# PATHWAY EXAMINATIONS – 2018

*Kenya Certificate of Secondary Education*

**ENGLISH**

**FORM 2 PAPER**

**JULY SERIES**

**MARKING SCHEMES**

1. **FUNCTIONAL WRITING**

With only two days to opening of the school, your father has given you sh. 3000 to buy all the items you would need at school. Write the shopping list to include all these items. (10marks)

**Award as follows:**

- **Heading: …….SHOPPING LIST/ SHOPPING LIST FOR…. 1mk**
- **Budgeted amount 1mk**
- **Columns(at least 4) @ ½ mk 2mks**
- **Columns well filled 4mks**
- **Total and tabulating 1mk**
- **Language 1mk**

2. **Read the following passage and then answer questions that follow**.

Esteemed biologist E.O. Wilson famously observed that "a principle difference between human beings and ants is that whereas we send our young men to war, they send their old ladies."

And so do termites.

When they become too old to help their colonies perform risky foraging tasks, elderly members of a termite species called *Neocapritermes taracua* provide one final service by sacrificing themselves to defend against predators, researchers reported last month in the journal Science.

As rival termites close in on their nest, the selfless termites break apart their bodies to create a toxic, sticky goo. That goo seals off tunnels that lead to the termite nest and sticks to would-be predators, disabling or even killing them.With their abdominal walls broken, the termites die too.

Thomas Bourguignon discovered this while collecting termite samples in French Guiana for his dissertation on community ecology.

He also noticed an unusual mechanism they use to carry out these suicidal attacks: They build up pouches on their abdomens that contain a mysterious blue substance.

Bourguignon and his colleagues dubbed these pouches "explosive backpacks." They seemed harmless on their own, but their contents became deadly when mixed with salivary secretions.

Some of the termites had elongated blue spots on their backpacks, and these workers were particularly combative in their encounters with members of another termite species called *Labiotermes labralis*. Other *Neocapritermes* termites lacked the blue spots; these so-called white workers were less aggressive against invaders.

Back in his lab at the Universite Libre de Bruxelles in Brussels, Bourguignon and his colleagues examined the blue substance. They determined that the spots were "a pair of crystal-like structures" made with a previously unknown protein, according to their report.

Whatever was in these crystals was certainly **potent**. When a group of 40 *Labiotermes* termites was exposed to a drop of the goo produced by blue workers, 26 of them died and 11 became paralyzed within an hour. By contrast, a drop of goo from a white worker killed only five enemies and **paralyzed** four in the same amount of time.

To test whether the blue crystals were indeed the deadly ingredient, the researchers removed them from the blue workers' pouches. Sure enough, their goo became less noxious, killing only seven *Labiotermes* termites and paralyzing eight. On the flip side, adding the crystals to the white workers' goo made it more lethal, killing 18 enemies and paralyzing five.

What's in the blue crystals that packs such a punch? The scientists discovered that the previously unknown protein contains 7 to 11 nanograms of copper per crystal. The copper gives the crystals their blue tint.

The older the termites got, the more worn-down their mandibles were and the larger their blue crystals grew, the research team reported. The increasing size of the crystals — and thus their larger "explosive backpacks" — make elderly termites ideal candidates for suicidal missions, said Bourguignon, now doing postdoctoral work at Hokkaido University in Japan.

"We are trying to understand the evolution of such a complicated a new system," said Yves Roisin, who was Bourguignon's thesis advisor and senior author of the study. "We are wondering what other related species explode in a suicidal fashion."

Olav Rueppell, a biologist at the University of North Carolina at Greensboro, who was not involved in the research, said the finding "is a great discovery."

"It shows that each species is worth studying in its own right and that the biological diversity is full of surprises."

