

END TERM 2 2025
JULY 2025
FORM FOUR
101/2 ENGLISH PAPER 2
MARKING SCHEME

Read the passage below and then answer the questions that follow;

Education is perhaps one of the greatest assets children can inherit from their parents. Indeed, parents are known to incur huge debts to help their children get education. The drive to make these sacrifices and our population growth, have created a huge demand for education. This demand is reciprocated by mismatched supply that is not focused on developing “**employable**” skills and the output is more jobless graduates into the already full market place. Ironically, whereas this is the scenario in emerging economies the world over, it is in the same economies that skilled workers are in high demand, according to a human capital study done by PWC. Indeed, emerging economies are no longer relying on cheap labour to fuel exports-driven economies, but rather focus on skilled labour because their economic models have shifted to exporting value-added goods. The demand for workers capable of doing talent intensive jobs that require quality qualifications is growing steadily. Studies have shown that no country in the world can achieve major socio-economic transformation without the contribution of skilled manpower. Kenya seems to be **cognizant** of this fact going by the massive budget allocation made in education each year.

There is a strong case for standardization and regulatory framework that will ensure delivery of high quality teaching and research whose end product are work ready students. This is therefore a call to the government and their private sector to work hard in glove to address the prevailing challenges in higher education that impact the quality of graduates produced. Lack of adequate resources, poor training infrastructure and facilities as well as an emphasis on “cramming” – reproduction of class notes in the exam papers compromise the quality of education. The results have been a **yawning** gap between the quality of students released into the job market and the needs of the employers.

If we are able to turn our institutions of higher learning into factories of talent that is readily marketable locally and other countries, human capital development, would become a key economic driver in our country. The government needs to partner with all stakeholders and come up with “**out of the box**”, holistic policy interventions that make use of best practices in order to promote practical skills and make education more effective in the short and long term. This also calls for accrediting and streamlining the requirements of new and existing education should look beyond profits and prioritize equipping of students with knowledge, skills and competencies that enhance their employability both locally and internationally. While Kenya boasts of high literacy levels, it should now prioritize the development and implementation of a long-term growth strategy that focuses on quality, not quantity.

1. a) The drive for parents to make sacrifices like incurring huge debts to help their children get education and our population growth.
- b) The emerging economies rely on skilled labour because their economic models have shifted to exporting value-added goods.
- c) Indeed, emerging economies are no longer relying on cheap labour, are they?

(Question mark and comma must be used, *if not award zero*)

- d. Those investing in education should look beyond profits; prioritize equipping students with knowledge and competences, to enhance students employability, locally and internationally.
- e) Standardization should be emphasized to ensure delivery of high quality teaching and research in order to get a work-ready student.

f) **Points to look for**

- Address prevailing challenges
- Cramming, lack of resource and infrastructure
- Come up with holistic policy interventions
- Promote practical skills
- Make education effective.

Sample summary

In order to address the prevailing challenges in higher education like cramming, lack of resources and infrastructure. To come up with holistic policy interventions, promote practical skills and make education more effective.

- g) i) Employable skills – competencies required in the job market.
- ii) Cognizant – having knowledge of or knowing or being aware of
- iii) Yawning – huge/big/noticeable
- iv) Out of the box innovative, creative in thinking

Read the following extract from the play “The Samaritan” by John Lara and then answer the questions after.

Seymour: (Springing to his feet with clenched fists) That cannot be possible. Nobody can write that kind of thing about me in this world!

Harvester: (Looking at Ted and Seymour) Copies of indisputable documentary evidence to that effect were all over today’s newspapers and are being shared in all media platforms.

Seymour: (Resuming his seat and swearing with trembling voice) Those are fake documents! These are all barefaced falsehoods! And I can assure you one thing: Those behind the allegations now have their appointment with fate! Certainly!

Ted : (Sitting properly and looking up for the first time) **Supply of air?** I am beginning

to think this is serious. Could we end up in Baneta Express Prison?

Harvester: *(Turning pages of his note book)* But that is only one of the allegations, there are many more, including drug trafficking, grabbing of public land, **inflation** of the cost of municipal projects, use of proxies to secure municipal tenders, undertaking shoddy public works, murder and gang warfare. The information is very detailed on the people and companies involved.

Mossi: There is a lot of personal information on municipal leaders on that evil thing too; including lifestyles of individual municipal officials, where they live, the kind of houses they live in, their businesses, the vehicles they own, other properties in their possession, when the properties were acquired, and a lot of other personal details I don't want to mention here. *(Looking at Bembe)* There was a lot of talk yesterday on the Madingo Golf Club, with everyone Wondering where you got the money to put it up.

Bembe: *(Sitting up with an expression of horror on his face)* The Madingo Golf Club? No! I have always been very **discreet** about my private affairs! How did they get the Information it is mine?

Mossi: You see, there is hardly anything on earth you can do without somebody knowing About it. You should also remember that those we regard as our friends are Sometimes wolves in sheep's clothing. And they may have a lot of information About us, which could be damaging!

