

THE ELDORET INTER EAST SCHOOL JOINT TEST- 2010

101/1

ENGLISH PAPER 1

MARCH-APRIL 2010

FORM FOUR

Marking scheme

Question one

Recipe

-Must be written in the correct format i.e.

Title- Name of the meal

Introduction

Ingredients/measurements

Method

How it is served

FRIED LIVER FOR TWO

(2 marks)

Introduction

Liver has iron and this helps in boosting one's level of blood in the body thus keeping one health (2 marks)

Ingredients

- 1 kg beef liver
- 1 green chilli chpped
- 1 teaspoon ginger, crashed
- 1 onion, sliced
- 1 tomato chopped
- 1 tablespoon vegetable oil
- 1 teaspon tomato pree

- Salt to taste

Accept any relevant ingredient (6 marks)

Method

- Cut the liver into small pieces
- Fry the pieces in oil
- Add a little chilli and ginger and stir. Let it cool for a few minutes
- Add onions, tomatoes and the puree and stir
- Let it simmer in low heat so as not to burn the puree
- After five to ten minutes remove from fire

Serve hot with either rice or ugali

- Each step in method 1 m, x 6 = 6 marks
- How to serve 1 mk

Language ability 4 mks

Subtotal 20 marks

If the format is incorrect deduct 4 marks

Question 2 CLOZE TEST

1. no
2. against
3. of
4. line
5. people
6. caters
7. by
8. obscure
9. provision
10. and

1X10=10 marks

3. POETRY

(a) (i) The rhyme scheme of the poem is aa, cc 1 mark

It is a regular rhyme scheme 1 mark

1x2=2 marks 1 mark

(ii) Use a low tone/falling intonation and pretend to shiver to indicate the wretched cold (1mk)

(ii) Non-verbal cues one would use in the poem:

- Dramatise the way the lambs learn to walk in snow in line 1 (1 mark)
- Use gestures to gesticulate towards the sky to indicate a sunless glare (1 mark)

(iv) Body movement in 'stumbling to and fro' (1 mark)

Accept any other relevant answer. If the candidate does not show where in the poem the non-verbal cue is used, no mark

1x3=3 marks

(b) Five pairs of words that are pronounced the same way

Eight/ate

Fare/fair

Rite/write

Ale/ail

Billed/build

1 mark a pair, 1x5=5 marks

(c) How to ensure communication is effective

- Be audible
- Make use of gestures
- use total variation
- Ask question to involve the audience
- Pronounce words correctly
- Eye contact
- Good posture

Any 6 1x6=6 marks

(d) Proverbs are important in speech delivery because:

- They add flavour to language
- They can be used to summarize the speech
- They can be used to correct behaviour without hurting or sounding rude to the one being corrected
- They can shorten the speech since they can be used to deliver a long message in a brief manner.

Any 3, 1x3=3 marks

(e) Conversation

Student: Thank you for coming to visit our school (2 marks)

Guest speaker: Welcome. It is a pleasure to be here

Student: Please/kindly explain to us how one can be successful as a student, sir. (2 marks)

Guest speaker: For one to be successful

Student: When you were a student sir, did you, did you ever face any challenges? (2 marks)

Guest speaker: Oh certainly. I experienced many challenges....

Student: Therefore challenges are normal sir (2 marks)

Guest speaker: That is life. One should not give up.....

Student: Thank you for coming sir, and please come again (2 marks)

Guest speaker: Thank you for hosting me. I will definitely visit again.

THE ELDORET INTER EAST SCHOOL JOINT TEST- 2010

101/2

ENGLISH PAPER 2

FORM FOUR

Marking scheme

- 1)
 - (i) The colonialists grabbed their land
 - (ii) They constipated them to fighting wars
 - (iii) They scattered them all over the globe
 - (iv) They exploited them spiritually
 - (v) They used African labour in tea plantations mines, building their cities
 - (vi) They chased them out of their land and claimed it was theirs
- 2) They used their literature books and schools to tell the African they had no history or meaningful values
- 3) In the name of that civilization they destroyed our dances, our songs, our language, our poetry; (4th paragraph). The speaker saying the opposite of what he means. It is evident that he is being sarcastic and does not think that "that civilization"

"Spiritual policemen" 4th paragraph. If he was a spiritual policeman, he should be protecting the African where spiritual matters are concerned. Instead, he is killing him (spiritual genocide)

"Wash me redeemer and I shall be whiter than snow"

It was ironical for an African to ask the Redeemer to wash him until he is whiter than snow. This is impossible
- 4)
 - (i) Shall we ?
 - (ii) We were scattered all over the globe
- 5) The colonialists know that the African song, literature, dances and stories embody their image and place in the inverse. These are very heart of the African individuals. By destroying these they had killed the individuals
- 6) (i) Persistently told/convinced

- (ii) Show pleasure and delight at another poem
- (iii) It was designed / calculated / well-planned / intentionally planned
- (iv) Dehydrated