(a) What is the core difference between human beings and ants according to the passage? (2marks)

**While human beings send their young men to war, ants send their old ladies.**

(b) Outline the service offered by old termites to their young ones before the they die. (3marks)

- **As rival termites close in on their nest, the selfless termites break apart their bodies to create a toxic, sticky goo.**
- **goo seals off tunnels that lead to the termite nest and sticks to would-be predators, disabling or even killing them.**
- **With their abdominal walls broken, the termites die.**

(c) It shows that **each** species is worth studying in its own right and that the biological diversity is full of surprises. (1mark)

*Replace 'each' with 'each one'*

**It shows that each one of the species is worth studying in its own right and that the biological diversity is full of surprises.**

(d) What makes elderly termite an ideal contender for a suicidal mission? (2marks)

**The increasing size of the crystals and their larger explosive backpacks** .

(e) Give the meaning of the following words as used in the passage. (2marks)

i. Potent **powerful /strong**

ii. Paralyzed **made unable to walk**

3. **Read the song below and then answer questions that follow**.

Hush little baby don't say a word.
Papa's gonna buy you a mockingbird

And if that mockingbird won't sing,
Papa's gonna buy you a diamond ring

And if that diamond ring turns brass,
Papa's gonna buy you a looking glass

And if that looking glass gets broke,
Papa's gonna buy you a billy goat

And if that billy goat won't pull,
Papa's gonna buy you a cart and bull

And if that cart and bull fall down,
You'll still be the sweetest little baby in town

(a) Classify the song above. Give a reason for your answer. (2marks)

**A lullaby. Singer sings to make the better silent.**

(b) List the things the person to whom the song is sung is likely to receive. (5marks)

- **Mockingbird**
- **Diamond ring**
- **Looking glass**
- **Billy goat**
- **Cart and bull**

(c) Who is possibly singing this song? (2marks)

**The baby's sibling. There is a mention of 'papa'.**

(d) For what reasons do the singer sings the song above? Write the lines to illustrate your reasons. (4marks)

- **To keep the baby quiet. "Hush little baby don't say a word"**
- **To give the baby promises. "Papa's gonna buy you a mockingbird", etc**

(e) To whom is the song sung? Give a reason for your stand. (2marks)

**A baby….papa is mention/ referred to as 'little baby'**

(f) Explain the economic activity of the people where the song is sourced. (2marks)

**Livestock keeping. A bull, billy goat mentioned.**

(g) Write the line: Papa's gonna buy you a looking glass, in standard English. (2marks)

**Father/Daddy is going to buy you a looking glass.**

(h) And if that billy goat won't pull (1mark)

*Rewrite by replacing the underlined word with **two** words*

**And if that billy goat will not pull**

**4. CLOZE TEST**

**Read the passage below and then fill in the blank spaces. Use only ONE word in each space.**

**(10marks)**

We often hear people talk about organic food and see it on shop shelves but many of us do not know exactly what organic food is and why it is so expensive. Is it really better? And is eating organic …1…….. healthier option?

Organic food is food that has been produced naturally, using only natural substances …2……. as earth and water. No chemical fertilisers or poisons are used and the food is a hundred per cent ……3……...

Modern farming involves a lot more than just hoping for rain-it is a science.Thanks to scientific developments during the past decades, farmers …4…….. now produce larger quantities of food. They can for example, feed animals hormones to make them healthier …5……. fatter. On chicken farms, fowls are kept in small enclosures and given special food to make them and …6…… eggs bigger.

Crop farmers can use seed that …7…….. been specifically developed to provide large harvests.To prevent their crops from being infected with pest and diseases, crop farmers spray insecticides and other chemicals on the fields.

But for some time now researchers have been wondering what quantities of these substances land up in our food and how dangerous they …8……. . They started at looking at farming methods and soon discovered that these were also harmful …9…….. the environment. Good soil …10…….. minerals and very small creatures among the plants. This is just one of the miracles around us.

| | | | | | |
|---|---|---|---|---|---|
| 1) | food | 5) | or/and | 9) | to |
| 2) | such | 6) | their | 10) | contains |
| 3) | natural | 7) | has | | |
| 4) | can | 8) | are | | |

**5. ORAL SKILLS**

(a) The poem below is incomplete. If its rhyme scheme is **ababcdcdefefghghijij**, complete it the most appropriate words. Use only **ONE** word in each space. (6marks)

