PATHWAY EVALUATION EXAMINATION - 2019

English Paper 2
FORM 4
June Series

MARKING SCHEME

1. Read the passage below and then answer the questions that follow.

A lot of students think that learning is only in class. If students use two extra steps, most students will not forget what they learned in class. To achieve effective learning, students needed to follow two extra steps in the three strategic learning processes.

The key to success is by following these three strategies. Review is essential to student success. Unless content is reviewed by students shortly after it is learned, it will soon be forgotten. To avoid forgetting what you learned, it is recommended to review daily.

It is also recommended to reduce large volumes of notes into point form and to paraphrase what you have learned. Other helpful tips include creating concept maps and diagrams; creating fact, concept or vocabulary cards and using visualization to better connect to what you learned. These are all important tools to helping students better understand and memorize lesson content.

The key to achieving academic success cannot be directly **correlated** to one specific area. Rather it requires students to be overall rounded in many different aspects. This includes attending class regularly to keep pace with the class. Falling behind in studies or homework can be **detrimental** to academic success and can induce stress onto students. Participating in class activities and discussions are also vital parts of learning and applying concepts learned. On the other hand, taking good, concise notes will always help in the long run when reviewing for tests and exams. To sum it all up, strategic learning is the password for many academic achievements. Being exposed to knowledge is the first step in the journey, the fact that young scholars can learn and be a part of history is a phenomenal step in furthering their search to success. Reviewing notes, in the way the young individual wishes, by him/herself, or with a good friend, this will help him/her to understand what has been learned in a way s/he understands. Lastly practice is a great way to memorise what has been learned, when practice achieves its full potential, the individual won't only be entitled for a good mark, but also a way to view, under and think of things. Those three attributes will help scholars become more successful, but it's important to one as it is to the other, and each and every person should find the learning strategies **effectual** for him/herself, and in extremely **exceptional** occasions even invent or innovate new strategies.

Questions

(a) What does the writer faults in the students thinking according to the first paragraph? (2 marks)

He faults the fact that students think that learning is only in class.

(b) Explain the **three** strategies that are key to success. (6marks)

- ✓ **Review to avoid forgetting what you learned.**
- ✓ **Reducing large volumes of notes into point form for better understanding and to memorize lesson content .**
- ✓ **Paraphrasing what you have learned for better understanding and to memorize lesson content .**

(c) Unless content is reviewed by students shortly after it is learned, it will soon be forgotten..
(1 mark)

begin: if……

If content is not reviewed by students shortly after it is learned, it will soon be forgotten.

(d) The key to achieving academic success cannot be directly **correlated** to one specific area.
(1mark)

Add a question tag.

The key to achieving academic success cannot be directly correlated to one specific area, **can it?**

(e) Discuss the tone of the passage. (3 marks)
Informative. The writer is informing the students about the strategies to use in learning.

(f) How, according to the passage, does practice help memorise what has been learned? (3marks)

When practice achieves its full potential, the individual won't only be entitled for a good mark, but also a way to view, under and think of things.

(g) Explain the meaning of the following words and phrases are used in the passage. (4marks)

i) detrimental **damaging**

ii) correlated **connected**

iii) effectual **effective**

iv) exceptional **outstanding**

2. Read the excerpt below and then answer the questions that follow.

Nora. What right have you to question me, Mr.Krogstad?–You, one of my husband's subordinates! But since you ask, you shall know. Yes, Mrs. Linde is to have an appointment. And it was I who pleaded her cause, Mr. Krogstad, let me tell you that.
Krogstad. I was right in what I thought, then.
Nora (*walking up and down the stage*). Sometimes one has a tiny little bit of influence, I should hope. Because one is a woman, it does not necessarily follow that–. When anyone is in a subordinate position, Mr. Krogstad, they should really be careful to avoid offending anyone who–who–
Krogstad. Who has influence?
Nora. Exactly.
Krogstad (*changing his tone*). Mrs. Helmer, you will be so good as to use your influence on my behalf.
Nora. What? What do you mean?
Krogstad. You will be so kind as to see that I am allowed to keep my subordinate position in the Bank.
Nora. What do you mean by that? Who proposes to take your post away from you?
Krogstad. Oh, there is no necessity to keep up the pretence of ignorance. I can quite understand that your friend is not very anxious to expose herself to the chance of rubbing shoulders with me; and I quite understand, too, whom I have to thank for being turned off.
Nora. But I assure you–
Krogstad. Very likely; but, to come to the point, the time has come when I should advise you to use your influence to prevent that.
Nora. But, Mr. Krogstad, I have no influence.
Krogstad. Haven't you? I thought you said yourself just now–
Nora. Naturally I did not mean you to put that construction on it. I! What should make you think I have any influence of that kind with my husband?
Krogstad. Oh, I have known your husband from our student days. I don't suppose he is any more unassailable than other husbands.
Nora. If you speak slightingly of my husband, I shall turn you out of the house.
Krogstad. You are bold, Mrs. Helmer.
Nora. I am not afraid of you any longer. As soon as the New Year comes, I shall in a very short time be free of the whole thing.
Krogstad (*controlling himself*). Listen to me, Mrs.Helmer. If necessary, I am prepared to fight for my small post in the Bank as if I were fighting for my life.
Nora. So it seems.
Krogstad. It is not only for the sake of the money; indeed, that weighs least with me in the matter. There is another reason–well, I may as well tell you. My position is this. I daresay you know, like everybody else, that once, many years ago, I was guilty of an indiscretion.
Nora. I think I have heard something of the kind.
Krogstad. The matter never came into court; but every way seemed to be closed to me after that. So I took to the business that you know of. I had to do something; and, honestly, I don't think I've been one of the worst. But now I must cut myself free from all that. My sons are growing up; for their sake I must try and win back as much respect as I can in the town. This post in the Bank was like the first step up for me–and now your husband is going to kick me downstairs again into the mud.
Nora. But you must believe me, Mr. Krogstad; it is not in my power to help you at all.
Krogstad. Then it is because you haven't the will; but I have means to compel you.