Bembe: This might be our worst nightmare!

Mossi: What worries me most is the recent formation of a lobby group, an amorphous virtual group, comprising mostly of lawyers, calling itself *The Samaritan*. It is calling upon the people to volunteer as witnesses and help in the prosecution of those involved in corruption and abuse of office in the Municipality. They are also planning to **petition** the Local Government Minister, the Prime Minister, and the Chief Justice to take action. The situation is not pretty at all.

Ted: *(Looking at Justice Jaden)* Can such online allegations form a strong basis for prosecution and conviction?

Jaden: *(Adjusting his eyeglasses)* Yes, they can; provided there are valid documents supporting the allegations.

Bembe: *(Throwing his hands in the air)* I think we have no choice other than ban that thing within Maracas Municipality! The Municipal Council needs to pass a by-law to that effect urgently. I will enforce it immediately!

Jaden: (Adjusting his eyeglasses and then his tie) I think we need to be careful and strategic.

On what basis do you ban it? And how can you police the use of mobile phones to ensure the ban is effective?

Seymour: We can think creatively about that. For example, we can claim that municipal authorities are concerned that suspect Apps, particularly spy Apps, are finding their way into our municipality. This may lead to theft of confidential information such as bank account details. We can also cite issues of cyberbullying and the sharing of pornographic materials in schools

2. THE SAMARITAN

(25 MARKS)

a) What is Seymour referring to at the beginning of the excerpt? (2mks)

Public outcry in the media (1mk) that companies are billing the Municipal council huge sums of money without rendering any services/supply of air (1mk)

b) Identify and illustrate two aspects of style in this excerpt. (4mks)

i) **Personification.... Barefaced falsehoods**

ii) **Metaphor.....friends are wolves in sheep's clothing**

iii) **Allusion..... the Samaritan alludes to the parable of the good samaritan**

c) Discuss two themes evident in this excerpt (4mks)

i) **corruption “ calling itself *The Samaritan*. It is calling upon the people to volunteer as witnesses and help in the prosecution of those involved in corruption and abuse of office in the Municipality.”**

ii) **Role of media /suppression of media “ Copies of indisputable documentary evidence to that effect were all over today's newspapers and are being shared in all media platforms”.**

iii) **Misuse of power /suppression of media “ I think we have no choice other than ban that thing within Maracas Municipality! The Municipal Council needs to pass a by-law to that effect urgently. I will enforce it immediately “**

iv) **Impunity “Nobody can write that kind of thing about me in this world!”**

v) **Bad governance/ poor leadership ...". allegations of drug trafficking,.....gang warfare "**

vi) **fear ---- “I am beginning to think this is serious.Could we end up in Baneta Express Prison?”**

d) Discuss one character trait of Seymour and one character trait of Mossi. (4mks)

i. Character traits of Seymour

1. arrogant/boastful.....”no one can write such a thing about me ...”

2. cruel” Swears with a trembling voice that those making allegations about him will have appointment with fate

ii) Character traits of Mossi

1. Cautious ..wants to take action against Samaritan before damage is done

2. Realistic “....there is hardlyabout it”

3. Well-informed .. knows more than others

E) From your knowledge of the rest of the play, what two things does Mossi suggest could be done to control the use of the Samaritan App? (2mks)

a) Circular to be issued banning use of the App unless authorized by the council

b)Use computer experts to mess up the App

f) From your knowledge of the rest of the play, briefly explain the origin of the Samaritan APP. (4mks)

It was developed by two students (1mk) Montano and Alvita (1mk) assisted by their teacher/madam Nicole(1mk) and was the best in the secondary school innovation competition(1mk)

g) Explain the meaning of the following words and phrases as used in the excerpt (5mks)

i) Supply of air ... **supply nothing real but appear to be doing so on paper**

ii) inflation **rise in cost.....**

iii) discreet**careful/cautious/wary/guarded**

iv) amorphous ... **vague/formless**

v) petition **appeal/suit/request**

QUESTION 3: ORAL LITERATURE (20 MARKS)

Read the following narrative and answer the questions after it.

Story Teller: ‘I salute you the Old Men and Women of the Land.’

Audience: ‘We salute you, too’

Story Teller: ‘Is this where you reside?’

Audience” ‘Yes, this is where we reside; it is where old age found us.’

Story Teller: ‘Shall I tell you a story?’

Audience: ‘O, yes.’

Story Teller: ‘A good one or a bad one?’

Audience: ‘A good one.’

Once upon a time, there lived a boy called Kimera of the Angare clan. He was out hunting one day when he found a grove of mango trees. He went home and told his parents about it, who then told the clan elders and all the people moved to the grove so they could eat as many mangoes as they wanted.

The Angare clan lived there for some years, but one day someone said the mango grove belonged to the Nohoho, the giant. When the grown-ups heard this, they were very frightened and did not pick any more fruits. They told the children that they must not eat the fruits any more, but the children did not take any notice. They liked mangoes and picked them when it was dark so no one could see them.