LONELY
Tell me, now tell me
How the craggy mountains I'll …I…… **ascend**
Weren't you the vitality that made me …II……? **be**
But 'am now lonely in dingy ditch; can't transcend
Gloom gain my fine world of love
When up the sky t'used to stand bright …III……..**stars**
But where in this darkness the bright star above?
Ain't 'parting' the worst sore of all scars?
Oceans are as silent as …IV……..**sleep**
Moon as dim as the land of shadows
Nothing worthy: all my pursuits's part's sweep
I bite my solitude within these closed …V…….**windows**
The morning rays no longer sweet snug
And the pleasant breeze! Which warmth shall cool?
Birds melodies these days din in my lug
No food; what else if not for sweet kiss to drool?
This is the desolate life the split left
Weary with the itch for heart's ……VI……..**rest**
Why can't lovers be, instead of this cleft?
I ask why break when it spawns us opprest?

(b) Write a word pronounced exactly the same way as each of the following. (5marks)

i. Whine **wine**
ii. Tire **tyre**
iii. Stare **stair**

iv. Rest **wrest**
v. Oh **owe**
vi. None **nun**

(c) Underline the silent letter in: (4marks)

i. Christmas **t**
ii. Cupboard**p**
iii. Acquit **q**
iv. Guilty **u**

(d) Read the telephone conversation below and then answer questions that follow.

SECRETARY: Hallo! This is Magic company , whom am I speaking to?
PATO: I am Pato may I speak with the manager please?
SECRETARY: Is the issue official or personal?
PATO: It is personal. May I speak with him now please?
SECRETARY: I am sorry he is not in at the moment. Will you leave a message?
PATO: Please tell him to call me when he arrives.
SECRETARY: How will he reach you? Please give me your telephone / cell number.
PATO: My cell phone number is (0123456789)

Write down the telephone etiquette tips demonstrated by:

I. Secretary (3marks)

- **Introduces herself at the beginning.**
- **Politely asks how she can help Pato.**
- **Offers to take a message for Pato.**

II. Pato (1mark)

- **Politely asks if he can speak to the manager.**

(e) You are interviewing the school head prefect at the journalism club room in your school following an incidence of students' strike.

i. Write any **three** questions you would ask him/her. (3marks)

- **When the incidence occurred.**
- **Who were involved.**
- **If there are any casualties.**
- **Any damaged property.**

ii. Apart from writing down the questions to ask, how else would you prepare for this interview? (3marks)

- **Arranging the room.**
- **Arriving early enough for the interview.**
- **Alerting the prefect about the interview.**

iii. Explain the interview rules you would expect him/her to obey during the interview.(5marks)

- **Waiting for invitation before sitting.**
- **Making eye contact to show they are honest.**
- **Answer questions honestly.**
- **Speak loud enough to be heard.**
- **Explaining each answer to be understood.**

**6. GRAMMAR**

(a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the sentences. (4marks)

i. After the storm comes the rain.
*Begin: Before…*
**Before the rain comes the storm.**

ii. He still lives in that house.
*Begin: Does…*
**Does he still live in that house?**

iii. Let us move on.
*Replace the underlined words with **one** word.*
**Let's move on.**

iv. The bus is coming here.
*Begin: Here…*
**Here comes the bus!**

(b) Punctuate the sentence below correctly. (4marks)

Aaron said I can type seventy five words per minute of Richards script
**Aaron said "I can type seventy-five words per minute of Richard's script.**

(c) Write the correct form of the word in brackets. (4marks)

i. The dog was ……with a stick. (hit) **hit**

ii. I ……you carefully now. (watch) **am watching**

iii. By this tomorrow, I …….my homework. (finish) **shall have finished**

iv. She ……..him for a long time. (know) **has known**

(d) There are errors in the sentences that follow. Rewrite them by correcting the errors. (4marks)

i. Gus is truely sorry for keeping us waiting.

**Gus is truly sorry for keeping us waiting.**

ii. The brothers are argueing again.

**The brothers are arguing again.**

iii. Be carefull when you light stove.

**Be careful when you light stove.**

iv. The guests brought there children to the show.

**The guests brought their children to the show.**

(e) Fill in the most suitable preposition. (4marks)

i. The candidates argued …….which novel to read. **about**

ii. The students are protesting ……..the invasion. **against**

iii. I confided ……Maxwel my desire to find a new school. **in**

iv. I based my conclusion …….market research. **on**