

MARAKWET WEST DISTRICT

101/2

ENGLISH PAPER 2

JULY/AUGUST 2015

MARKING SCHEME

1.
 - a) The root of tribal and racial misunderstanding is ethnocentrism (1 mark)
 - b) Because customs in each society evolve to meet specific needs (1 mark)
Illustrative: nomadic tribes of Brazil and Australia kill their old in order to avoid being delayed as they move in search of pasture and from attacks (2 marks)
 - c) Irony in the way nomads treated their old is that they thought it to be kind to kill their old ones.
They preferred to kill their old if they burdened them than to let them to be tortured and killed by their enemies. The bottom is the old would have died ,why kill them yourself (3 marks) expect irony and illustration
 - d) By contrasting how the old are treated in Kenya and Brazil? Australia, the writer shows that there is no standard criteria of treating the old across the world. Thus we should not be ethnocentric (2mark)
 - e) The writers attitude is supportive! agreeable because it helped them to meet a need: feed their animals in new field and avoid the enemies (2 marks)
(expect identification and illustration)
 - f) The passage points out universal acceptance of each other regardless of our culture, custom and values. (4 marks)
 - g)
 - i) Root- the cause, origin
 - ii) Exalt- uplift, hold in high esteem to our customs
 - iii) Apparent- clearly, without doubt
 - iv) Discord- disharmony, friction, misunderstanding
 - v) Inconceivable- unbelievable, not capable of being imagined
2.
 - (a) The conversation is taking place in Dr. Stockmann's house. (1mk)
 - (b)
 - (i) The visitors are offered a permanent supply of slow poison
 - (ii) The water is poisonous both for drinking and bathing.
 - (iii) A sewer should be built to carry off the alleged impurities from Molledal
 - (iv) The water conduit pipes must be re-laid (4mks)
 - (c) He thinks that Peter stockman is extravagant (2mks)
 - (d) "But what do you think should be done then?" (2mks)
 - (e) A competent doctor ought to know what measures to take, oughtn't he? (1mk)
 - (f) Irony — he tells Dr. Stockmann that a competent doctor ought to know what measures to take yet he's opposing the very measures the doctor is proposing. (3mks)
Sarcasm — *(with appropriate illustrations)*

- (g) i) Misuse of power — (with appropriate illustrations)
- ii) selfishness
- (h) i) it would be too expensive
- ii) it would take too long (2years)
- iii) The Baths would be closed.
- iv) Visitors to the Baths would be diverted to alternative resorts in the neighbourhood or to other towns.
- v) It would ruin the economy of the town
- vi) The negative publicity would make people to lose confidence in the Baths forever.
(5mks) (an) 5 pts 1mk each)

- i) Peter Stockmann
 - a) Selfish egocentric (with appropriate illustrations)
 - b) Realistic (1mk identification, 1mk illustration)
- j) - Dr. Stockmann should write report denouncing the earlier one (expect details)
- The report should be delivered to the committee
- He will work on it quietly later on. (=
- The public must not know about it (Any 4x1=4mks)

3. (a) A dirge - Death is a witch, my people what shall I do? I cry. (2mks)
- b) contemptuous/critical/condemnatory/ hateful
- Death is a witch
 - I will remain alone

The singer blames death for taking away the singer's child. (2mks)

- (c) i) Repetition — Today I will say
- I will remain alone.
- (ii) Direct translation — it snatched my child
- My child, my child I cry
- (iii) Direct address — my people
- (iv) Moral lesson;- Death is cruel takes away loved ones (any 3pts 2mkseach = 6mks)
No illustration = No mark

- (d) i) Tonal variation; differentiation of the voice of the soloist and the rest of the singers.
- ii) Gestures — like when saying death snatched my child, show how that snatching was done. Facial expression When singing the words I cry, the face should express sadness
(any 3, 2mks each = 6mks)

- (e) Death is portrayed as being cruel. (1mk)
- Death is a witch 1mk (2mks)
- (f) They economic is farming. I will weed alone. The social activity is dancing. I will dance alone.

4. a) 1. Into the horse the children wished with all their toys.
2. You will not catch the bus unless you go now.
3. Never had Mutai undergone such an evidence before.

- b)
 - (i) told us off
 - (ii) saw through
 - (iii) taken a back

- c)
 - (i) from
 - (ii) from
 - (iii) over/ through
 - (iv) of

- d)
 - (i) Rose was among those who completed the assignments.
 - (ii) Besides completing other things, Rose completed the assignment.

