**101/2**

**ENGLISH PAPER 2 END TERM**

**MARKING SCHEME**

1. **COMPREHENSION**
   * 1. To show that even though the individuals were left-handed, they were able to achieve much in their lives. A disproportionate number of the left-handed persons are male.

* In the list, only one is female. (any of the two points – 1mk)
  + Teachers tie the hands of left handed pupils forcing them to use their right hands.
  + Language disparages the left-handed persons e.g. left means evil, weak.
  + Religions also disparage the left-handed persons e.g. the Book of Judges.
  + Desks, pens and writing materials are not designed for left-handed persons.
  + Teachers are not trained to handle left handed persons.(any 3 points – 3mks)

1. They make use of the right hemispheres of their brains thus giving them greater abilities in the use of the left side of their bodies – thus are more talented, eloquent and intelligent – unlikely to suffer immune disorders. (1 x 2 = 2mks)
2. The evolutionary theory explains that men used their left hand to protect their hearts as they were hunting. They used the left hand to hold the shield.

The predominant hunters were male – hence more males than females became left-handed over time

1. The right handed persons make use of the left hemispheres which controls speaking and handy work while the left-handed persons make use of the right hemisphere thus they are more eloquent, intelligent and talented. (NB: Distinction should be very clear) (1 x 3 = 3mks)
   * Retraining of teachers to handle left handed persons.
   * Designing desks to cater for them.
   * Special pens and writing materials to cater for the left handed.
   * Having a left-handed sensitive language.

(any 4 points – 1 mark each) ( ½ mk AD if in summary form)

1. Their unique needs should be catered for by designing desks. (1mk)

(1mk deduction for wrong punctuation)

1. Agility – Ability to manipulate the use of a limb.

Hemisphere – one half of the brain.

Postulates – suggests. (1mk each)

**2. EXCERPT**

1. Briefly discuss the events leading to Resian’s question “Who?” in the excerpt. (5marks)
2. Resian observes that there is rivalry in their uncle’s four houses.
3. Taiyo rebukes her sister for thinking so.
4. Resian also observes that her two aunts are expectant and thinks at that rate there would be many children born.
5. Taiyo says a parent can have as many children as they can.
6. Taiyo then tells her that when Resian’s time comes she will have children.
7. "Thank God his intention was not to rape us," Resian said tears streaming down her face. "We would have been helpless in the hands of such a brute."

*Rewrite as a reported speech* (1mark)

Resian said with tears streaming down her face that they should thank God that his intention was not to rape them and that they would have been helpless in the hands of such a brute.

1. Describe two similar traits demonstrated by both Resian Taiyo in the excerpt.(4marks)

* Bold/ Daring. Boldly demand the young man carrying knobkerrie to let go Taiyo’s hands.
* Intelligent. Both girls understand that their father would not empathize with them unlike their mother.

1. Discuss two stylistic devices used by the author in the excerpt. (4marks)

* Local dialect.
* Dialogue

(ACCEPT ANY OTHER PLAUSIBLE ANSWER WITH ILLUSTRATIONS)

1. Highlight two themes presented in the excerpt. (4marks)

-Female assertiveness. Both Resian and Taiyo are bold enough to confront the man with knobkerrie.

-Determination. Resian is determined to study and obtain her degree.

***( Consider Any Other Plausible Answer With Illustrations)***

(f)“But judging from past experience, their father would be less supportive.” Point out two incidences in which the father shows less support to his daughters from what happens in the rest of the novel. (2marks)

* He stubbornly denies his daughters a chance to study at the university.
* He denies Taiyo permission to travel to Mombasa with other young men and women to attend an extravaganza

1. What happens immediately after this excerpt? (2marks)

* Resian’s father finishes supervising the offloading of the furniture and other things into the house.
* He sets out pay his old friend a visit.

1. Give the meaning of the following words as used in the excerpt. (3marks)
2. Vehemently……. passionately/ fervently
3. Accosted……. confronted/ approached
4. Ilk………type

3. (a) The persona in this poem is the poet

He writes about love from his own stand point

(2mks)

(b) The persona’s attitude toward love is irressistable.

He says that it is a powerful force, he also views it as a universal experience that all and

sundry go through at one time or the other (3mks)

(c) The tone of the poem is ridiculous (2mks)

The poet wonders at the symptoms of love since not many can reveal them except to their

opposite sex lover.

In the last stanza he asks, could you endeavour pain at any hard but hers?

(4mks)

(d) (i) Simile – love is a bright stain on the vision

(ii) Parenthesis – stanza 2, line 1

(iii)Rhetorical questions – could you endure such pain at any hand but hers?

(iv) paradoxical/contrasting/comparison – stanza 1

All these figers of speech help the poet to bring out his thought in an artistic way

(1 mark for identification, 1 mark for illustration)

(2 marks for effectiveness) (6mks)

(e) The mood of the poem is critical, ridiculous and analytical. The poet looks at the symptoms of

true love with critic and wonders at why people do what they do when they are in love

(3mks)

(f) The rhetorical questions is “could you endure such pain at any hand but hers? It is used to show

that the symptoms of love as shown in the poem are overbearing on the lovers. That it

takes pain to love (2mks)

1. **GRAMMAR**
2. (i) Jesus was betrayed by Judas

(ii) I have work to do

(iii) He would have burst into tears if you ad teased him

1. (i) (un) forgivable

(ii) admittance

(iii) indolence

1. (i) at

(ii) to

(iii) to

1. (i) Tampered with

(ii) Make out

(iii) Called off

1. (i) Have been waiting

(ii) Likes

(iii) Will have been praying