

#### 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"> <li>- Figures clearly indicate how pervasive the weight problem is/ the weight problem is in the increase</li> <li>- They also show the seriousness of the problem.</li> <li>- They show/justify/demonstrate/illustrate/prove/give evidence/ authenticate that the argument is factual/real</li> </ul>	Any 1 point 2 marks
(c)	<ul style="list-style-type: none"> <li>- Promoting a lifestyle of exercise/making exercise a priority/ avoiding sedentary lifestyle</li> <li>- Healthy eating/avoidance of fast foods/managing diet</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>- By avoiding foods high in fats/sticking to a low fat diet/sugar/salt</li> </ul>	Exercise (1 mark) Diet (2 marks)
(d)	<ul style="list-style-type: none"> <li>- Diet – linked diseases/heart disease/cancer/diabetes/hypertension It is killing many people/causing death</li> <li>- Countries are spending a lot of money to cope with obesity related problems.</li> <li>- The World Health Organization has declared obesity a global epidemic.</li> </ul>	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><b>Marking Instructions</b></p> <ul style="list-style-type: none"> <li>- Allow a maximum of 55 words</li> <li>- Answer must be in continuous prose</li> <li>- If not deduct 50% at each point</li> <li>- Affix N to the penalized mark</li> <li>- Deduct a glimmer for faulty expression once in a sentence.</li> </ul>	

(f)	<ul style="list-style-type: none"> <li>- The modern lifestyle has cut down on the time we need for physical <u>exercise</u>.</li> <li>- It has encouraged the consumption of <u>high-fat fast foods</u>.</li> <li>- A modern lifestyle leads to <u>diseases</u> such as diabetes and cancer/deaths</li> </ul> <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"> <li>- Azdak orders Shauwa to take him to the court of justice in Nuka/to face public trial/for assisting the Grand Duke.</li> <li>- On arrival they are informed that the city judge has been hanged.</li> <li>- He sings (the song of injustice in Persia.)</li> </ul>	4 points 1 mark each
(b)	<ul style="list-style-type: none"> <li>- The people have been oppressed so much, both by the rulers and by natural disasters that they do not have the strength to fight.</li> <li>- There are so many officials around, people feel scared.</li> <li>- Suffering has made them psychologically numb.</li> <li>- Injustice</li> <li>- Oppression</li> <li>- Suppression</li> <li>- Exploitation</li> <li>- The people are disillusioned/hopeless/desperate/resigned to despair/they do not have the strength to fight</li> <li>- Any form of suffering-poverty/death</li> </ul>	Any 2 points, 2 marks each



3 (a)	<ul style="list-style-type: none"> <li>- Fantasy/personification/use of animal characters – the mother converses with the hyena.</li> <li>- Direct speech/use of dialogue/conversation, “we were ... by a hyena”.</li> <li>- Didacticism – Has a moral lesson – what goes around comes around.</li> <li>- Timelessness- ‘One day’</li> <li>- Rhetorical question “why should my mother...”</li> <li>- Ideophone-“Aai...”</li> <li>- Repetition-she cried, wailed, wept and grieved.</li> </ul>	1 mark each =4 marks
(b)	<ul style="list-style-type: none"> <li>- Polygamy is practiced/The father had two wives.</li> <li>- The society has a system of justice</li> <li>- Punishment by banishment/the woman was banished.</li> <li>- Elders handle sensitive matters/administration through elders</li> <li>- The society wears ornaments/bangles (on right hand)</li> <li>- Communal responsibility/ownership of children</li> </ul>	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</p> <p>identification</p> <p>1 mark for explanation</p>
(e)	<ul style="list-style-type: none"> <li>- They develop the plot – They urge the girl to report her sister’s death to the parents. This triggers other events.</li> <li>- Used to reveal the character of Awino as loving/caring.</li> <li>- They enhance dialogue in the story</li> <li>- They help her come to terms with the reality.</li> <li>- Their action reveals that the members of the community are responsible/communal responsibility.</li> </ul>	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"> <li>- 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.)</li> <li>- We should heed good advice.</li> </ul> <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