- e)
 - (i) I hate ugly, big blue toilet flies.
 - (ii) They found handsome, round old gold swiss watches.

- f) horde of.

MARAKWET WEST DISTRICT

101/3

ENGLISH PAPER 3

(Imaginative composition and essays based on set texts)

JULY/AUGUST 2015

MARKING SCHEME

ENGLISH PAPER 3 (101/3)

Paper 101/3 is intended to test the candidate's ability to communicate. In writing communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks. In a factual essay, attention must also be given to the format, tone and ability to follow instructions.

Examiners should not hesitate to use the full range of marks for each essay. 101/3 essay paper, it is the final, total mark that counts, it is important to determine FIRST how each essay communicates and in which category A,B,C or D it fits.

- | | |
|------------|--|
| D CLASS | The candidate does not communicate at all. His/ her language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit English words he/ she wants into meaningful; sentences. The subject is glanced at or distorted. Practically no punctuation. All kinds of errors. "broken English " is evident. |
| D 01 - 02 | Chaotic. Little meaning whatsoever. Questions paper or some words from it simply copied. |
| D 03 | Flow of thought almost impossible to follow. The errors are continuous. |
| D + 04-05 | The candidate communicates understandably but only more or less clearly. He/she is not confident with his language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language. Mother tongue influence is felt. |
| C-06-07 | The candidate obviously finds it difficult to communicate his ideas. He / she is seriously hampered by his/ her very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction. |
| C 08 | The candidate communicates but not with consistent clarity. His/ her linguistic abilities being very limited, he/ she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English. Links are weak, incorrect and repeated at times. |
| C + 09- 10 | The candidate communicates clearly but in a flat and uncertain manner. Simple concepts sentence forms are often strained. There may be an overuse of clichés, unsuitable idioms proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses, spelling. |
| B CLASS | This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he/ she can use English as a normal way of expressing |

himself/ herself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over- ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may be just clean and unassuming, but they still show that the candidates is at ease with the language.

- B - II - 12 The candidate communicates fairly and with some fluency. There may be little variety in sentence structures. Gross errors are still found occasionally.
- B 13 The sentences are varied but rather simple. Straight forward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom natural and effortless. Some items of merit. Economy of language.
- B+ 14-15 The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of items of merit of the "whole sentence" or the "whole expression" type.
- A CLASS The candidate communicates not only fluently, but attractively, with originality and efficiency. He/ she has the ability to make us share his/ her deep feelings, emotions, enthusiasm. He/ she expresses himself/ herself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humor. Many items of merit which indicate that the candidate has complete command of the language. There is no strain. Just pleasantness, clever arrangements, felicity of expression.
- A 16- 17 The candidate shows competence and fluency in using the language. He/ she may lack imagination or originality which usually provides the "spark" in such essays. Vocabulary, idiom, sentence structure, links, variety are impressive. Gross errors are very rare.
- A 18 Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin ticks
- A + 19-20 The candidate communicates not only information and meaning, but also and especially the candidate whole self: his/ her feelings, tastes, points of view, youth, culture. This ability to communicate his/ her deep self may express itself in many ways: wide range of effective vocabulary, original approach, vivid and sustained account in the case of a narrative, well developed and ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he/she deserves. A very definite spark.

Question 1 (a)

Points of interpretation

- Must be a story if not deduct 4mks
- Must begin with the given sentence
- The candidate must present a credible scenario emanating from the sentence given
- The candidate should clearly narrate subsequent events/ actions that led to the situation he/ she is in.
- The narration might look back on the action of the candidate.
- Must be 1 ½ to 2 pages if not deduct 2mks (20mks)

Question 1 (b)

Points of interpretation

- Must be an expository discursive composition if not deduct 4mks
- Must be 1 ½ to 2 pages if not deduct 2mks

Compulsory set text

(20mks)

2. Ngugi Wa Thiong'o, The River Between.

Introduction

Candidates should show knowledge of religious intolerance. Should highlight how the traditional practises clash with the new religion.

The new christian faith and the tribal ways are opposed to each other: each group looks negatively at each other. The unending struggle for supremacy between Makuyu and Kameno heightens this intolerance. Kameno is home for the conservatives.

(Accept any other relevant introduction)

Christians and traditionalists are uncomfortable with each others practices.

- Christians demand that the converts should denounce all traditional beliefs and practices they condemned initiation rites
- Livingstone describes the rite as barbaric
- Children who participate in the rite are expelled from Siriana School.
- Joshua hates his wife for the reason that she is circumcised.
- The traditionalists condemn those who have not undergone circumcision.
- Waiyaki is seen as a traitor for relating with Nyambura an uncircumcised girl.

