

**FORM THREE ENGLISH
PAPER TWO**

MARKING SCHEME

1. Passage (answers)

- a) The students fear that the country may slide into violence. ✓ similar to the one witnessed in 2007 General Elections. ✓ (2 mks)
- b) - They wanted to know steps that he has taken to ensure that his officers would quell ✓ any violence that may arise should an electoral dispute occur.
- They also questioned the capacity of police officers to man (secure) the country's 45,000 polling stations. ✓ (2 mks)
- c) They have expressed disapproval with the current political class because of propagating tribal leadership. (1 x 2) = 2 mks
- d) It would disrupt the academic calendar ✓ and affect their performance in national exams ✓. (2 x 1 = 2 mks)
- e) It is meant to nurture democratic leadership within schools. (2 x 1 = 2 mks)
- f) – The force would hire 14,000 more officers by the time of voting.
- Officers have been trained on the new curriculum
- Police expect that the communities will cooperate and support police work during elections.
- The government had allocated Kshs.1.4 billion to the department to buy equipment and vehicles. (4 x 1 = 4 mks)
- g) Because internal measures had been ✓ instituted to reform its image and the operations ✓. (2 x 1 = 2mks)
- h) He said that they would have preferred December, but that was beyond them then. It was a matter that they had little say about at that stage.
- i) a) Akin – Similar

- b) Polarised – divided
- c) For a – Meetings
- d) Proliferation of illegal weapons – Increase / Spread of weapons not allowed / licensed

2. **Excerpt**

(a) What is happening in the play just before this conversation? (4 marks)

- The students (Alvita and Montano) have just finished explaining the technical side of their App to their teacher, Nicole. **(2 marks)**
- They described the "digital pigeonholes" and how they function like traditional mailboxes for leaders to receive information from the public. **(2 marks)**

(b) Identify and explain one character trait for each of the following: (4 marks)

- **Nicole: Supportive / Encouraging.** She motivates the students by calling their work "brilliant" and "a wonderful idea." **(2 marks)**
- **Alvita: Visionary / Patriotic / Innovative.** She is focused on using technology to fix the problems in her society and hold leaders accountable. **(2 marks)** *(Award 1 mark for the trait and 1 mark for the explanation/illustration)*

(c) Identify and explain one major theme addressed in this passage. (4 marks)

- **Theme: Role of Technology in Society / Innovation.** The students have created a mobile application to solve social problems. **(2 marks)**
- **OR Theme: Accountability and Integrity.** The purpose of the App is to ensure leaders are held responsible for their actions. **(2 marks)** *(Award 1 mark for identification and 1 mark for explanation).*

(d) Identify and explain one literary device used in this excerpt. (4 marks)

- **Allusion.** The name of the App, "The Samaritan," refers to the Biblical story of the Good Samaritan. **(2 marks)**
- **Effectiveness:** It suggests that the App is a "helper" intended to do good for the citizens and save the municipality from its problems. **(2 marks)**

(e) Nicole says, "I am sure the Mayor will be very impressed." Why is this statement ironic? (4 marks)

- It is **dramatic irony** because Nicole expects the Mayor to be happy and proud of the students' achievement. **(2 marks)**
- However, we later learn that the Mayor is actually terrified and angry because the App will expose his own corruption and lead to his downfall. **(2 marks)**

(f) Nodding: This stage direction shows that Nicole is in agreement with what Alvita is saying and is paying close attention. **(1 mark)**

□ **Smiling:** This indicates that Nicole is happy, proud, and satisfied with the students' creative idea. (1 mark)

(g) Give the meaning of the following words as used in the excerpt: (3 marks)

- **Accountable:** Responsible for one's actions and decisions. (1 mark)
- **Brilliant:** Exceptionally clever, talented, or impressive. (1 mark)
- **Municipality:** A city or town that has corporate status and local government. (1 mark)

(h) What a wonderful idea it is! (1 mark)

(i) The setting of the scene is the Sagrada Secondary School Hall. (1 mark)

It is approximately **10:00 am** on a **hill** within the **Maracas Municipality** during the **end-of-year school closing day**. (1 mark)

(j) We have worked very hard on it, haven't we? (1 mark)

3. ORAL NARRATIVE

(a) This is an aetiological / explanatory narrative because it explains why hyena has never been able to speak. (2mks)

(b) (i) Opening formula – Long, long time ago

(ii) Closing formula / Hyenas have never been able to speak ever since.

(iii) Elements of fantasy – Personification of hyena.

(iv) Use of animal characters.

(v) Moral lesson (4mks)

(c) (i) Foolish – Hyena started eating the rope that had secured the calf.

(ii) Greedy / Gluttonous – The hyena thought of how to eat the whole calf alone.

Any other relevant trait.

(d) Cattle rearing – The calf secured to a tree with a “Mukwa” – rope indicates rearing of animals. (2mks)

(e) We should be contented with what we get. The hyena was not contented with what he got and therefore he suffered. (2mks)

(f) Hurry, hurry has no blessing. (*Any other relevant proverb, use your discretion*)'

(g) (i) The place and informants you are going to interview and notify them.

a. Decide on the mode of the interview and assemble the equipment that you will use.

b. Test the equipment to ensure they are in working order.

c. Get a research assistant where necessary.

d. Formulate a questionnaire.

e. Seek permission from the local administration. (any 3x1 = 3mks)

(ii) Language barrier

– Hostile communities

– Uncooperative respondents

- Inaccessibility of some areas
- Bad weather

(2mks)

- 4. a)** (i) at
 (ii) of
 (iii) since

- b)** (i) Neither the father nor the mother attends the school meetings.
 (ii) Not only are Ruth and John obedient but they also perform well in academics.
 (iii) The fish in the pond were too small to be caught with his net.

- c)** (i) Looking into
 (ii) takes after
 (iii) get along well

Must use the right tense

- d)** (i) coldness
 (ii) keenness

- e)** (i) Grow
 a) They grow tea in Aberdare ranges (transitive)
 b) In wet areas, tea and coffee grow well (intransitive)
- (ii) Open
 a) They opened the door (transitive)
 b) The door opened unexpectedly (intransitive)