

**FORM 4**  
**ENGLISH**  
**PAPER 2 (101/2)**

## MARKING SCHEME

1) Read the following passage and answer the questions that follow. (20 marks)

### Questions

a) What does the writer find puzzling before the coming of technology? (2marks)

**How difficult to imagine life without the internet and cellphone(1)**

**How people managed their lives before the age of instant communication(1)**

b) What advantage does the cell phone have in comparison to a landline? (2 marks)

**-Offers instant communication(1)**

**-It's cheaper(1)**

**-It can be used for business transactions**

c) Make notes on the dangers of modern technology. (5 marks)

**-It can be addictive(1)**

**-It distracts students from homework and chores(1)**

**-It exposes people to sexual predators(1)**

**-It exposes people to pornography(1)**

**-It damages ear drums(1)**

**-It exposes incriminating information(1)**

**-It ruins reputation(1)**

**(1x5 ,If not in note form, penalize by deducting 1/2 from total)**

d) What is the author's attitude towards modern technology? (2 marks)

**-Critical(1) - he/she looks at both the good and bad sides of technology(1)**

e) How do scientists justify their innovations? (1 mark)

**-They claim the problem is not with the innovation but with the users(1)**

f) What pieces of advice does the author offer to teenagers on the use of social network sites and what are the resultant consequences of not heeding to each piece of advice? (6 marks)

**-They should be careful not to communicate with strangers.(1) They can be lured to a dead end/the rendezvous they engage in with strangers can end in fatalities(1)**

**-Should be careful about the personal information they post.(1) Prospective employers or colleges can go fishing for such information hence they risk being turned down/rejected by employers and colleges.(1)**

**-Should avoid sending nude pictures of themselves to friends and lovers.(1) When the nudes are revealed, they risk taking their own lives/falling into depression(1)**

**(2x3)**

**(Advice- 1mk, consequence-1mk. The consequence must correspond to the specific advice in order to score)**

g) What is implied by the expression 'perilous clouds'? (1 mark)

**Dangerous implications(1)**

h) Write the following sentence in indirect speech. (1 mark)

‘I have even seen some grown men behaving like teenagers with iPods.’  
**He/She/The author said that he/she had even seen some grown men behaving like teenagers with iPods(1)**

## **2. EXCERPT: FATHERS OF NATIONS (25 MARKS)**

**Read the excerpt below and answer the questions that follow.**

- a) What happens immediately after this excerpt? (3mks)
- Comrade Melusi calls the waiter(1)
  - A female waiter comes and begins talking to the visitor ignoring Comrade Melusi(1)
  - She tells the visitor they hoped he’d enjoyed their hospitality(1)
  - She also tells him he could note down anything that was not to his liking(1)
  - The visitor pays the bill and asks her to keep change(1)
  - Comrade Melusi tells the visitor that Murambatsvina chewed him up and spat him out(1)
  - The visitor offers Comrade Melusi cash(in American dollars)(1)
  - He also offers him a document- Path Alpha(1)
  - He asks if Comrade Melusi would be interested in joining Path Alpha project(1)
- (1x3, award any three)
- b) What according to the excerpt contributed to Comrade Melusi and his allies’ loss?(1mks)
- Lack of unity(1)
- (1x1)
- c) What does the conversation between Comrade Melusi and the visitor reveal about the leadership of the bomber? (2mks)
- Ineffective (1) - inflation was eroding incomes faster than they could grow(1)
  - Vindictive/ruthless(1) - bulldozers went from slum to slum evicting residents by tearing their homes to the ground(1)/its true aim was to punish us, the urban poor, for supporting opposition parties.
  - vengeful/violent
  - Corrupt(1) - ...that the elections were a sham(1)
- (1x2, Id-1mk, Ill-1mk)
- d) What does this passage reveal about the character trait of the visitor? (2mks)
- Curious(1) - “Then there came what?/what followed?/Please go on(1)
  - Inquisitive (1) - “Then there came what?/What followed/Your new business, how did it do?(1)
- (Award any other correct illustration for the traits)  
 (1x2, Id-1mk, Ill-1mk)
- e) Identify two problems facing Zimbabwe according to the excerpt? (2mks)
- Rigging of elections(1)
  - Inflation(1)
  - Misuse of power by leaders/ ineffective leadership(1)
  - Political intolerance(1)
  - Lack of unity among politicians(1)
  - Greed for power(1)
  - Crime and disease(1)
- (1x2 , Award any two)
- f) Apart from Murambatsvina, what other government operation was unleashed on the people and how did it affect Comrade Melusi? (2mks)
- Gukurahundi(1)
  - Comrade Melusi lost his wife Ziliza(1)

- g) Identify two themes brought out in the excerpt. (4mks)
- Poor leadership/Bad governance(1) - Inflation was eroding incomes faster ...(1)
  - Corruption(1) - ...that the elections were a sham(1)
  - Greed for power(1) - In the end each party went it alone(1)
  - Political intolerance(1) -Its true aim was to punish us, the urban poor, for supporting opposition parties(1)
  - Vengeance(1) - its true aim was to punish us, the urban poor, for supporting opposition parties(1)
  - Poverty(1) - I had relocated to a slum in a poor part of Harare/Bulldozers went from slum to slum evicting residents ...(1)
  - Betrayal(1) - Young guns under him had discovered he did not have a university degree, a finding that encouraged them to presume he was useless(1)
- (2x2, Id-1mk, Ill-1mk, award any two)

- h) Identify two instances of irony from the excerpt and explain their effectiveness. (4mks)
- Opposition leaders only united after flopping in the elections instead of uniting before elections to secure a win.(1)
  - Effectiveness - brings out the theme of greed for power(1)
  - Instead of Murambatsvina curbing crime and disease, disease and crime increased(1)
  - Effectiveness - brings out the theme of crime and disease/suffering/ineffective leadership(1)
  - brings out the Bomber as vindictive/cruel/ruthless/vengeful
- (2x2 Id-1mk, effect-1mk)

- i) Why is the expression in the sentence below put in quotation marks? (2mks)
- He did not have **'a proper education'** education was how they put it.
- It was an allegation to bar him from vying/contesting for presidency(2)

- j) Please go on. (Supply a question tag). (1mk)
- Please go on, will you?