The widening gap between the two groups highlights religious intolerance.

- The expulsion of children who pay lip service to christianity from Siriana.

The fanatic belief by either side accelerates religious intolerance.

- Joshua's fanaticism does not allow him to mix the two.
- He regards traditional rites of circumcision and other traditions as sinful.
- He asks God to forgive him for marrying an uncircumcised woman.
- He curses Muthoni for undergoing circumcision and warns Nyambura against Waiyaki.

The traditional conservatives do not tolerate the Christians.

- A hut belonging to one of Joshua's followers is burnt down
- Kabonyi and the kiama punish Waiyaki for associating with Nyambura.
- They look at Waiyaki as a traitor for visiting Siriana (Any other relevant)

Conclusion

Different religious beliefs results to conflict between traditionalists and the christians. Each group cannot tolerate one another hence disharmony.

(Any other relevant conclusion)

Introduction 2mks
Body mark 3:3:3:3 = 12mks
Conclusion 2mks
Language 4mks

3. Optional set texts

(a) Short stories. When The Sun Goes Down

Introduction

People would wish to further their education abroad due to various reasons. some are inspired, they offer competent courses, local universities are beaurecratic and corrupt, they offer bursaries and the environment abroad is serene.

People are inspired. When Mr Dato, a former teacher of Aloo returns from America, he inspires in Aloo the hope that not only might he be admitted to an American University but he could also win a scholarship to go there.

They offer competent courses. Aloo learns of subjects he had never heard of before: genetics, cosmology, artificial intelligence.

Local universities are beauracratic and corrupt. Having applied for medicine, Aloo is given a place in Agriculture against his choice.

Foreign universities offer bursaries to their students. Mr Velji comments 'the university is good, and they are giving him a bursary.'

The environment abroad is serene and conducive. In his first letter Aloo says.. .the divided into neat green squares.. .even mountains are clean and civilised.

Conclusion

In conclusion, people are attracted to the foreign universities as a result of inspiration, competent courses, conducive environment, bursaries and due to corruption in local universities.

(Any 4 well illustrated points x 3mks)

Introduction 2mks
Body 12mks
Conclusion 2mks
Language 4mks

(b) Drama

John Ruganda, *Shreds of Tenderness*

Introduction

Coup de'tats in many African countries have led to many people fleeing to neighbouring countries for refuge. As a result, the refugees face very difficult lives. Most of them are subjected to very harsh conditions as depicted by Wak and other characters in the play.

Refugees face discrimination from members of the host countries.

- They are shouted at and their dignity lowered
 - They are told to go back to their home countries
 - They are seen as pests
- Wak's experience highlights this

They face psychological torment

- They are conditioned to be seen not to be heard

- They are referred to as aliens
- Blamed by their hosts for plundering the economy, causing shortage, siphoning maize meal to foreign ports and exporting to a neighbouring country.
- Blamed for everything from murder and bank robbery to impersonation and spreading diseases.
- Their girls are insulted(p 106)
- Wak says if a refugee makes one false move, he is repatriated “into a lions den.”

Suffer unemployment and exploitation

- Treated like third rate citizens when they go looking for work (Pg80)
- Always associated with hunger,deprivation and cheap labour,worse than cheap labour “because sometimes no one wants you to work.”(pg 80).
- If a woman every idiot wants to paw you(sexual exploitation).

Face uncertainty

- Always live in fear
- Always feel insecure-hunted by the police
- Always live under false illusion that things back home will improve
- Hope that the dictatorial regime back home won’t get international recognition only for the reverse to happen(PP 101-102)

They face humiliation and embaracing moments

- Wak is humiliated in the hands of Mr No-Fear-No Favour
- Hosts are openly hostile to the refugees even,in public places.
- Wak is shouted at... “return to your country you. refugees...BLOODY REFUGEES,GO HOME! (pp 101-104)

Refugees receive a cold and hostile reception once they return home.

- Treated with suspicion by stayees
- Looked at as cowards who ran away during time of need.
- Stayees think that refugees lived a luxurious life in exile.- Odie refers to Wak as sausage and bacon refugees.

Conclusion

Those who flee their countries during war face untold suffering both in exile and when they return home, they are harrassed too.

(Accept any other relevant conclusion)

Introduction	02mks
Body mark 3:3:3:3	12mks
Language and presentation =	04mks
Valid conclusion	02mks

(c) **Novel**

Witi Ihiamera, *The Whale Rider* (20mks)

Introduction

Resilience is a virtue which if well displayed can bring success where there is no success. In The Whale Rider women have used it to their advantage.

