained</u> their ears
Transitive (2 mks)

e. (i) hastly
(ii) unbelievable (2 mks)

NANDI CENTRAL JOINTS EVALUATION TEST- 2010
101/2
ENGLISH
PAPER 2

MARKING SCHEME

1. a) The study of literature entails reading a text and analyzing it.
(2mks)
b) One should read a text intelligently because it is only then that one can identify the important literary aspects of the work.
(2mks)

c) Theme refers to the ideas about life, which the author deals with.
(1mk)

d) isn't it?
(1mk)

e) A student of literature needs to look for extra information because the behaviour of characters in the story depends on the environment.
(2mks)

f) It means feeling like or sharing feelings / identify with the character.
(2mks)

g) He can depict a character withholding the eagerly awaited for information.
(1mk)

h) - Developing his own opinion on a given text
- Reading widely.
- Familiarizing themselves with various works of criticism.
- Familiarizing themselves with conventional Literary terms e.g flashback, satire or protagonist .
- Avoiding going into lond winded and vague explanations, descriptions and comparisons. ***(5 x 1) expect 5 points) – Must be in continous prose if not deduct ½ mark.***

i) i) Initial – beginning / first
ii) Progression – development
iii) Ascertain - make sure
iv) Conventional – The accepted and widely used.
(*4mks*)

2. a) It is raining heavily (i) and Wayaki, Kinuthia and Kamau are in the staffroom/(i) Kinuthia and Kamau are arguing about the white mans encroachment / cerrent political events(i).

b) It is ironical that Kinutha a product of the white mans education is vehement against the government post and the hut tax / Chege, Waiyaki father, who all his life was against the mission and the of the white man sends his son to the mission to learn the ways to the wisdom of the white man. ***Any of the two (2mks each)***

c) i) - Education - Waiyaki feels he should concentrate on education and ignore what the government was doing.
ii) Political Awareness e.g Kinuthia against government post / introduction of hut-tax
iii) Tradition e.g formation or the Kiama to preserve the purity of the tribe.
(***Accept any other relevant theme1 mk identification 1mk illustration = 4mks)***

d) - Waiyaki' was not eunthiastic about the Kiama (1)
- He wanted to concentrate on education. (1)
- He was influenced by Livingstone's teaching that that education was of value (i) And that his boys should not concern themselves with politics. (1)
(If in prose form mark ½ mk for each point)

e) The white man had introduced a government post/hut tax/had taken away their land.

(Any two points 1 mk each total 2mks)

f) Symbolizes the white man taking away their land by force.
(1 mk)

g) He did feel enthusiastic about it, did he? He did not feel enthusiastic
(1mk)

h) Mugo wa Kibiro's prophecy that one day one of his offspring, a son would lead and save the people in their hour of need.
(2mks)

i) Emotional – e.g. strongly argues against the establishment of government post and introduction of hut tax.
ii) Critical – of the white man's encroachment
iii) Fearful – of the white man's encroachment

(Any two traits 2 mks each 1mk identify 1 mk illustration)

j. i) Thud – A dull sound
ii) Averted – Avoided
iii) Enthusiastic – excited / eager
v) – Gradual settlement of the white man

½ each = 2 mks

Q.3 MONANGAMBA

a) Monangamba is a contact labourer(1) who is exploited by his employer(1). He laments about this exploitation i.e. being underpaid for all the work he does that heavily profits his employer. (1mk)

b) "On that big estate" portrays wealth, hence emphasizes the exploitation the persona is subjected to. (imk)
"Who" (1) repeated to emphasis that it is the contract labourer that suffers exploitation/ create musicality? (1)

c) - He wakes up early to toil e.g. who gets up early? Who is it that earns (1)
- He carries heavy loads. (1) Who is it that earns (1)
- He is underpaid (1) e.g. who reaps for pays gets scorns (1mk)
- He is overworked and physically abused (1) e.g. beating for biting back(1mk)

Any 2 illustrated points points (4 mks)

d) The tone is /bitter / resigned (1) justification of tone (1)

e) The boss is exploitative /oppressive / cruel (1). The persona laments, this exploitation by his boss, for the exploits him to his advantage. (1)

f) i) The persona is overworked in the farm. (1)
ii) The persona has done all the work alone(1)
iii) The persona is a black man and therefore mistreated because of his race/ depicts racial discriminations(1)

g) He turns to drinking wine in order to forget (1) "Ah ! let me at least.. drink … fuddled by my drunkenness forget." (1) ***(2mks)***

4. **Grammar**

a) i) Warring
ii) Insatiable

b) i) They asked Mary whether / if they should call the ambulance for her.

ii) Unless the anarchy is stopped forthwith, many people will continue suffering.

iii) Should the tourists leave enmasse, the economy will decline drastically.

iv) My father bought a beautiful, huge, round glass table.

c) i) into

ii) by

d) i) is

ii) begun

iii) flung

e) i) I listening to the news summary without many details.

ii) I listened to the news for short while.

f) i) Sheila is prettier than Susan.

ii) When the snake sensed my footsteps, it slithered away.