(a) Krogstad asks **four** questions just before this excerpt. Which are they? (4marks)

- ✓ **If it is Mrs. Linde he has seen with Helmer.**
- ✓ **If Mrs. Linde has just arrived in town.**
- ✓ **That Mrs. Linde and Nora have been friends.**
- ✓ **If Mrs. Linde is to have an appointment in the bank**.

(b) For what reasons has Krogstad visited Nora? Refer to what happens in the excerpt and in the rest of the play. (3marks)

- ✓ **To plead with Nora to influence her husband to help him keep his job.**
- ✓ **To remind Nora of their froud.**
- ✓ **To blackmail Nora.**

(c) "I was right in what I thought, then." What do you think Krogstad thought? (2marks)
That Nora pleaded with Helmer to fire Krogstad and replace him with Mrs. Linde.

(d) Describe **two** character traits of Nora as brought out in the excerpt. (4marks)

- ✓ **Protective. She can't afford to haveKrogstad speak ill of her husband.**
- ✓ **Bold. She tells Krogstad that she is no longer afraid of him.**
- ✓ **Optimistic.She hopes to be free from the whole thing(debt)**

(e) Rewrite the sentences according to the instructions given after each without changing their meanings. (2marks)

i. If you speak slightingly of my husband, I shall turn you out of the house.
Use: Unless…
I shall keep/entertain you in my house unless you speak slightingly of my husband.

ii. So it seems.
supply a question tag
So it seems, doesn't it?

(f) Highlight **two** themes evident in this excerpt. (4marks)

- ✓ **Role of women. Krogstad believes Nora can influence her husband to help him keep his job.**
- ✓ **Boldness. Nora is bold enough to caution Krogstad against speaking ill of her husband, the repeat of which she would send him out of her house.**

(g) "Then it is because you haven't the will; but I have means to compel you." How does Krogstad plan to force Nora to talk to her husband? (3marks)

Telling her about the nature of the money she borrowed him. He reminds Nora of the details of their business. He tells Nora that when he goes down, Nora too will lose her position.

(h) Write a word with the same meaning as each of the following words as used in the excerpt. (3marks)

i. Necessity **Need**
ii. pleaded **begged**
iii. Influence **power**

3. Read the narrative below and then answer the questions that follow.

There was a certain town whose only occupation was catching squirrels (ground squirrels). There was a man in this town who excelled at catching squirrels. One squirrel was so smart that it eluded everyone in town. It was said that only this man said to his son, "Come, let's go to catch the squirrel." They took an axe; they found the squirrel near its hole. Then the squirrel ran and entered its hole. They searched out all the holes, then they stopped them up. Then the man said to his son, "Don't let the quirrel get out of its hole." He answered, "Okay." But one hole wasn't stopped up, and the squirrel escaped. When it escaped, the father came to his son and said to him, "Why did you let it escape? If I go home now, I will be ashmed." He grabbed the axe and struck his son. Then he went on his way and left his son unconscious. Ants began to fill his eyeballs an his ears; vultures were circling above him.

In the afternnon, the headman of a rich caravan arrived at the spot. When he arrived, he setp up camp. Then he got up and went for a stroll and saw the boy. He called his slaves to take him and have him washed and shaved. The boy

recovered. The headman had no offspring. When he took the boy, he decided that he would make him his son. He sent a message to the chief of the town, telling him that he had an offspring, that he was happy he had become a complete man, and that he would now receive the gifts due to him.

