

*Kenya Certificate of Secondary Education*  
**ENGLISH**  
**FORM 2 PAPER**

**MARKING SCHEMES**

**1. FUNCTIONAL WRITING**

It is soon after the zonal sports which the whole school has attended. Your school has been successful in all the competitions. You have been selected as the best player of the tournament. There have, however, been problems as you have missed one of the meals and you have also lost your pocket money. Write a letter to your parent to inform them about these occurrences. (20marks)

**FORMAT – 4 marks**

- Sender's address.
- Date when the letter is written.
- Salutation.
- Closing. Sign of with your name

**BODY – 12marks**

- Greetings.
- About attending the sports
- Success in sports by the school
- Being the best player
- missing the meal and losing pocket money
- Any other information/question

**@2marks**

**LANGUAGE – 4marks**

**Informal**

**2. Read the passage below and then answer the questions that follow.**

Discipline is something that we have all experienced personally in different forms, seen used on others, and is also something that many of us will go on to use later in life, both in the form of self-discipline and as something to keep children and even employees in check. It is essential to life as we know it, and we need it in its many different forms in many different situations.

The first reason that discipline is so important is that we all need to exercise self-discipline to be successful in life. Self-discipline can mean very different things to different people; for students, for example, self-discipline is often about motivating yourself and making yourself concentrate on your studies and get your assignments in on time. For working people, it can be as simple as getting up on time every morning, however tired you may be and how much you may hate your job, getting to work on time and doing your job. Without this kind of self-discipline, people would not be able to enjoy academic success, or be successful in their careers either.

Self-discipline is also required for dieters and anyone doing regular exercise, because given the chance, most of us would prefer to be lazy rather than get up and exercise, and eat burgers and fries rather than healthy food. Without it,

even more people would be fat and unhealthy, and a lack of self-discipline in some people certainly contributes to the obesity crisis.

Discipline is also something that needs to be used on others where necessary. If parents didn't discipline their children when they were naughty, children wouldn't grow up knowing right from wrong, or be able to become productive members of society who contribute to the system. Equally, schoolteachers need to be able to dish out punishments to children who don't behave themselves. Without discipline in the classroom, there would be a great deal of **disruption** and nobody would ever learn anything. Indeed, teachers who struggle to command the respect of students and who fail to use discipline effectively will often have trouble even making themselves heard in a classroom.

In the workplace, discipline is also essential to maintaining a hierarchy and dealing with employees who do not follow company policies and procedures, regularly arrive late or not at all, or treat their co-workers unfairly. Then, you have to consider that without discipline, there would be no law enforcement. Murderers would be **roaming** the streets and everybody would be stealing from each other, because there would be no consequences for their actions.

Discipline acts as a **vital** deterrent to stop children being naughty, people from missing work, and even potential criminals from stealing and killing, and for this reason it is vital in human society.

- (a) In which forms can discipline be used later in life of a person? (2marks)  
**Used in the form of self-discipline and as something to keep children and even employees in check.**
- (b) What would become of naughty children if parents didn't discipline them according to the passage? (2marks)  
**Children wouldn't grow up knowing right from wrong, or be able to become productive members of society who contribute to the system.**
- (c) What does self-discipline mean to a student according to the passage? (2marks)  
**Motivating yourself and making yourself concentrate on your studies and get your assignments in on time.**
- (d) In note form, state the reasons for discipline. (4marks)
- **To be successful in life.**
  - **It is required for dieters and anyone doing regular exercise.**
  - **It needs to be used on others where necessary.**
  - **Needed to maintaining a hierarchy and dealing with employees who do not follow company policies and procedures.**
- (e) How does absence of discipline lead to no law enforcement according to the passage? (3marks)  
**Murderers would be roaming the streets and everybody would be stealing from each other, because there would be no consequences for their actions**
- (f) What **three** things does discipline restrict one from doing according to the passage? (3marks)
- **Restricts children from being naughty.**
  - **Restricts people from missing work.**
  - **Restricts potential criminals from stealing and killing.**
- (g) **Equally**, schoolteachers need to be able to dish out punishments to children who don't behave themselves. (1 mark)

