## 4.1.2 English Paper 2 (101/2)

Figures algority indicate how no region the social to the little	
- Figures clearly indicate how pervasive the weight problem is/ the weight problem is in the increase	Any 1 point 2 marks
- They also show the seriousness of the problem.	
- They show/justify/demonstrate/illustrate/prove/give evidence/ authenticate that the argument is factual/real	
<ul> <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>	Exercise (1 mark) Diet (2 marks)
Or - By avoiding foods high in fats/sticking to a low fat diet/sugar/salt	
<ul> <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> </ul>	Any 3 points; 1 mark each
- The World Health Organization has declared obesity a global epidemic.	
Sample summary	
In many places obesity is growing/rising/increasing fastest in children/teenagers/childhood (1a).	
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)	8
Marking Instructions  - 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	
	<ul> <li>They show/justify/demonstrate/illustrate/prove/give evidence/ authenticate that the argument is factual/real</li> <li>Promoting a lifestyle of exercise/making exercise a priority/ avoiding sedentary lifestyle</li> <li>Healthy eating/avoidance of fast foods/managing diet</li> <li>Or</li> <li>By avoiding foods high in fats/sticking to a low fat diet/sugar/salt</li> <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> <li>Sample summary</li> <li>In many places obesity is growing/rising/increasing fastest in children/ teenagers/childhood (1a).</li> <li>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)</li> <li>Marking Instructions         <ul> <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> </ul> </li> </ul>

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(f)	<ul> <li>The modern lifestyle has cut down on the time we need for physical exercise.</li> </ul>	
	- It has encouraged the consumption of <u>high-fat fast foods</u> .	
	<ul> <li>A modern lifestyle leads to <u>diseases</u> such as diabetes and cancer/deaths</li> </ul>	1 x 3 marks
	Any 1 point; 3 marks	
(g)	(i) Affluence - abundance, opulence/wealth/prosperity/riches /richness	
	(ii) Sedentary – inactive/desk-bound/seated/sitting/without much activity	
	N/B: wrong spelling/tense/word class; mark zero	
2 (a)	<ul> <li>Azdak orders Shauwa to take him to the court of justice in Nuka/to face public trial/for assisting the Grand Duke.</li> </ul>	
	<ul> <li>On arrival they are informed that the city judge has been hanged.</li> </ul>	
	- He sings (the song of injustice in Persia.)	4 points 1 mark each
(b)	- 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.	ļ
	- Suffering has made them psychologically numb.	Any 2 points, 2 marks each
	- Injustice	marks each
	- 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	

(c)	'I understand' means:  - 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/ oppositionto the regime is dangerous  - He fears for his life.	2 marks
	- 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	2 marks
(d)	- They have formed an opinion that Azdak is a trouble maker.	
	- They think he wants to take advantage of a chaotic situation.	Either point 2
(e)	<ul> <li>He is compassionate/kind/caring/helpful – He defends Azdak.</li> <li>He is protective/defensive-he defends Azdak/protects Azdak from the harassment of the iron shirts</li> <li>Honest/frank/sincere/truthful – Even though he does not want Azdak to be executed, he still points out Azdak's habit of petty thieving.</li> </ul>	2 x 2 = 4 marks Expect 2 traits Identification 1 mark Illustration 1 mark
	<ul> <li>Professional/committed/dutiful. He does his duty of bringing Azdak to Nuka despite the uncertain political situation.</li> <li>Persuasive/convincing. He convinces the iron shirts that what Azdak is saying is the truth.</li> </ul>	
(f)	- 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	3 x 1 marks Expect all the 3 points
(g)	(i) Condemning/accusing/criticizing	
	<ul><li>(ii) I allowed him to escape</li><li>(iii) Critical/ominous/significant/defining</li></ul>	1 mark each =4 marks
	(iv) Audacity/assumption of airs beyond one's station/temerity/had the nerve/had the guts/arrogance	

3 (a)	<ul> <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> </ul>	1 mark each =4 marks
(b)	<ul> <li>Repetition-she cried, wailed, wept and grieved.</li> <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)	Observant – She observes that the bangle on her sister's arm is on the wrong arm.  Curious/inquisitive – wonders why the bangle is on the left arm  Loving/friendly/caring – loved her step sister very much Disobedient/defiant-she questions the mothers action of tying the bangle on the left arm	Any2 traits x 2 marks 1 mark for identification 1 mark for illustration 4 marks
(d)	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)	2 marks identification 1 mark for explanation
(e)	<ul> <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)	Crying with regret and shame, she left village.  N/B: comme missing no mark	1 mark
(g)	<ul> <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. She went home as advised and this led to the banishment of the wicked woman. We should act logically/reasonably/learn to accept loss-Awino agrees to go home.</li> </ul>	2 marks for any one moral lesson

4 (a)	(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	
	(ii)	That the old ways are changing should be clear to everybody.	4 marks
,	(iii)	Mrs. Mambo said, "This/That wall is very badly painted."	
		"This/That wall is very badly painted," said Mrs. Mambo/Mrs. Mambo said.	
	(iv)	Having finished eating, I went to bed. (comma missing, zero)/I went to bed having finished eating.	
(b)	(i)	would have gone/would not/wouldn't have gone	3 marks
	(ii)	has been studying/has studied.	Jimarks
	(iii)	were.	
(c)	(i)	Kamaru hates/does not like going to visit relatives.	2 marks
	(ii)	Kamaru hates/ does not like relatives who visit.	
(d)	(i) (ii)	into that	3 marks
	(iii)	it's/It's N/B: No underlining	
(e)	(i) (ii) (iii)	heroically revelation(s) unwarranted/warrantless/unwarrantable	3 marks