The chief said, "This is a lie. He is not his son. If he is his son, then let him come that I can see." Then the headman arrived in town. The chief gave his sons horses worth ten pounds. He said, "Go and join the son of the headman. Have a race. When you finish give these horses away" (forcing him to do the same). They did it and they returned. the next day, the chief again gave them horses worth ten pounds. They did as the day before. They did it five times. They ran out of horses. Then the chief said, "Indeed, it is his son I have run out of horses. If it weren't his son, he wouldn't agree to let him give his own horses away to match the presents." Then the chief summoned his daughter. The Gralladima brought his to help. The Madaki also gave, and the Makama gave. Altogether, four wives. The chief gave a big house. The headman came and brought twenty concubines and gave to his son. There was continuous feasting.

Then one day the son saw his father, the one who had knocked him down with the axe because of the squirrels. The father came to the house of his son and said, "Throw away your gown and start catching squirrels." The slaves of the headman said, "This is a crazy man, let us all strike him." The boy said to him, "This is my father, the one who sired me." The headman said, "I have already lied to the chief. Let us keep that secret. I will give your father wealth. Let him go home. Should he want to see you, let him come to visit you. If you want to see him, then you can go and visit him." The real father said he did not agree. Then the headman said, "Well then, let us go out in the countryside." They went. The headman unsheathed his sword. He handed it to the son, and said, "Kill one of the two of us." Here ends the story.

Questions

(a) With reasons, classify the above narrative. (3marks)

Dilemma narrative

- **The young man was asked to kill his father or the headman.**
- **It presents the audience with a dilemma.**
- **It involves situations that require passing judgment on ethical or moral grounds.**
- **The story ends with the narrator posing a question to be debated by the listeners.**

(b) What **three** features of oral narrative are evident in this story? (6marks)

- ✓ **Opening formular – "There was a certain town…"**
- ✓ **Closing formular – 'Here ends the story'**
- ✓ **Dialogue – 'This man said to his son, 'Come let us go and catch the squirrel'**
- ✓ **fantasy**
- ✓ **Repetition**

3 features + illus = 6 marks

(c) Identify **one** economic activity of the community described in this narrative and give evidence of your answer. (2 marks)

- ✓ **Livestock keeping – The chief gave his sons horses worth ten pounds.**
- ✓ **Slavery – He called his slaves to take him and have him washed and shaved**.

(d) Describe **one** character trait of each of the following as revealed in the narrative. (4 marks)

i. young man

ii. his father

(i) **Loving / Caring – He did not want the slaves of the headman to strike his father.**
Obedient

(ii) - **Hot tempered – When the squirrel escaped, he became angry and struck his son with an axe.**
- **Ruthless – inhumane**

Selfish – irresponsible / youth

(e) What is the function of this narrative? (1mark)

Educates / cultivates critical and sound judgement among listeners.

(f) If you are asked to go and collect this story in the field, state:-

(i) **Three** things you would do before the actual field trip. (3 marks)

- **Contact chief**

- **Find a translator**
- **Prepare equipment.**

(ii) **Three** difficulties you are likely to encounter. (3marks)

- **Language barrier.**
- **Transport challenges.**
- **It might be expensive.**
- **Weather challenges**

4. GRAMMAR

(a) Use the most suitable form of the word in brackets to fill in the blank space. (3marks)

(i) My lawn **is cut** (cut) once a week.

(ii) We **will be asked** (ask) by the teacher tomorrow.

(iii) The fire brigade **was phoned** (phone) by neighbours soon after fire had broken out.

(b) Rewrite the sentence according to the instruction given without changing its meaning. (3marks)

(i) The girl said, "I have done my homework."

Rewrite without using the speech marks("..")

The girl said **that she had done her homework**

(ii) She told him, "Don't drive so fast!"

Write in a reported speech

She told him not to drive so fast.

(iii) I think Muna is funnier than Amos.

End: …Muna.

I think Amos is not as funny as Muna.

(c) Choose the more appropriate pronoun to fill in the blank space. (3marks)

(i) I cant believe that they never found out about Emilly and **he.**(he, him)

(ii) You cant do this work without Joel or **them**! (them, they)

(iii) **We** Kenyans have a dark skin. (us, we)

(d) Fill in the most suitable preposition. (3marks)

i) Jomo Kenyatta was exempted **from** doing hard labour during his term in jail.

ii) I shouted at Joseph who was engrossed **in** watching TV.

iii) They acquainted Phoebe **with** French cuisine.

(e) Explain the difference in meaning between the sentences that follow. (2marks)

i) I bought three pens for thirty shillings.

All cost thirty shillings.

ii) I bought three pens at thirty shillings.

Each costs thirty shillings.