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# ENGLISH PAPER 2

## KCSE 2012

### MARKING SCHEME

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## RELOADED AND COORDINATED ENGLISH PAPER 2 MARKING SCHEME 2012

### 1. Comprehension

- a. No one has ever invented a purer and sweeter food/honey is the purest and sweetest food √2
- b. To emphasize how precious/very nutritious/valuable honey is; it is the sweetest and purest for (superlative)
- c. Honey is unique because it is purer than any food. √1a bacteria cannot live in it more than 2 hours √1b. It can also last for years (without going bad) √1c. It is impossible to corrupt/imitate honey/ it ferments if diluted with water √1d.  
*The answer must be in continuous prose, if not affix N and deduct 50% of the mark. Penalize for faulty expressions by a glimmer. Allow a max of 50 words only.*
- d. Bees rely on flowers for honey while flowers rely on bees for pollination. √3  
*interdependence must be shown otherwise =0*
- e. The ancient and mysterious food is one of the wonders of the world, isn't it?  
*Wrong punctuation =0*
- f. The writer has (great)  
admiration/respect/gratitude/appreciation/awe/amazement/wonder for the bee √2. He describes it as hardworking/faithful/loyal/ industrious/self-sacrificing/diligent and persistent. A bee is willing to die... gathers surplus...  
\*sympathetic – mileage, dying can also score.  
Id =2  
Ill = 1
- g. Each drop of nectar is an ocean √2. To emphasize the richness of honey/ a single drop has astonishing nutrients √1
- h. Chief – main/principal/key/most important/major/most significant √1  
- Knavery – dishonesty/trickery/deception/deceit/deviousness √1

### 2. Extract from The River between

- a. - it was during the gathering for the parents' meeting √1  
- Waiyaki had just addressed the meeting and been applauded √1  
- Kabonyi has just responded √1
- b. Kamau & Kinuthia fighting/ When he ran after a wild goat for sheer fun √2
- c. - Waiyaki was the only son of Chege, a revered man though to be a descendant of Mugo wa Kibiro, the seer √1  
- Chege knew the prophecy about the future leadership of the community √1 and had passed it to Waiyaki √1  
- Kabonyi was the only other man who knew the prophecy √1

- b. – Who laugh subserviently to conceal their indignation (and grudging envy) √2
- c. – it is a simile√1
- It brings out the evil nature of the boss/his greedy nature/he is a dangerous person/he is exploitative/he is inactive/immobile/inefficient/lazy√1
  - Further explanation of the above points √1
- d. – He is referred to as a good – natured person who should be respectful to his juniors, yet he shamelessly flirts with his secretaries patting their hips.
- He paints a picture of being industrious but he is hardly aware of his work working for a short time in the office only to leave at 11.30am.
  - He claims to be overworked and underpaid yet this is exactly the opposite. It is his juniors who are overworked.
  - He is generous, but generous not on positive virtues but on vices. He has fathered children with innocent girls claiming to be a God – sent mission to fill the earth.
  - He is said to be a perfect paragon of leadership yet he is fiddled with corruption, immorality and poor leadership.
  - Any 2 points = 4mks
  - No contrast = zero
- e. – Oblivion – in a daydream/ staring into nothingness/being in a state of fantasy/ sleepiness/ state of being unconscious of what is going on around him√1
- Guileless - innocent/gullible/naïve/unsuspecting√1
  - God – sanctioned mission – Divine / God – given right√1
- f. – guileless girls
- perfect paragon
  - Leaves for lunch
  - marry me
  - secretaries in tight skirts
- The sounds must be identified e.g. underline. If no = zero
- g. – Bring out the irony of such leadership.
- It is a satire of society's leadership
  - Repetition of the lines emphasize the hypocrisy of the leader.

#### 4. Grammar

- a. (i) Esther accused Patricia of having stolen her dress.
- (ii) The youth are more fascinated by this kind of dance than (are) adults. / The youth are more fascinated than adults (are) by this kind of dance.
- (iii) There is hardly any student in the classroom. / There are hardly any students in the classroom.
- b. (i) We regularly visit our grandparents in the village.

- Kabonyi feared that Waiyaki could be that leader√1
- Waiyaki had been sent to Siriana to learn the secrets of the white man√1
- There was an ancient rivalry between Kameno and Makuyu. √1

d. Waiyaki is

- |              |                                |
|--------------|--------------------------------|
| - Respectful | - Discerning/observant         |
| - Courageous | - Charismatic                  |
| - Focused    | - Appreciative                 |
| - Dedicated  | - Tactful                      |
| - Educative  | - Defiant                      |
| - Concerned  | - Captivating/ charming – held |
| - Sensitive  | people with eyes               |

Id = 1; Illust. = 1 Any 3x2 = 6

e. Kabonyi accused Waiyaki of

- Attending Joshua's church
- Going to Siriana secretly to meet the white man/selling the tribe
- Wanting to marry Nyambura: uncircumcised/Christian
- Touching a dead body of Muthoni and not cleansing

Any 2x2 = 4

f. Figures of speech

- Metaphor: ...held the with his eyes/...sore spot/...touched the souls...
- Simile: ...like a shepherd...
- Symbolism: ...like a shepherd...

Id = 2; illust. = 1

g. Waiyaki said, "Unless you heed my words and plans, the ridges will lose their former dignity and will be left a distance behind by the country beyond...." / "Unless you heed my words and plans, the ridges will lose their former dignity and will be left a distance behind by the country beyond..." Waiyaki said. √1

### 3. Poetry

- a. – *Thematic statement:* The poem talks about a corrupt leader/ poor leadership/ immoral/ abuse or misuse of office √2

*Illustrations:*

- He flirts with his secretaries in a disrespectful manner√1
- He is immoral having several children with helpless innocent girls and boasting of it as being a God – given mission√1
- He exploits his workers by underpaying them while he pretends to be overworked and underpaid himself.√1

Any two illustrations = 2x1

(ii) The company has been in **existence** for twenty years.

(iii) The man agreed to accompany her to the market after a lot of **persuasion**.

(3mks)

Wrong spelling= zero

c. (i) When we meet next – and I am not sure **when** – a lot of things will have changed.

(ii) Any information that you have (**including minor details**) should be submitted to the office.

(2mks)

Accept the use of dashes, brackets or commas to indicate parenthesis.

d. (i) The bomb went off/goes off/will go off/had gone off/is to go off/will be going off around midnight.

(ii) You have to **spell out** to her what to do.

(iii) Mwangi has **turned off /turned out** the lights because he wants to sleep.

(3mks)

e. (i) A short story revolves **around** a main character.

(ii) The teacher was grateful **for** the student's input.

(iii) He has been **on** leave since last week.

(iv) Her life was riddled **with** contradiction.