*Replace the word in bold with a word with similar meaning.*

**Similarly/likewise**, schoolteachers need to be able to dish out punishments to children who don't behave themselves.

- (h) Explain the meaning of the following expressions As used in the passage. (3marks)

- i) Disruption **disturbance/ disorder/ distraction**
- ii) Vital **Very important**
- iii) Roaming **wandering**

### 3. CLOZE TEST

Read the passage below and then fill the gaps with the most appropriate words. Use only ONE word in each space. (10marks)

Drug addiction is a state of periodic or constant intoxication produced by the repeated consumption of a drug. Its characteristics ...1.....uncontrollable desire to continue taking the drugs, a tendency to increase the dose after interval of time, a psychological and physical dependence on drugs, effects of drugs ...2.....individual and society.

Drug addiction is ...3.....abnormal condition which arises due to frequent drug use. The disorder of addiction involves the progression of sensitive drug ...4.....to the development of drug-seeking behavior, the openness to decline and the decreased, slowed ability to respond to naturally rewarding stimuli.

Drug addiction is basically a chronic disease affecting the brain, heart and other ...5.....of body. Youngster start taking drugs at their .....6.....ages and the first step of addiction to drugs is smoking. Drugs affect different people in different ways. One person can take and abuse drugs, yet never become addicted, while another merely has one experience and is immediately hooked. It can be said that dugs addiction is ...7.....a state of mind. Drug addiction is often overshadowed by many of the country's other human development problems, such as poverty, illiteracy, and lack of awareness and basic health care center. But the fact is that drug addiction is rapidly ...8.....among the youth of Pakistan.

Drug addiction is a complex ...9.....disease. It is characterized by compulsive, at time uncontrollable, drug craving, seeking and use that persist even in the face of extremely negative consequences. Drug seeking becomes compulsive, in large part as a result of the effect of prolonged drug use on brain functioning and also on behavior. For many people, drugs addiction becomes chronic, with relapses possible even after long ...10.....of abstinence.

- |            |            |            |
|------------|------------|------------|
| 1. include | 5. parts   | 9. brain   |
| 2. on      | 6. teen    | 10. period |
| 3. an      | 7. just    |            |
| 4. use     | 8. growing |            |

### 4. ORAL SKILLS

(a) Read the dialogue below and then answer the question that follows.

**Girl:** Excuse me, how are you?

**Shopkeeper:** Hi young lady. How may I help You?

**Girl:** Well..... Yeah. I'm looking for a Father's Day's Gift.

**Shopkeeper:** Okay. How about getting your father a new wallet?

**Girl:** Hmm. How much is that wallet?

**Shopkeeper:** Huh....which one?

**Girl:** The black one.

**Shopkeeper:** Oh. It's only for Sh. 200/-

**Girl:** Huh? That's too expensive for me. Do you have a cheaper one?

**Shopkeeper:** Hmm. How about this brown leather one?

**Girl:** Umm.... I don't think my father will like the design on the outside, and it doesn't have a place to put ID card. How much is it anyway?

**Shopkeeper:** It's for Sh. 150/-

**Girl:** Hmm. I don't have much money.

**Shopkeeper:** Okay. How much do you have to spend?

**Girl:** I'm not sure. Probably about sh. 70 or 80. This is all I have.

**Shopkeeper:** Sorry for that. I didn't know you have little. Let me have it.

**Girl:** Oh, thanks. I'll take it.

Identify polite expressions used by both the girl and the shopkeeper in the conversation.