Women need resilience because the opportunities available to their male counterparts were not traditionally made available to them. In the whale rider, the young men are taken through instructions to educate them on historical matters as well as the present and past heroes in the community. Women are locked out of these educational sessions. Thus a woman aspiring to leadership would need to find a way to overcome this. Kahu finds ways to get to such gatherings that help her grow into her role, even when she is locked out.

Verbal violence is also used to drive women away. When Koro, disappointed by the successive birth of girls in the succession line, decides to gather boys together to train them and identify a successor, Kahu finds her way to the place where the educational sessions are ongoing, but Koro rudely drives her away.

Women continue to love even when love is not returned. Kahu loves Koro Apiriana and is not discouraged by his rejection. Infact, his rejection seemed to draw her to him, and this way she learns a lot in relation to the leadership role she will take up later.

The success of women in fields traditionally reserved for men is not praised and this can be discouraging. Kahu was doing well in school, but when she comes home excited with the news Kor Kapiriana dismisses her. She does not lose heart, however, and as Nani Flowers says, when Kahu bit Koro's toe she was telling him, "Don't think you can keep me out of this"

It is often that when girls are on the path of success, they are not given enough support as boys. When Kahu invites her family for the performance, the person whose support would have been most significant to her fails to come, but she learns to forgive him.

Women are not discouraged by a single rebuff or instance of rejection. Kahu makes effort to be of service to Koro despite his not liking her. he dives in the sea to get the stone for oro.

Women often succeed in the midst of odds. This is what happens to kahu at the end of the novel. She manages to draw the whales out of danger, nearly at the expense of her life. She gives her all.

Conclusion

Conclusively, it is through resilience that women have succeeded in this novel.

(Any 4 well illustrated points x 3mks)

Introduction	2mks
Body	12 mks
Conclusion	2mks
Language	4mks

MARAKWET WEST DISTRICT

101/1

ENGLISH PAPER 1

JULY/AUGUST 2015

MARKING SCHEME

1. a) - Must be a book review; if not deduct – 4Ad
- Must be in prose, with subdivision of topics if – 2Ad.
- If book review is in e- mail – 2AD BR in email.

FORMAT

Should indicate;

- Title of the book
- Author
- Publisher
- Year of publication
- Price
- Length (number of pages)
- Availability (where one can obtain)
- Name of reviewer

CONTENT (Main content/ body) – (4marks)

- Theme/ subject matter
 - Characters contribution the story and their roles.
 - Style: language use in the story
 - General effect of the book to the reader/ overall assessment of the book by the reviewer.
- | | | |
|----------|---|---------|
| Format | - | 4 marks |
| Contents | - | 4 marks |
| Language | - | 2 marks |

- b) E- mail format (must be the format of an e- mail)

From:

To:

Subject: Book Review: A review of.....

Date: Monday 20th June,2013.

Attached here is the book (title of the book writer)

Valedictation

Name.

F - 06

L - 04

10 mks

2.
 1. Assume
 2. because
 3. unfortunately
 4. with
 5. Those
 6. accountable
 7. privilege
 8. However
 9. investment
 10. rewarded.

3. (i) night day might light
Light bay flight flight
(Any two pairs award 1 mk, ½ each)
- (ii) abaabaabaaba ½
It is regular/ it is predictable ½
- (iii) Rage
Drying
Light

Reason : They are content words/ information words/ they carry the speaker's message.

- (iv) - Use gestures to show how the speaker beseeches
- Wear a sad face
- Say with some sense of urgency in my voice.

- b) ts s k
chore chic choreographer
cherub chevron chemical
chimney penchant chrysalis
cheetah chef
chandelier

(award ¼ mk for each correct word)

- c) heir - air
Eight - ate
Choir - quire
Rite - write/ right
Dough - doe
Few - phew.

(½ mk)

- d) (i) In quick succession/ quickly to enhance the tongue- twisting.
(ii) Rhyme : light
Tonight
Alliteration : no need
light like
Assonance : night and light
(iii) It brings a meaningful finality
A completion of the event in question.

- e) (i) Falling
(ii) Falling
(iii) Rising
(iv) Falling
(v) Rising

f) Underline the stressed syllable

- (i) contact
(ii) protest
(iii) conduct
(iv) project

- g) - Be polite
- Use language full of decorum
- Show understanding by allowing a win- win discussion.

- Be genuinely remorseful for the mistake and explain.
- Be accommodative in handling the office's demands.