**ENGLISH**

**MARKING SCHEME**

**101/2**

**FORM 3**

1. **COMPREHENSION PASSAGE (20marks)**
2. ***What is the negative side of America’s long tradition of creativity? (2marks)***

In policy matters, Americans sometimes come up with solutions and then look for problems on which to test them.

1. ***“Woe unto you if you are a loser.” What does the author mean by this statement? (2marks)***

You are doomed to suffer because you have no say and will get no respect from the winners.

1. ***Identify and explain an instance of irony in this passage.(3mks)***

Not so long ago, Islamic party won a clear and convincing victory in a free and fair election in Algeria but it was never allowed to assume power. The man called elections is fated in same quarters that now preach democracy

1. ***What is the author’s attitude towards the Americans? Give reasons for your answer. (2marks)***

The author is contemptuous towards the Americans. He says chest thumping is a hallmark of American character they like hyping about perceived victories from on modesty.

1. ***‘...and the losers are Neanderthals…’ explain how the Neanderthals became losers according to this passage. (2marks)***

Neanderthals are the insurgents who threatened to wreak havoc on election day in Iraq but they were thwarted and elections went on with a high turnout

1. ***What according to the passage is referred to as spinning? (2marks)***

Spinning refers to using words and other symbols amplified by the media to paint a picture of anything and everything in a light favorable to the presenter’s side.

1. ***Identify one American policy discussed in this passage. (2marks)***

To force-feed democracy to recalcitrant societies

1. ***Explain the meaning of the following words as used in the passage. (5marks)***
2. **Ingenuity** cleverness and skill, originality of design

**ii) Hallmark** distinguished characteristic

**iii) Engulfed** surrounded/ covered something completely

**iv) Humongous** very big

**v) Invariably** always

1. **BLOSSOMS OF THE SAVANNAH (25 MARKS)**
2. ***Who is ‘the contact man’ referred to in the excerpt? (2marks)***

He is Joseph Parmuat a teacher at Nasila.

1. ***Explain two character traits of ‘the contact man’ as brought out in the excerpt?(4marks)***

He is **helpful -** he was very helpful and agreed to accompany the rescue team to where the girl was.

He is **cunning -** he tricked the whole team of guards to a beer party at a nearby village, leaving the girl unguarded.

1. ***What had just happened before this excerpt?(4marks)***

Minik was explaining about something unexpected happeninig,-**1mk,** apparently Minik and her team had not received sufficient information about the girl who had been forcibly circumcised,-**1mk**, the girl was traced five kilometers away from Nasila after hardships by the rescue team,-**1mk**, and even then she could not be rescued for she was under heavy guard day and night by fierce armed men. -**1mk**

1. ***Who is the poor girl and why was she guarded?(4marks)***

The poor girl is Taiyo,-**1mk** Resian’s sister.-**1mk**. She was guarded so that she could not escape,-**1mk** she was intended to be married to Oloisudori after she got healed. -**1mk**

1. ***Identify and explain the irony in Resian’s thoughts.(2marks)***

Dramatic irony. -**1mk**  Resian feels sorry for the girl who had been forcefully circumcised and was waiting to be married without realizing it is Taiyo, her own sister.-**1mk**

1. ***Briefly discuss any other feature of style and its relevance as used in the excerpt.(3marks)***

Use of **Local Dialect** – moran it helps to bring out the setting of the story/ preservation of culture/aesthetics

Use of **Flashback** – Minik’s explanation to Resian is a narration of what had happened previously

* It helps the reader to get details of the difficulties faced by the rescue team.

**(Any of the two 3mks)**

1. ***They went back to Nasila to look for their contact man who initially directed them to Esoit.******(Use the present progressive tense.) (1mark)***

They were going back to Nasila to look for their contact man who initially directed them to *Esoit.*

1. ***Identify and illustrate the theme from the extract. (2marks)***

Forced marriage -1mk …the person who wanted to marry the girl was probably a senior moran ... .-1mk

1. ***What is Minik’s role from the extract and elsewhere from the text. (4mks)***

Minik’s role include offering shelter and security to the girls who are being forced to undergo F.G.M or forcefully being married off.

She assists the girls to secure a good education one which they had being denied.

She is a counsellor and offer counselling for the girls she has rescued.