One evening before the new moon, the children went to pick the fruits as usual. As they climbed up one of the trees, they heard a horrible voice shout: 'Who are you? You have eaten the mangoes of my ancestors, you have done this for many years ... for many days and nights. If you ever come here again ...! Before the giant had finished his sentence, the children ran and ran as fast as their legs could take them. They ran back to their parents and told them about the giant. The parents did not believe the children's story but warned them again not to pick the mangoes.

For the next few days, the children kept away from the mango grove, but they soon got over their fright. They decided that they would visit the place at midday and pick some of the sweet fruits. 'If we see the giant, we will kick him,' they said. They then argued about who would kick the giant first. Some of the boys were frightened. But they all walked towards the trees, climbed up and picked as many mangoes as they could hold. Nothing happened and they climbed down again and again with the fruits.

They looked at the fruits and they were all unripe or bad. Kimera, the grandson of the great Kimera who first told the clan to move to the mango grove said: 'I am going to climb up again and pick some better fruits. This is no good.' 'Yes, you go,' said the other children. If the giant attacks you, we shall come to your help at once.' Kimera climbed up, but just as he put out his hand to pick a large mango, the huge giant Nohoho appeared! He was as big as an elephant and the whole body was covered with thick short hair. He had four eyes just under his forehead. His eyelids were like red flames and his eyes kept moving up and down or sideways.

When Kimera saw this awful sight, he screamed. The giant hit him a terrible 'whack' on his left cheek. 'Where are my helpers?' Kimera angrily asked himself. Of course, as soon as the other children had heard the 'whack' they forgot to keep the promise to kick the giant. You know what happened then. Nohoho picked up Kimera in one hand and put him in a dirty purse which was tied around his waist. Kimera cried and cried, but the giant thought what a good meal he would be. The giant went home and cooked Kimera and ate him. Each year the ripe fruits fall on the ground, but who touches them? My story ends there. Nede! Nede!

3. ORAL NARRATIVE

20 MARKS

- a. Classify this narrative.

It is an ogre/Monster narrative – Illustration: Nohoho the giant/The old men were very frightened of the ogre/Mention his appearance/ His cruelty/Sadistic nature as evidenced.
(2 MARKS)

- b) Explain **two** effects of dialogue in this narrative. (2marks)

Brings variety to the narrative/Breaks monotony/Makes the narrative dramatic/Makes the narrative interesting lively/

Brings the adventurous character of Kimera

Enhances plot development

(Any 2 points 1 mark each)

c) Imagine you are to perform this narrative before an audience, explain two ways you would make it more interesting to your audience (4 marks)

Tonal/Voice variation

- Use of gestures/imitation

Any 2 aspects 1 mark Identification 1 mark illustration

d) With illustrations from the passage, describe one character trait of the following: (4 marks)

i. Kimera

- Adventurous – goes hunting/discovers the mango grove
- Brave/Courageous – Climbs the tree despite the danger from the ogre
- Disobedient– goes to pick mangoes despite warning by parents

ii. Kimera's Friends

- Treacherous/dishonest/insincere/unreliable - they run away and leave him when the ogre appears
- Cowardly/Fearful - They ran away from the ogre/they do not kick it
- Disobedient– goes to pick mangoes despite warning by parents

e) Explain any two main economic activities carried out in the community. 2 marks

- Hunting and Gathering “He was out hunting one day /

Moved to the grove and collected many mangoes

- farming/crop growing There is growing of mangoes(presence of mango grove)

1mark x 2 (Each mark must be illustrated to score)

f) What is the moral lesson of this story? (2 marks)

- We should listen to instruction/obey-Kimera and friends fail to listen/obey and are punished

Any relevant lesson stated positively with illustration = 2 marks

Lesson without illustration has no score

g) If you set out to collect an oral literature item like the one above, explain two problems you would expect to encounter and how you would try to solve them. (4 marks)

Problems @ 1 mark each x 2

Solution @ 1 mark each x 2

- **Language/Transcription/translationHave an interpreter/dubbin for storage for later study**
- **Generation gap/age differenceSimple approach or appearance/be natural**
- **Commercially minded artist/ Performer that must be paid / appreciated_ get a good contact person to introduce a genuine artist.**

4 GRAMMAR

- a) i) Neither Tom nor Mary went to church.
 ii) Juma said that he was sick then.
 iii) Unless you work hard, you will not pass in your examinations.
 iv) You will accompany me on the trip on condition that you behave well.
- b) i) of ii) from iii) with
- c) i) Repeat what you told me yesterday
 ii) My friend hit the tree as he reversed.
 iii) The meeting was held at 10.00 a.m.
 iv) In my opinion, there are too many holidays.
- d) i) Relatives who visit us are boring.
 ii) The act of going out to visit relatives is boring.
- e) i) Fainted
 ii) resembles
- (Tense must be observed if not award zero)