AN ENEMY OF THE PEOPLE

- 4 (a) (i) Peter Srockman has visited the editorial office of the people's massager
 (ii) He tells Hovstad and Aslaksen that the cost of alterations to the Baths will be about forty thousands pounds
 (iii) He says it will be necessary to raise a municipal loan- that the middle class will have to pay.
 He says that the proprietor of the Baths are not ready to incur the expenses.
 (iv) Alasksen motfiies Hovstad and Peter Stockman of the doctor's arrival
 Hovstad tells Peter to hide in the printing room (4 marks)
- (b) (i) The Baths have to be shut for about two years
 (ii) Householders will have nothing to live on, in the meantime
 (iii) There will be o single visitor in the town
 (iv) The whole thing is merely Dr. Stockman's imagination (5 marks)
- (c) (i) Peter Stockman is convincing – he convinces the press on the consequences of Dr. Stockman's report
 (ii) Alasksen
 Aslaken is gullible - he is convinced by Peter Stockman very easily (4 marks)
- (d) He is not gong to support Dr. Stockman (1 mk)
- (e) The statement is false / fake / fabricated
 He is not sure whether he carried it or not (2mks)
- (f) If it is announced that the water is polluted
 That the spot on which the town is located is polluted (2 mks)
- (g) (i) It means Dr. Stockman is being unreasonable in his report
 (ii) mayor's version is truthful and more reasonable (2mks)

- (h) (i) Hasn't he? (3mks)
 (ii) Will you
 (iii) Isn't it?

Subtotal 25 mks

POETRY

THE SPLASH

- a) The poet is reiterating the fact that when an upheaval/catastrophe or traumatizing experience occurs and it normalizes and things seem to be back to normal, in actual sense memories of the happenings hardly fade away and the danger of Analogy remains imminent / real.
 Analogy can be drawn to civil wars and genocides
 Illustration:
 “And once again emerges the pond smooth and tranquil.”
 But the stone will always cling to the bottom (3 mks)
- b) The colour blue signifies the clear blue sky. The vegetation is denoted by the green yellow, red and violet colours reflected in the water. The blending / synchronization of the colours is meant to create an air of harmony, peace/tranquility and beauty. (4 mks)
- c) (i) Repetition: The red the violet / the water the sky / rippled
 Effect: it enhances rhythm/ musically hence memorability
 (ii) Alliteration: “....tremendous stirring surges.
 Effects: enhances rhythm
 (iii) Personification: Hand in hand.... To vividly show the harmony between the water, the sky and the vegetation. Any two plus illustration 2x2=(4 mks)
- d) Cautionary tone: the past seems to point at the potential / imminent danger of the recurrences of a catastrophe.
 Illustration: “The stone will always cling to the bottom”.
- e) The poet points out that deeply entrenched memories of a traumatizing experience will not die away even if the situation seems to outwardly normalize. (3 mks)

f) Surgessuddenly move forward (3 mks)

g) Fade.....die away

h) Tranquil.....calm / quiet / peaceful

(20 mks)

GRAMMAR

A. (i) The spread of HIV/AIDs can be controlled through lpublic education by educating the public (1 mk)

(ii) So hungry was the young man that he swallowed the food without chewing (1 mk)

(iii) No athlete in Kenya is more popular than Jelimo (1 mk)

(iv) The visitor advised the students, “Consider the consequences of your behaviour” (1 mk)

B. (i) to (3 mks)

(ii) against

(iii) To

C. (i) Held up (3 mks)

(ii) Stood up for

(iii) Eaten into

D. - The elected MP / one in power at that time (2m mks)

- The MP is sitting but not standing, sitting describes the MP’s positive

E. (i) Menacingly (3 mks)

(ii) are

(iii) incomparable

THE ELDORET INTER EAST SCHOOL JOINT TEST- 2010

MARCH-APRIL 312/3

ENGLISH FORM 4

PAPER 3

101/1

MARKING SCHEME

CLASS	MARKING CATEGORY	RANGE
A	A+	19-20
	A	18
	A-	16-17
B	B+	14-15
	B	13
	B-	11-12
C	C+	09-10
	C	08
	C-	06-07
D	D+	04-05
	D	03
	D-	01-02

POINTS OF INTERPRETATION

Q.1 Must be a story

a) The story should clearly illustrate the saying by having the sentence at the end of the story or in the last paragraph of the composition.

- If not 2 AD.
- If not a story - 4 marks and treat as irrelevant
- If sentence is tugged on treat as irrelevant
- The events should be set in motion through characters
- The events should be presented in a logical sequence

- Transitional devices should be used appropriately
- Rules of paragraphing must be adhered to

b) It must be a story illustrating the saying

- The saying need not necessarily appear in the story
- If not a story – 4 and / or check for:
 - correctness of grammar
 - Variety of sentence structures
 - Punctuation
 - Choice of words- -vocabulary
 - Spelling
- Originality

COMPULSORY: THE NOVEL: RIVER BETWEEN BY NGUGI WA THIONG'O

Introduction – 2 mks

- Allow a generalized or contextualized introduction in making a reference to the text
- The problems Waiyaki faced are not of his own making
- He is forced by circumstances beyond his control to do what he does

CONTENT

(1) Waiyaki's destiny is predetermined

Being the last in the line of Mugo wa Kibiro, the great seer, he was charged with the messianic role of liberating his people.

