**MARKING SCHEME 101/2**

1. Irony. It is ironical that drugs are illegal yet they are widely available and many adolescent use them.
2. According to strain theory drug use is as a result of a youth’s failure to make it in legitimate or illegitimate world.
* Social learning theory argues that adolescents learn to use drugs from peers.
* According to social control theory, the weakening of social controls allows an adolescent to become involved with drugs.
1. The punitive response…….1, school-based education and prevention programmes 1, and attempts to change the lives and environment of children 1.
2. Poverty

Unemployment

Homelessness (any two 2 = 2 marks)

Abuse

Lack of hope

1. a) It encourages creation of military-style boot camps

b) leads to suspension of driver’s licenses

c) leads to suspension from school

d) leads to eviction from public housing

* Must have an introductory statement
* No indicator of numbering

Deny ½mark from the total mark

* Must be written in note/point form if not deduct 50%

 (Any three = 3 marks)

1. ,isn’t it?
2. Critical – the writer critiques the all aspect of adolescent drug abuse.

Informative – the writer informs us on the causes……

Identification 2 marks

Illustration/explanation 1 mark

1. a) delinquents – young criminals

b decriminalization – legalization

c) punitive – Harsh/cruel/outrageous

**EXTRACT**

1. Explain what happens just before the events in this extract. (3 marks)

***Engineer Tahir, falls in love with Ms Mahmoud.(√) One Wednesday, he goes to Ms Mahmoud’s office to ask her out for a bowl of tomato soup, (√) just the two of them. She did not say anything (√) and he goes ahead to ask her that they go out that weekend, giving her a four-day notice.(√) She smiled at him but did not answer then he decides that it should be on Saturday but she turns him down. (√) (Events in pp. 119-120)***

1. Briefly discuss any **two** themes raised in the extract? (4 marks) ***There is violence. Engineer Tahir slaps Ms Mahmoud because he thought she turned him down. “…he went and slapped. What made this assault seem reasonable…?”***

***There is revenge. Ms Mahmoud, in anger, takes a letter opener and caught Engineer Tahir after he slapped her. “Discipline, revenge, or whatever it in fact was, she did not take it lying down. She struck back.”/ “Yet, in the heat of anger, when no one thinks logically, who has not reacted by reflex and hot back in being hit first?”***

 ***Engineer Tahir plans to retaliate for being humiliated by Ms Mahmoud. “…Unwisely, he vowed to retaliate.”***

***There is Chauvinism. Engineer Tahir felt humiliated by a woman as she had turned him down. “…he felt humiliated by a woman…”***

***There is tradition. There are certain things that are considered to be part of the Libyan Culture. “As a proper Libyan woman…”/ “…it happened during ‘Heritage Week’ a period that the leader of Libya had set aside to give his people time to celebrate their renowned history.”/”…for shedding her veil in public, in violation of Libyan culture…”***

1. Comment on the use of rhetorical questions in the last paragraph of the extract. (3 marks)

***“…when no one thinks logically, who has not reacted by reflex and hit back on being hit first?”/ “who has not so reacted even if, in the light of likely future consequences, turning the other cheek who would have been a better response?” (√)***

 ***This shows that there’s revenge (√) and one should think through before acting upon that revenge. (√)***

1. With reference to the other part of the novel, outline the events that motivates Engineer Tahir’s anger towards his country’s regime? (3 marks)

***After he comes back from University of Paris to study weapons development, Libya was celebrating its 12th year in power but the leader’s opponents were not happy. He believes the ruler had the right vision and thus joined the Fist of Allah which their leader adored and gave it all the money.(√) This Fist of Allah was shirq or sacrilege. When Al-Qaeda struck on American soil, the Libyan leader decided to protect Libya from America (√) as they would retaliate and even dismantle Fist of Allah. This was dreadful and unforgivable. (√) (Events pp. 117-118)***

1. What does this extract reveal about the men’s attitude towards women? (3 marks) ***The extracts reveal that men have a patronizing/ demeaning/ condescending/despising attitude towards women (√√). Engineer Tahir had been humiliated by a woman for turning her down and thus slaps her ‘for not following up the Libyan culture.’ “…he felt humiliated, by a woman…” “Apparently, then, Engineer Tahir slapped Ms Mahmoud to administer discipline on a female subordinate for shedding her veil in public, in violation of Libyan culture.”(√)***
2. Identify and illustrate Engineer Tahir’s character as brought out in the extract. (2 marks) ***Engineer Tahir is described as violent. He gets angry when Ms Mahmoud turns down his advances and decides to slap her. “As she was removing her head veil the next morning, readying for laboratory work that it would have impeded, he went and slapped her.”***

***Vengeful/ chauvinistic/patronizing/ condescending***

1. Describe what happens immediately after the events presented in this extract. (3 marks)

***After the excerpt, Engineer Tahir came out of the hospital (√) after a month his left eye gone (√). He became bitter and vengeful and took Ms Mahmoud to court (√) that day. Ms Mahmoud was not able to defend herself (√) and ended up losing an eye too by surgery (√).***