- k) Explain the meaning of the following words as used in the passage. (1mk)
- A sham-A falsehood/a mockery/a trickery(1)
  - wryly- sarcastically(1)

### 3. Read the poem below and then answer the questions that follow. (20 mks)

- a) Identify the persona in the above poem. (2 marks)
- A grandchild(1) - my grandmother(1)
- b) In note form, summarize what each stanza is talking about. (4 marks)
- Stanza 1 - describes the persona's grandmother and items in her antique shop(1)
  - Stanza 2 - describes the incidence(how once she refused to go out with her) that causes her guilt(1)
  - Stanza 3 - shows her grandmother in retirement(1)
  - Stanza 4 - after the death of her grandmother, the persona reflects on her grandmother's life and the now unattended property(1)
- (Must be specific about the stanzas. The message must also be paraphrased hence don't award direct lifting)
- c) Identify and briefly explain the use of any two images in the poem. (4 marks)
- Simile (1)- it was perhaps a wish not to be used like antique objects(1)
  - It shows the persona object to the way the grandmother treated her like an antique
  - Metaphor(1) - the smells of absences/the place smelt old(1)

-It creates a mental picture of how the place was old or smelt old

-Personification – The antique shop kept her

- the shop provided her with daily bread, she earned a living.

-it made her busy. It brings out the theme of loneliness.

Symbolism - i The brass of silver spoon symbolizes his loneliness and isolation.

-It shows how the old are lonely and isolated.

ii-Shadows and dust symbolizes decay and death

-it shows how humans lack warmth and someone to care

iii- New dust falling

- It symbolises absence. It shows how the place is neglected after her death.

Vivid images/description – the faded silk, the heavy furniture. All her best things in one long narrow room

- It shows how the granny owned old things.

d) What does the persona feel towards the grandmother? (2 marks)

-Indifferent(1) - and when she died, I felt no grief at all(1)

e) What do the following lines mean in the poem? (2 marks)

i. “too frail to keep a shop”

-Too old to look after the shop.(1)

ii. Only the new dust falling through the air”

-Symbolic of her death and absence to take care of the shop(1)

f) Describe the tone the persona uses in the second stanza (2 marks)

-Regretful(1) - I still could feel the guilt of that refusal(1)

-Remorseful/ guilt ridden tone. Nostalgic tone

g) Explain the paradox in the line: (2 marks)

-things she never used

But needed:

-Means the grandmother was attached to the things she had but she did not really use them/ they did not have any value to her(2)

h) Explain the persona’s sense of guilt. (2 marks)

-The persona feels guilty for having failed to accompany his/her grandmother out/ because he/she did not want to be used as one of the antique items.(2)

#### 4. GRAMMAR (15 MARKS)

a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (4 mks)

i. The Principal noticed serious laxity among the students. He warned them against such behaviour. (Combine into one sentence using a participle phrase.)

**Noticing serious laxity among the students, the Principal warned them against such behaviour.**

ii. John is studying but swimming is his hobby. (Underline the gerund)

John is studying but swimming is his hobby.

iii. My examination results were released only after I had cleared the fee balance. (Begin: Not until ...)

**Not until I cleared the fee balance were my examination results released.**

iv. My class teacher intervened. I was not sent home. (Combine into one sentence using ‘but for’)

**But for my class teacher’s intervention, I would have been sent home/ But for the intervention of my class teacher, I would have been sent home/**

Download this and other FREE revision materials from <https://teacher.co.ke/notes>

**I would have been sent home but for my class teacher's intervention/ I would have been sent home but for the intervention of my class teacher.**

**b) Fill in the blank space with the correct form of the word in brackets (3mks)**

- i. His **inefficiency** (efficient) cost him his job.
- ii. The prices of the items were not **negotiable** (negotiate)
- iii. The case received a just verdict because the judge is **incorruptible**. (corrupt)

**c) Fill in the blank spaces with the correct preposition. (3mks)**

- i. Jane has been down **with** malaria for two days now.
- ii. We danced **to** the rhythm of their drums.
- iii. I have placed the coffee table **in** the shade of that tree.

**d) Replace the underlined words with phrasal verbs that begin with the words in brackets.**

- i. Parents should not yield to their children's unreasonable demands. (give)

Parents should not **give in** to their children's unreasonable demands.

- ii. I felt ignored the entire time they talked. (leave)

I felt **left out** the entire time they talked.

- iii. Disagreeing with his parents was his worst mistake. (fall)

**Falling out** with his parents was his worst mistake.

**e) Rewrite the following sentences correcting the error(s) in each. (2mks)**

- i. The teacher gave us humble time to finish the work.

The teacher gave us **ample** time to finish the work.

- ii. Please don't dirtify the class.

Please don't **dirty** the class.

**This the last printed page.**

Teacher.co.ke