

# LANET JOINT EVALUATION (LANJET 2022)

## ENGLISH PAPER 2

### MARKING SCHEME

#### 1. Comprehension

(a) This is because all around us, there are various sources of information including radio, cornflakes packet, daily papers, advertisements, posters, bill boards, talk shows, recipes, memos, knitting patterns and charts.

(Any two points 2 marks)

(b) The irony is that a home is a place where most people watch television from yet the author says it's a place of maximum distraction. This implies it's not a guarantee you will be informed satisfactory for watching television at home due to the various distractions.

(The irony must be clear here 2 marks)

(c) →If the information would make us survive; 1a

→If we get satisfaction from the media; 1b

→If the information will enhance our self-esteem; 1c

→If the information is just special; 1d

(Any four points 4 marks)

NB: The answer must be in point form, if not deduct ½ from the total and ignore faulty expressions

(d) Causes mental damage and we may not register or interpret the information passed across.

(Any one effect 1 mark)

(e) The findings prove that when concentration is affected, power to assimilate is diminished.

As in the classroom, so it is in domestic situation where people do not remember what they saw or heard at the moment of distraction of interruption.

(The response must be clear 2 marks)

(f) →A determination on the part of the viewer not to allow himself to be distracted.

→A regime at home which is sympathetic to such focused viewing.

(Any two 2x1= 2 marks)

(g) It filters information in such way that we only see what is essential for us and it discards /cuts off what is termed as nonessential.

(Any one point 1x1 = 1 mark)

(h) That the more you know already, the more media you consume to add to what you know and the better informed you are, the better the context into which to fit what others viewers consider incomprehensible scraps of information.

(Any two points 2x1 = 2 marks)

(i) Assessing the amount previous knowledge the audience is likely to have on any given topic.

(1x1= 1 mark)

(j) Pessimistic/critical./advisory. The author points out many short falls when it comes to information assimilation. He perceives it difficult for us to digest information correctly from various media that exist. He also gives us advice on how to overcome the challenges.

(Expect the tone stated clearly and an explanation of the same)

(k) (i) Lessens/reduces/declines/decreases

(ii) Framework/position/environment/condition

## **2.EXCERPT**

Before the excerpt, Taiyo and Resian go to the River to fetch water. They remember their discussion with their aunt and admire Minik's fight against women oppression by men.

They muse that men must be very angry with her for snatching five hundred girls from her.

After the excerpt, Taiyo sings the song she has composed about three women whom she refers as mice silently in her heart. One of those women is the enkamuratani chasing a woman with a knife.

b. Flashback- Resian recalls fifteen years back when she and Taiyo accompanied their father to the Nakuru agricultural show and she saw sheep the first time.

Vivid description-The sheep are vividly described as big, docile tawny wooly animals.

Metaphors-She calls the three women who collaborated with men to oppress women as Nasila's three blind mice.

c. Theme of Determination or optimism. Resian is full of optimism that one day she would join Egerton university.

Women as their own enemies. The three Nasila women collaborated with men to oppress women.

Negative cultural practices. The three women propagate negative cultural practices against women such as F.G.M.

d. Resian is visionary. She thought how wonderful it would be, had she a chance to enroll at the Egerton University. She dreams of going to university.

Taiyo is critical-she wants to compose a song ridiculing three Nasilian women who collaborated with men to oppress women.

e. With a painful exhaustion, the straps that supported the containers pressed down their heads.

f. Later, she is rescued from a planned marriage by Nabaru and is taken to Minik's ranch. There, she is given a house and a job. Minik also helps in securing their admission at Egerton University. She also gives a scholarship. The novel ends when she and Taiyo are going to University.

g. Recall/Recalled

Worked together

Feared

Threateningly

### **3. POETRY (20 MARKS)**

Read the poem below and then answer the questions that follow.

#### **HOW DO I LOVE THEE?**

How do I love thee? Let me count the ways.

I love thee to the depth and breadth and height

My soul can reach, when feeling out of sight

For the ends of Being and ideal Grace

I love thee to the level of everyday

Most quiet need, by sun and candle-light

I love thee freely, as men strive for Right.

I love thee purely, as they turn from praise.

I love thee with a passion put to use

In my old griefs, and with my childhood's faith.

I love thee with I seemed to lose

I love thee saints – I love thee with the breath,

Smiles, tears, of all my life! – and if God choose,

I shall but love thee better after death.

(Elizabeth Barrett Browning)

(a) Briefly explain what the poem is about? (4mks)

The poem is about love. The persona expresses his love towards the object of his love by saying: I love thee and goes on to count the ways to the depth and breadth and height. Soul can reach. Love thee freely. Love thee with passion

(Accept any other illustration of love from the poem)

(b) Who is the persona in this poem? Give a reason. (2mks)

Lover/a person who is completely in love with another. This is illustrated in various words such as; love thee to the depth, breath, and height any soul can reach.

(c) Comment on the use of three figures of speech in the poem. (6mks)

(i) Hyperbole – The love for the ends of Being and ideal Grace is an exaggeration of the deep love the speaker expresses. It shows the love is what sustains the speaker.

(ii) Simile – I love thee freely, as men strive for right . This means his/her love is not limited by anything and is pure as praise; There is no hidden motive at all

(iii) Metaphor – The sun and candle light. This means the love is present both day and night.

(Accept any two (2x3) = 6. Award mark for identifications, 1 mark for illustration and 1 mark for the explanation.

(d) What is the persona's attitude toward the object of love? (2mks)

Admiration/loving – The persona cherishes the object of love by using words "I love the with breath, smiles and tears of all my life.

(e) Identify and illustrate one character trait of the persona brought out in the poem. (2mks)

Expressive – The persona expresses his love explicitly

Romantic – The persona say "I love thee with passion

(Identification and illustration )

(f) Give the meaning of the following lines as used in the poem.

(i) I love thee to the level of everyday (1mk)

Most quiet need, by sun and candle-light

The love is constant whether in hardship or good time.

(ii) With my childhood faith; (1mk)

The love is as pure and trusting as that expected by a child towards someone / it has no hidden motives

(iii) I shall but love thee better after death. (2mks)

The speaker feels that the love will have no end since after death there is a belief that things get better he/she will love completely without challenges

#### **4. GRAMMAR (15 marks)**

A (3mks)

1. Crawling like a snake, he moved towards the dimly lit house.
2. The driver of the ill-fated train, burnt beyond recognition, was pulled out of the wreckage.
3. Working day and night, the students were determined to pass.

B (3mks)

1. I enjoyed carrying my heavy , rectangular metallic box every time we opened and closed school.
2. Makokha married an intelligent young American woman.
3. Please buy me a reasonably cheap big umbrella.

C. (3mks)

1. Living in the industrial part of the town can be very distressing.
2. Friendly people are rare these days.
3. I did not sell the ring, I was told it was worthless

D. (2mks)

1. Both my brother and sister are tall
2. I read for knowledge but you read for fun.

E. 1) put off

2) stand up for    F. a) Has    b)Were