NYAHURURU JOINT EVALUATION TEST 2010
101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
MARKING SCHEME.

1. a) - Dissidents in various churches.

- The law society of Kenya.

- Underground left. ***(Any two = 2mks)***

b) - The process produced two different visions.

(1mk)

c) - The talks discuss road maps instead of the so called final status issues (1) focus on substance not on talks themselves not on substances.

(2mks)

d) - Only through (unanimity) complete agreement within the committee of experts can

a political consensus be achieved.

(2mks)

e) - The failures to reconcile those two visions culminated in acrimonious referenda/referendums

(1mk)

f) - Personification -Squeezing and massaging.

(2mks)

g) - Pessimistic attitude (1mk) – They have been trying to come up with a constitution for the last 19 years. He wonders if they will succeed this time round.

(2mks)

h) - Both Nigeria and Israel – Palestinians talks delay the realization of their respective goals by;

- Nigeria – Lengthy and laborious mechanisms to keep Nigerians ✓1busy, cutting political✓1deals, haggling and fighting.✓1

- On the other hand Israel – palestian talks are about road ✓1maps instead of final ✓1status issues.

NB: If not in prose, multiply total score by ½. Deduct ¼ a mark per sentence with grammatical error.

(5mks)

i) Panacea – something that will solve all the problems.

ii) Road map – course of action.

iii) Culminated – ended with.

2. a) A rally/meeting of Joshua and his followers in Kameno – the first of the kind in Kameno

(1mk)

b) - She rebelled against a cruel fanatical father.

(4mks)

- She bore the pain of circumcision.
- She bore her sickness bravely.
- She died a painful death.
- She underwent stigma, endless questions, and stares from villagers.

NB:

Any four points 1mark each = 4marks

Notes are written in the following ways: *, . –

⟶ (a) 1 (i) or Use of incomplete statements

If answer is not in note form, de duct ½ mark from the total.

c) i) - Waiyaki is dishonest while/whereas/although/but Nyambura is honest**.**

(4mks)

Illustration

- Waiyaki lies that he is just walking but was actually going to the meeting in

the hope of seeing Nyambura.

- Nyambura is actually going to the meeting as she claims.

NB: In contrasting, the character traits used must be opposites e.g. honest – dishonest.

Contrasting words must be used e.g. while, whereas, e.t.c.

If not award (0mk)

1d = 1mk illustration = 1 = 4marks total.

ii) Waiyaki is found guilty of betraying the tribe and the oath.✓1. He and Nyambura are placed in the hands of the Kiama who would judge them and decide their fate✓1.

(2mks)

d) i) Direct speech/ dialogue

(2mks)

- It makes the story real with characters actually talking.
- It breaks the monotony of continuous narration thus adding interest.
- Identification 1mk effect 1mk.

ii) Hyperbole – His whole body was on fire (1mk)

effect – It imparts the message more forcefully than ✓1m ordinary language

(2mks)

Paradox – Pleasant shock.✓1mk

Effect – The opposite feelings trigger thought ✓ 1m on the same on the reader.

(2mks)

e) Tell Nyambura I see Jesus

(1mk)

f) She told him/said that She also liked the river, the bush and the trees and that was her favourite spot.

(1mk)

g) i) Forced him to be honest.

(1mk)

ii) Speaking about personal issues

(***1mk)***

h) Waiyaki feels guilty since he is the one who took Muthoni to Siriana where she died.

(2mks)

i) Love e.g. I loved her most (Waiyaki)

(2mks)

How can I forget her? I loved her (Nyambura)

1mk 1d 1mk illustration.

Consider any other correct answer.

POETRY: MARKING SCHEME

a. The poem is about a public transport driver ✓/matatu driver/taxi driver,/amenting about the inevitability ✓ of him meeting his death through a road accident ✓ **(3mks)**

b Fear & hatred – the persona use negative words to describe the vehicle – monster ✓

c Road accidents – the persona talks about himself/being a victim of the ruthless machine concealing my blood under the metal. ✓

d. Alliteration ✓ - Metalic Monster

- Silence seems/to simmer and strain.

- Shell surely.

If alliteration not identified by underlining the letters deny full mark.

- Repetition ✓– nor✓
- Metaphor – metallic monster
- docile elaborate horse.

Any 2 styles and illustration for each

(4mks)

e. - Prophetic eye – prediction of what is to happen in the✓ future.
- Forbidden limits - Speeding✓
- Metallic Monster – refers to the vehicle the persona drives, it is metaphonic referring to how dangerous and fatal the vehicle can be✓

(3mks)

f of – Persona sees himself pershing ✓1in future.

Resigned✓1- He says that the vehicle shall revolt some day.
- He sees his bones being picked after a fatal accident.

