

4.1.2 English Paper 2 (101/2)

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. 	

(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

(c)	<p>'I understand' means:</p> <ul style="list-style-type: none"> - He appreciates the potential cruelty of the Iron Shirts, who can be extremely violent/realizes these people are dangerous/can harm him - He realizes that it is inappropriate to sign the song in town/opposition to the regime is dangerous - He fears for his life. <ul style="list-style-type: none"> - He becomes submissive/afraid/fears for his life/becomes less vocal disowning his earlier declarations. He shows clearly that he is on the side of the iron shirts/creeps away 	<p>2 marks</p> <p>2 marks</p>
(d)	<ul style="list-style-type: none"> - They have formed an opinion that Azdak is a trouble maker. - They think he wants to take advantage of a chaotic situation. 	<p>Either point 2 marks</p>
(e)	<ul style="list-style-type: none"> - He is compassionate/kind/caring/helpful – He defends Azdak. - He is protective/defensive-he defends Azdak/protects Azdak from the harassment of the iron shirts - Honest/frank/sincere/truthful – Even though he does not want Azdak to be executed, he still points out Azdak's habit of petty thieving. - Professional/committed/dutiful. He does his duty of bringing Azdak to Nuka despite the uncertain political situation. - Persuasive/convincing. He convinces the iron shirts that what Azdak is saying is the truth. 	<p>2 x 2 = 4 marks Expect 2 traits Identification 1 mark Illustration 1 mark</p>
(f)	<ul style="list-style-type: none"> - The Iron Shirts confer among themselves/consult Azdak/ - Azdak suggests that the candidate's knowledge in law be tested. - In a play in which the Fat Prince's Nephew plays judge and Azdak the defendant, Azdak's defence is impressive/the nephew fails to impress 	<p>3 x 1 marks Expect all the 3 points</p>
(g)	<ul style="list-style-type: none"> (i) Condemning/accusing/criticizing (ii) I allowed him to escape (iii) Critical/ominous/significant/defining (iv) Audacity/assumption of airs beyond one's station/temerity/had the nerve/had the guts/arrogance 	<p>1 mark each =4 marks</p>

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: comma 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

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 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