

KCSE 2017

4.1.2 English Paper 2 (101/2)

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| 1 (a) | The passage is about the problem of obesity/the weight problem/ excessive weight/being overweight | 1 mark |
| (b) | <ul style="list-style-type: none"> - Figures clearly indicate how pervasive the weight problem is/ the weight problem is in the increase - They also show the seriousness of the problem. - They show/justify/demonstrate/illustrate/prove/give evidence/ authenticate that the argument is factual/real | Any 1 point 2 marks |
| (c) | <ul style="list-style-type: none"> - Promoting a lifestyle of exercise/making exercise a priority/ avoiding sedentary lifestyle - Healthy eating/avoidance of fast foods/managing diet <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> - By avoiding foods high in fats/sticking to a low fat diet/sugar/salt | Exercise (1 mark) Diet (2 marks) |
| (d) | <ul style="list-style-type: none"> - Diet – linked diseases/heart disease/cancer/diabetes/hypertension It is killing many people/causing death - Countries are spending a lot of money to cope with obesity related problems. - The World Health Organization has declared obesity a global epidemic. | Any 3 points; 1 mark each |
| (e) | <p>Sample summary</p> <p>In many places obesity is growing/rising/increasing fastest in children/ teenagers/childhood (1a).</p> <p>teenagers and children have the freedom (1b) and means (1c) to access and consume high – fat fast food (1d) Moreover, unhealthy food is marketed (1e) in numerous supermarkets (1f)</p> <p>Marking Instructions</p> <ul style="list-style-type: none"> - Allow a maximum of 55 words - Answer must be in continuous prose - If not deduct 50% at each point - Affix N to the penalized mark - Deduct a glimmer for faulty expression once in a sentence. | |

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| (f) | <ul style="list-style-type: none"> - The modern lifestyle has cut down on the time we need for physical <u>exercise</u>. - It has encouraged the consumption of <u>high-fat fast foods</u>. - A modern lifestyle leads to <u>diseases</u> such as diabetes and cancer/deaths <p>Any 1 point; 3 marks</p> | 1 x 3 marks |
| (g) | <p>(i) Affluence - abundance, opulence/wealth/prosperity/riches /richness</p> <p>(ii) Sedentary – inactive/desk-bound/seated/sitting/without much activity</p> <p>N/B: wrong spelling/tense/word class; mark zero</p> | |
| 2 (a) | <ul style="list-style-type: none"> - Azdak orders Shauwa to take him to the court of justice in Nuka/to face public trial/for assisting the Grand Duke. - On arrival they are informed that the city judge has been hanged. - He sings (the song of injustice in Persia.) | 4 points 1 mark each |
| (b) | <ul style="list-style-type: none"> - The people have been oppressed so much, both by the rulers and by natural disasters that they do not have the strength to fight. - There are so many officials around, people feel scared. - Suffering has made them psychologically numb. - Injustice - Oppression - Suppression - Exploitation - The people are disillusioned/hopeless/desperate/resigned to despair/they do not have the strength to fight - Any form of suffering-poverty/death | Any 2 points, 2 marks each |

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| 3 (a) | <ul style="list-style-type: none"> - Fantasy/personification/use of animal characters – the mother converses with the hyena. - Direct speech/use of dialogue/conversation, “we were ... by a hyena”. - Didacticism – Has a moral lesson – what goes around comes around. - Timelessness- ‘One day’ - Rhetorical question “why should my mother...” - Ideophone-“Aai...” - Repetition-she cried, wailed, wept and grieved. | 1 mark each =4 marks |
| (b) | <ul style="list-style-type: none"> - Polygamy is practiced/The father had two wives. - The society has a system of justice - Punishment by banishment/the woman was banished. - Elders handle sensitive matters/administration through elders - The society wears ornaments/bangles (on right hand) - Communal responsibility/ownership of children | Any 2 points x 2 = 4 marks. |
| (c) | <p>Observant – She observes that the bangle on her sister’s arm is on the wrong arm.</p> <p>Curious/inquisitive – wonders why the bangle is on the left arm</p> <p>Loving/friendly/caring – loved her step sister very much</p> <p>Disobedient/defiant-she questions the mothers action of tying the bangle on the left arm</p> | <p>Any 2 traits x 2 marks</p> <p>1 mark for identification</p> <p>1 mark for illustration</p> <p>4 marks</p> |
| (d) | <p>The mood is sad/melancholic/somber/solemn/mournful/sorrowful– death of Nyawino/the grieving that follows/Awino is inconsolable. N/B: Accept if the mood is stated as a noun (e.g. mood of sadness/melancholy/sorrow)</p> | <p>2 marks identification</p> <p>1 mark for explanation</p> |
| (e) | <ul style="list-style-type: none"> - They develop the plot – They urge the girl to report her sister’s death to the parents. This triggers other events. - Used to reveal the character of Awino as loving/caring. - They enhance dialogue in the story - They help her come to terms with the reality. - Their action reveals that the members of the community are responsible/communal responsibility. | Any 1 role well explained |
| (f) | <p>Crying with regret and shame, she left village.</p> <p>N/B: common missing no mark</p> | 1 mark |
| (g) | <ul style="list-style-type: none"> - We should be mindful of other people’s welfare/we should love our siblings (Awino was concerned about her step sister to an extent of offering herself to be eaten by the hyena.) - We should heed good advice. <p>She went home as advised and this led to the banishment of the wicked woman.</p> <p>We should act logically/reasonably/learn to accept loss-Awino agrees to go home.</p> | 2 marks for any one moral lesson |

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| 4 (a) | <p>(i) Not a single farmer got a bad/poor harvest this year/Not even one farmer got a bad/poor harvest this year/Not a single farmer failed to get/missed a good harvest this year/Not any one of the farmers...</p> <p>(ii) That the old ways are changing should be clear to everybody.</p> <p>(iii) Mrs. Mambo said, "This/That wall is very badly painted." "This/That wall is very badly painted," said Mrs. Mambo/Mrs. Mambo said.</p> <p>(iv) Having finished eating, I went to bed. (comma missing, zero)/I went to bed having finished eating.</p> | 4 marks |
| (b) | <p>(i) would have gone/would not/wouldn't have gone</p> <p>(ii) has been studying/has studied.</p> <p>(iii) were.</p> | 3 marks |
| (c) | <p>(i) Kamaru hates/does not like going to visit relatives.</p> <p>(ii) Kamaru hates/ does not like relatives who visit.</p> | 2 marks |
| (d) | <p>(i) into</p> <p>(ii) that</p> <p>(iii) it's/It's</p> <p>N/B: No underlining</p> | 3 marks |
| (e) | <p>(i) heroically</p> <p>(ii) revelation(s)</p> <p>(iii) unwarranted/warrantless/unwarrantable</p> | 3 marks |