(3mks)

g) Careless – risks everything for the little little more
fearful – calls the vehicle monster.
Pessimistic/ hopeless – Sees his death in future.
Cynical.✓ ***Any 2 illustrated trait***

(2mks)

Accept any other trait – Anyone trait and illustration

(5mks)

4. a) i) Up flew the bird with its wings wide open.
ii) Two thousand shillings was received as a present.
iii) If you had paid him, he would have helped you.
NB: Deduct ½ mark if comma missing.
iv) 'aren't we?
NB: If any punctuation mark missing or a not a small letter, = 0mk.
v) Gregory has been looking for a job for six months.

b) i) from ***(3mks)***
ii) of
iii) for

c) i) few***(3mks)***
ii) little
iii) a little

d) i) insensitivity. ***(2mks)***
ii) decisiveness

e) i) backed off on/backed away from***(2mks)***
ii) nodding off

SIAYA DISTRICT JOINT EVALUATION TEST – 2010
101/2
ENGLISH
PAPER 2
MARKING SCHEME

1. COMPREHENSION

a) He does this by testing the purity of materials ✓1 which are being used and made in factory by experimenting and trying to find out new and better ways of making them✓1

b) An industrial chemist and a man with a map and compass both set out to explore (a new territory)✓2

c) It had not been drawn and it was unknown✓2

d) Then the skeptical chemist proceeded✓ 1 to pull their arguments to pieces

e) They fear physicians (doctors) more than the diseases the physicians (doctors) are meant to treat ✓2

f) All of these chemists have been thoroughly trained for their work ✓1

g) He published his book "the skeptical chemist" in 1961 ✓1a and discounted✓1b. He carried out experiments to find out that substances are clements ✓1c. He defined an element as a substance which cannot be split up into more parts✓1d. He pointed out the way to further advancement in chemistry ✓1e

h) Instead of repeating what other people had said✓1 he set out to work and experiment ✓1

i) Muddled – Confused / mixed up ✓1
Proclaims – publicly acknowledges ✓1
Pursuits – trying to find out / investigations. ✓1

2. THE RIVER BETWEEN

a) Second birth ✓1

b) Waiyaki was embarrassed since he did not know or coud not dance well to the tunes✓.
The language used was vulgar✓ They sang about anything✓ The other boys danced better than he did since they had time to practice while he was away in Siriana✓ He was aware of livingstone's strong criticism of it and how he would react if he saw him in this chaos created by locked emotions let loose✓
(any 3)

c) Waiyaki was feeling sad and unwilling to let himself be carried away by the day's events.
It wasn't clear whether it was because of Muthoni or if it was out of fear of being discovered by Rev. Livingstone. He felt embarrassed when words he considered taboo were freely uttered. All the same, he knew that nothing would go out of hand as a result of such language. He was quite aware that no man would sleep with any woman during such occasions as it was taboo.

d) She dances like an expert and uses vulgar language.✓ Waiyaki wonders where she has leant these✓

e) The author seems supportive of circumcision✓ He describes Waiyaki as "free" and dancing freely✓

f) When he, Kinuthia and Kamau made Muthoni to scream with terror. When they had ambushed her at Honia, he later became ashamed since he realized that it was not bravery

frightening girls. He changed his behaviour✓2. Her decision to get circumcised makes

Waiyaki analyse /appreciate it. Her decision to marry the two cultures is seen in Waiyaki

too as he also struggles to reconcile the two ✓2

g) "I know that nothing bad will happen inspite of the talk," Waiyaki said. ✓1

h) Determined✓ - She wants to be circumcised, by all means✓
Rebellious ✓ - Rebels and moves to Komeno to get circumcised✓ (any 1 = 2)

i) Description eg she danced…… shows Muthoni's confidence
Direct speech"Dance" Waiyaki is fearfully reserved.
Rhetorical question – Was it because of Muthoni?
……..Waiyaki's inner feelings (fear) (any 1) - Identification 1

j) Second birth - Illustration 1 } 03

- Superstition/fear of the dead - Effect 1
- Circumcision
- Belief in supernatural power (any 3)

3. POETRY

a) Parent / mother / father✓ 1mk – Iden.
Dear son
Believe me son✓ 1mk Illus.
Show me son

b) People used to be friendly but now they are not.✓ People had feelings for each other but

(3mks)

now they don't. ✓People have become hypocritical✓ / Genuine love has disappeared.✓

c) Metaphors – Laugh with teeth ice cold eyes✓
Shake hands without hearts
Simile - Live fixed portraits smile✓ (2mks)
- Like dresses ✓

d) Repetition✓ - "taugh" to emphasize the fake laughter and the genuine laughter (2mks)
Alliteration ✓ - <u>h</u>ands <u>h</u>earts
- <u>f</u>ace <u>f</u>ace (2mks)
(make poem musical) (Any 2 relevant devices)

e) i) Mechanical smile ✓1
ii) I want to change from this insincerity to sincerity✓1
iii) Insincere laughter✓1
iv) Deceptive ✓1

f) Cordial/ friendly/ close/ open ✓1
- Father pours out his heart to the son ✓1

g) Nostalgic ✓1 once upon a time ✓1
Bitter ✓1 father not happy ✓1

h) Lost love ✓1 any other appropriate.✓1 (Any relevant tone)

4. GRAMMAR

A
i) Miraculously
ii) Inability
iii) Conscientious
iv) merrily

B
i) deal with
ii) talking over
iii) turned up
iv) live to
v) passed out

C
Verb
Noun