He had no option but to obey the task that his father was thrusting upon him.

- He thus had to enroll at Siriana to learn the Whiteman's wisdom as a means of preparing for the task.

(2) Waiyaki and Nyambura are destined to be together

- In his wisdom he sees the undistinguishable shape of a woman which remained fixed and he could not drive it away.

- Waiyaki feels a strange hollowness and yearning when he coincidentally meets Nyambura and he recognizes the shape in his mind as that of Nyambura.
- Similarly Muthoni's death left a void in Nyambura's life
- She was weary of her father's brand of religion and longed for the meetings with Waiyaki
- Waiyaki's decision not to forsake nyambyura effectively sealed his fate for they were now in the hands of the Kiama who would decide their fate

(3) Waiyaki determination and ambitions

This put him on a collision course with Kabonyi

- He is genuine in his desire to liberate his people through education. He establishes schools and goes to Siriana to look for teachers.
- His acts of going to Siriana through sincere provides an avenue for Kabonyi to destroy him.

(4) Kabonyi's knowledge of the ancient prophecy

- Unknown to Waiyaki, Kabonyi is the only one who knows about the ancient prophecy
- Kabonyi embarks on a hateful campaign to destroy Waiyaki
- Waiyaki goes about his work of opening schools unaware of the plan to destroy him.

(5) The people's impatience to fight off the Whiteman

- Kabonyi capitalizes on the people's impatience to incite them against Waiyaki
- Kabonyi advocates for physical confrontation to get rid of the Whiteman thus downplaying Waiyaki's efforts.

CONCLUSION 2 MARKS

may link up the issues raised above or make a general comment

Expect 4 well developed points and mark 3:3:3:3 = 12 marks

Language 4 mks

Intro 2 mks

Content 12 mks

Conclusion 2 mks

Language 4mks

TOTAL 20 mks

3 (a) Introduction = 2 mks

- Allow any relevant introduction that is tied to the question

Fan attempt is made to explain the statement, accept.

CONTENT – 2 mks

1. Society sowed belief's is superstition
 - It reaped by blindly following Halima thus making her rich at their expense /offered sacrifices to Jinnis /fear of the unknown
2. Society sowed ignorance
 - Made Halima powerful; in turn she made demands that hurt the society
 - Wells were closed / recreation beach was infested by sharks / prices of food shot up
3. Corruption /Abuse of office/ Dictatorship was sowed. People reacted to lack of basic commodities/ wells were closed / people are killed for challenging the system.
4. Encouraged nepotism / one tribe ruling, the effects of this amassing of wealth / killing anyone who challenges the system / dictatorship is encouraged

Conclusion – 2 mks

Must be relevant to the point discussed in the body. If content is irrelevant award 00.

- Expect 4 well illustrated points and mark 3:3:3:3
- Language = 4 mks

4	A
2	B
3	C

3. (b) Introduction 2 mks

Allow any relevant introduction tied to the question and well explained

CONTENT – 12 MKS

1. “The Sunday Times” reports that the reign of terror has ended and exiles are urged to return home.. this report is used to influence the exiles view of their security in their home country and the feeling of calmness.
2. Oldie claims that Wak is dead and places his picture in the “Argus”
He also announces the same over the radio.
Although Stella describes this as a hoax, Odie used this chance through the media to settle old scores with Wak.
- He uses this to change the title deed and get Wak’s inheritance.
3. The radio announces the killing of Wak and others.
This announcement is pure propaganda meant to portray the government as being in full control.
4. The Sunday Times advert promising 40,000 dollars to help rehabilitate each returnee.
5. Wak is said to have returned home due to these financial inducements and not patriotism. To Odie this advert helped shape the opinion of Wak on the issue of returning home.
6. The media gives out the international opinion and does not care it is at variance with local facts and opinions.
7. Such media mputs a lid on the truth and propels the regimes supporters andlpatritos into reighteousness.

CONCLUSION

2 mks should be relevanmt and tied to the content Expect 4 well illustrated polints

Marks: 3:3:3:3 = 12

LANGUAGE – 4 Mks

Q3.(c)Introduction (2 mks)

For many retirement is the end of their productive years. They view this as a time to sit back and rest without responsibility or objective imposed on them by the society.

OR

David proves that even after 3 years working and retiring on can still live a productive and active life. His determination creativity and generosity are adored.

Accept any relevant introduction tied to the question.

COMMENT – 12 MKS

Should be linked to David's character traits of

1. Determination
2. Creative and Innovative
3. Generous and Welcoming
4. Patriotic

The points candidate to clearly explain the beautiful things David and Edith's life after returning to Jamaica should be well illustrated or developed. Marks 3:3:3:3 = 12

CONCLUSION

Tied to the content

If content is irrelevant ward 00

Teacher to use discretion in giving details