She offers employment to Resian and others who shelter at her sheep ranch

1. **POETRY (20 MARKS)**
2. ***Where do you think the persona is? Briefly explain your answer. (3marks)***

The person is probably in prison/detention or some form of confinement. – **1mk**The person is longing to get out. He/ she has being held in inhuman conditions. **-1mk ‘when I get out’- 1mk**

1. ***What do you think the persona means by “touch”? (3marks)***

By ‘touch’ the persona means being treated like a human being, loving and being loved.-**1mk**

‘Touch’ means the freedom to express his or her emotions freely, spontaneously.- **1mk**

‘Touch’ the literal, physical touch. -**1mk**

1. ***Using two illustrations, describe the persona’s experience during the seven years.(4marks)***

During the seven years of confinement, the person has been treated like a pariah.

He/ she says, ‘I’ve learnt to know the meaning of untouchable’ the persona has been brutalized. He/she was subjected to extreme violence-‘fierce mad fists, beating…’**-2mks**

Finally, the persona experienced utmost indignity. He/ she was humiliated and denied any form of privacy… “Searching –arms up, shoes off, legs apart….probing away all privacy.” **- 2mks**

1. ***What is the significance of the word “paws”? (2marks)***

The word paws vividly describes the **beastly behavior of the tormentors**. Animals like hyenas and lions have paws which they use to tear their prey to pieces. -**1mk**

The word reveals **the cruelty visited on the persona** and attempts to disfigure and mutilate him/ her physically and emotionally. -**1mk**

1. ***Which device does the poet use to reinforce the theme? (2marks)***

The poet uses **repetition** to emphasize his message.- **1mk** The word touch for example is repeated more than ten times- both to explain the kind of touch that is desirable and that which is resented**.** / The poet also emphasizes through enumeration and the pauses. (one….two…)**.- 1mk**

1. ***Explain the meaning of the following words as they are used in the poem***
2. ***Prodding*** - poking jabbing **-1mk**
3. ***Indifferent*** –inhuman beastly **-1mk**
4. ***What does the poem reveal about the needs of the inmate? (4marks)***

The poem reveals that human beings abhor confinement, brutality and all forms of degrading treatment.-**2mks** On the other hand, people crave for human warmth, affection, privacy and freedom. -**1mk** When one is denied the latter, one in a way “dies”. The persona says; “I want to feel alive again.”**-1mk**

1. **GRAMMAR (15 MARKS)**
2. ***Rewrite the following sentences according to the instructions given after each. Do not change the meaning.( 5marks)***
3. As soon as Jude entered, James left. (Begin: No sooner…)

**No sooner had Jude entered than James left**

1. The little rascals ran round the ragged slope. (End: …rascals)

**Round the ragged slope ran the little rascals.**

1. Why did the prefects do such a thing! (Rewrite in passive)

**Why was such a thing done by the prefects?**

1. The man was arrested. His cattle destroyed the maize in the school farm. (Rewrite as one sentence.)

**The man whose cattle destroyed the maize in the school farm was arrested.**

1. ***In each of the sentences below, replace the underlined word with a phrasal verb with the same meaning. (3marks)***
2. They **terminated** the engagement.

They **broke up** the engagement.

1. Parents are advised to **rear** their children well.

Parents are advised to **bring up** their children well.

1. After breaking into the shop, the burglars **stole** the loot.

After breaking into the shop, the burglars **made off with/took off with** the loot.

1. ***Fill in the blanks spaces with the correct preposition. (3mks)***
2. Owing …..….**to**...…a huge deficit, the government was forced to borrow.
3. Wairimu was acquitted...…**of**...….Cohen’s murder.
4. Susan prefers ball games to athletics as she has never excelled …..**in**…..athletics.
5. ***Underline adjectival clauses in the following sentences.(3Marks)***
6. I met the woman **who lives next to Mariah.**
7. The house **which was demolished last year** has been rebuilt by well-wishers.
8. These are the books **that the government supplied to public schools.**
9. ***Fill in the blank space with a suitable article. (2marks)***
10. He planted ……**a**…...eucalyptus tree behind …...t**he**…...grandmother’s house.
11. …..**An**…umbrella can protect us from …**the**…..sun rays.