(4marks)

- **Excuse me**
- **may I**
- **sorry**
- **thanks**

(b) Write a word that is pronounced the same way as:

(6marks)

- |             |       |              |
|-------------|-------|--------------|
| <b>I.</b>   | Bate  | <b>bait</b>  |
| <b>II.</b>  | Bread | <b>bred</b>  |
| <b>III.</b> | Clue  | <b>clew</b>  |
| <b>IV.</b>  | Hay   | <b>hey</b>   |
| <b>V.</b>   | Idol  | <b>idle</b>  |
| <b>VI.</b>  | Nock  | <b>knock</b> |

(c) Underline the letter(s) that you don't pronounce in each of the following words.

(6marks)

- |      |         |           |
|------|---------|-----------|
| i.   | Nation  | <b>io</b> |
| ii.  | Plumber | <b>b</b>  |
| iii. | Guest   | <b>u</b>  |
| iv.  | Wrench  | <b>w</b>  |
| v.   | Knot    | <b>k</b>  |
| vi.  | Hymn    | <b>n</b>  |

(d) Fill in the blank space with the more appropriate word.

(5marks)

- i) I had to ..... school because I was late. (Rash/rush) **rash**
- ii) You are not .....enough to play this time. (feat/fit) **fit**
- iii) A shirt will need a .....to be called a uniform. (badge/budge) **badge**
- iv) Watching the game was a real..... (fun/fan) **fun**
- v) This is the ..... where our people were settled. (scheme/skim) **scheme**
- vi) Planting one .....may be unnecessary at this time. (been, bean)

(e) Four of your class members have attended a debating contest. One of them has been appointed the secretary to take down the points delivered by the opponents.

i) How would they prepare for this debate?

(3marks)

- **Adequate research.**
- **Noting down key points.**
- **Proper rehearsal.**
- **Dressing and grooming decently.**

ii) Identify **three** ways in which they would effectively deliver their points.

(3marks)

- **Vary the tone to make you sound interesting.**

- **Speak quite loudly to be comfortably heard by everyone in the room.**
- **Make eye contact with your audience.**
- **Provide a proof for each point you put across.**
- **Speak slowly and enunciate your words.**
- **Use gestures to elaborate on your points.**
- **Pause to divide your major points.**

i) If the audience is unable to hear the points read by the selected secretary from your school, mention **three** mistakes in reading aloud made by this secretary. (3marks)

- **Not varying the tone.**
- **Reading inaudibly**
- **Not pausing/ reading continuously without break.**

## 5. GRAMMAR

(a) Use the most suitable preposition to fill the blank space. (4marks)

- i. We drove to the cinema **in** a taxi.
- ii. What time did you arrive **at** school?
- iii. He has never been **to** a football match.
- iv. She usually travels **by** plane.

(b) Use the most suitable form of the word in bracket to complete the sentence. (4marks)

- i) Saddam speaks English **perfectly** (perfect)
- ii) Joan paints **terribly** so I don't like her picture. (terrible)
- iii) Joyce sings **well**. (good)
- iv) They did their assignment **badly**. (bad)

(c) Fill in the most suitable form of the underlined word. (4marks)

- i. You have got a new bike. Is this **your** bike?
- ii. Who is that girl over there? Do you know **her**?
- iii. Nick is in the garden. Can you see **him**? He is playing with **his** dog?

(d) Fill in the most suitable form of the word in brackets. (4marks)

- i. Bob is **the nicest**(nice) person that I know.
- ii. Was Moses **older**(old) than Joshua?
- iii. Who is **the most powerful** (powerful) person in Kenya?
- iv. Which is **the wettest** (wet) month of the year in Kenya?

(e) Rewrite according to the instructions given. (4marks)

- i. The students chose what they wanted to do.

*Begin: Did*

**Did the students choose what they wanted to do?**

- ii. His store is full of equipments.

*Correct the error*

**His store is full of equipment.**

iii. Lencer gets up early.

*Begin: Does*

**Does she get up early?**

iv. Robert has a plan.

*Begin: Does .....*

**Does Robert have a plan?**