***(Events in p 122)***

1. Engineer Tahir misinterpreted a sweet no as a sour no and reacted to it violently. (**Rewrite** this sentence using a ***participle***) (1 mark) ***Misinterpreting a sweet no as a sour no, Engineer Tahir reacted to it violently.***
2. Explain the meaning of the following words and phrases as used in the extract. (3 marks)
3. Conceal ***hide***
4. put him down ***make a fool of him in front of others/demean/lower his dignity***
5. heat of anger ***agitated state of mind/angry***

**POETRY**

1. The persona is someone offering advice about love/commenting about the nature of love. (2 marks – 1mk identify 1mk illustration)
2. The poem is about the mystery of love. (1) The persona is aware that love cannot give us solutions to life's problems, (1) but he would be reluctant to exchange love for anything (1) Love is not all.

***3 marks awarded as indicated. (If the candidate gives a summary of the poem, award for 3 points. If they give the theme, award 2 marks for theme identified and 1 mark for illustration)***

1. Needs that love cannot satisfy
* Food/drink
* Sleep
* Shelter
* Good health

***They must be presented in prose form. If it is in point form, award ½ of total marks. (Any 3 things 1 mark each)***

1. Figures of speech in the poem
* Repetition - rise and sink (to emphasize)
* Alliteration - man is making /m/
* Rhyme - c. drink and sink/regular rhyme scheme(/rain/ - /again/)
* Irony - Love is not a cure to our problems yet people die for it (to show the contradictory nature of love)
* Personification - pinned down by pain / making friends with death (create a picture of how much men crave for love)
* Metaphor driven to sell your love/ Love is not meat nor drink
* Consonance - down/ pain
* Assonance- 'it is" 'fill thickened with'
* Paradox -Yet many a man is making friends with death
* Symbolism - Not yet floating spar to men that sink
* Polysyndeton – “And rise and sink and rise and sink again”. The use of the coordinating conjunction “and” repeatedly creates a sense of rhythm and emphasizes the nature of love.

***The candidate must identify and illustrate to earn the first mark and then comment on effectiveness to earn the second mark. (Award for any 2 features of style)***

1. The line means that many people are taking their lives because of love)/ Many people are dying because of love
2. The last line reveals to us that the persona is determined/resolute to pursue love at whatever cost rather than change it for anything else
3. The mood is contemplative/thoughtful/reflective/critical – the poem makes us to think/reflect on the contradictory nature of love.

***(1 mark illustration 1 mark explaining/illustrating)***

1. a) nagged - pestered/bothered troubled / annoyed continually/ constantly/ torment/ worried/ disturbed
2. Sell - betray/ trade/ exchange/ sacrifice
3. Rewrite the following sentences according to the instructions given after each. Do not change the meaning. (4 marks)
4. Kaberia rejected the chance to study at a prestigious college. (Rewrite, replacing the underlined word with a phrasal verb)

***Kaberia turned down the chance to study at a prestigious college.***

1. Kibet’s pen was found in the dustbin by Atwoli. (Rewrite in the active voice) ***Atwoli found Kibet’s pen in the dustbin***.
2. Turn off the tap. (Add a question tag)

***Turn off the tap, will you?***

1. I have never seen such a big aircraft. (Begin: Never…)

 ***Never have I ever seen such a big aircraft.***

1. Fill in each blank space in the following sentences with the appropriate pronoun (3 marks)
2. Is that ***he*** (he/him) seating on top of a pick up?
3. Ndege, ***whom*** (who/whom) he introduced to you, is a very fine actor.
4. The winners are Aredi and ***she.*** (her/she)
5. Fill the blank spaces in the following sentences with appropriate prepositions (3 marks)
6. ***Besides*** Muturi and Nkirote, there will be two other couples.
7. We are prohibited ***from*** parking our bicycles at the gate.
8. The carpenter made a shelf ***from/out of*** wood.
9. Punctuate the following sentence correctly (2 marks)
10. can you tell me asked otieno how many syllables are in the word keep

 ***“Can you tell me,” asked Otieno, “how many syllables are in the word keep?”***

1. we should have left earlier said kamau we have done only a quarter of the journey so far

 ***“We should have left earlier,” said Kamau, “we have done only a quarter of the journey so far.”***

1. Rewrite the following sentences correctly ( 2 marks)
2. If today was Sunday, I would have gone to church.

***If today were Sunday, I would have gone to church.***

1. We returned back to our school before 7.00 p.m.

 ***We returned to our school before 7.00 p.m.***

1. Give the **two** meanings brought out in the sentence below (1 mark)

The girl told the story to her brother was brave.

**The girl who told the story was brave (1/2)**

**The girl’s brother was brave (1/2)**