

1. Reading Comprehension (20 marks)

- a. The mystery surrounding airplanes/aeroplane vanishing mid-flight.√2
- b. She was an American/ She was a citizen of America√1 and was born in 1897√1
- c. The writer uses rhetorical questions to give credence/ credibility/reliability to the essence of mystery (of disappearance). √2 The writer wants to prove that indeed these disappearances are unresolved circumstances. √ The questions are used to recall/ recapture/recollect some of the theories so far advanced about the disappearance √ (*Any one point = 2 marks*)
- d. The Writer mentions Hughes and Post as extra evidence/ examples/illustrations/ confirmation that the world had become obsessed with aviation/ that aviation fever had gripped the world (at that time). √2
- e. - she crashed on a remote island somewhere near her destination. √1
- her plane ran out of fuel and crashed into the sea. √1
- she crashed somewhere on Howland Island√1
- f. Her disappearance has been the interest/subject of at least fifty books, countless magazine and newspaper articles, and TV documentaries. √2
- g. She was a famous female aviator and adventurer √1
There are such conflicting theories about her disappearance. √1
She was so close to the end of her journey √1
She presents one of the twentieth century's greatest unsolved mysteries. √
(*Any three reasons, for 1 mark each*)
- h. Believing the distress calls were real, the Coast Guard and later the Navy adjusted their searches, and newspapers at the time reported Earhart and her navigator were marooned on an island. (*Observe all the rules and mechanics of grammar. If any missing = 0*)
- i. Amelia Earhart's last course/journey √1
Amelia Earhart's disappearance/mystery (*Accept a title based on her disappearance. Do not accept "Amelia Earhart's" on its own. The title should not be more than 5 words*)
- j. (i).....disappeared √1
(ii).....prankster/ joker/ trickster √1

2. Excerpt from Blossoms of the Savanna by H. Ole Kulet (25 Marks)

- a) There had been a near-rape incident and the girls were traumatized, thus they needed a change of environment.√1 There was pressure on Mama Milanoi to get the girls begin the rituals of circumcision yet she couldn't handle the whole matter alone/without the support of *yeiyo-botorr*. √1Their father had become so violent and the girls' presence would make matters worse. √
(any 2 reasons = 2 marks)
- b) They were cheerfully/heartily received √1
There was anticipation of fun and adventure √1
The girls found peace/solace/closeness/kindness in the company of *yeiyo-kiti*.√1
There were many cousins, mothers and other relatives from whom they were happy to draw a lot of domestic and cultural knowledge √
- c) Visitors and relatives are received warmly/hospitably/by the family and community.√1a. Women's duties are shared progressively in all houses.√1b. Women in confinement are preferentially/specially treated (as they have near permanent assistants) √1c. Administration of the homestead is in the hands of the first wife√1d. Men take the responsibility of marshalling/organizing/consolidating property or providing economic needs of the home.√1e.

Marking Instructions

Count up to 50 words.

Answer should be in continuous prose.

If in note form, penalize by 50% at every correct point and affix N on the penalized mark.

Penalize by a glimmer for a faulty expression once in a sentence.

- d) The use of a metaphor "...they streamed into Simiren's homestead..." √1 neighbours came in large/ great/ huge numbers√1. This reinforces the strong cultural aspect of Nasila hospitality.√1
The use of reminiscence "...and like the first day when they arrived into Nasila." √1. This is used to build the nostalgia in the girls' experience.√1 the girls remember with fond memories how they were received, thus a repeat would be comforting√1

- The use of contrast "...This sharply contrasted with the gloomy atmosphere...behind"√1. They left home crestfallen/confused but they are now basking in bouts of joy√1. Contrast is used as a relief for the audience (and the girls) for they feel at ease after the tension at Ole Kaelo's home√1.
- e) Simiren is polygamous√1
 He has a vast estate/is enterprising, (according to Nasila standards.)√1
 He is hospitable/ loves to host people/relatives in his home.√1
 He loves peace.√1
- f) They learned about selflessness. They learned that to fit into their uncle's home, one had to be selfless/ everything was shared√1
 They learned cultural education/ the value system was handed down from one generation to another.
 They were enlightened about Minik-ene Nkoitoi (*Emakererei*) and her success/ glad to learn that she was close to yeiyo-kiti√1
- g) It was the same bedroom that they occupied and the same comfortable and warm bed that they slept in.√1
- h) (i) closeness/ kinship/ family connection.√1
 (ii) weakened.√1
 (iii) friendly.√1

3. Poetry (20 Marks)

- a) The poem is about a soldier √1remembering how he and his fellow soldiers collectively shot a looter. √1 It was their duty. √1 However, after he goes back home/ on leave, the images of the dead man keep disturbing him. √1 Sleep/drink/drugs cannot help get the images out √1leaving him distraught/distressed/ traumatized. √1
 (Any 3 points)

Or

The poem is about trauma. √2Soldiers returning from war are affected by trauma/the horrific conflicts. √1 Much as they collectively depart on a national duty, privately/ individually they return with mental anguish/trauma/distress which they are forced to live with. √1

(Identification of theme =2 marks. Any one illustration/ explanation= 1 mark)

- b) The title is ironic. √1 'Remains' refers to the dead body of the looter who was shot and killed, √1 but also to the mental torment and guilt suffered by the soldier, which stays with him long after the period of action in the war zone. √1 (He ends the life of a looter yet he remains alive with horrifying/disturbing/distressing scars of that action.)
- c) This language is used to reflect the voice and outlook of an ordinary soldier/ police officer in the ranks. √2 / This brings the reader close to the man and his way of thinking. √2
- d) "on another occasion" √1
- e) "probably armed, possibly not" √1
This reveals the mental disturbance/ doubt/ anguish/ torment/ guilt that persona has to content with after his actions. √1
- f) The speaker feels unsympathetic/cold/ indifferent. √2 He is bold/courageous **and** duty-bound/obliged/ obligated since he is under instructions to shoot. √1 /"Are all of the same mind, So all three of us open fire." √1
- g) He is distraught/haunted/ troubled/disturbed / distressed by the killing √2 "He's here in my head when I close my eyes". √1

Or

Whereas the shooting was done by him and others, he individually carries the sense of guilt/fault/blame √2 "his bloody life in my bloody hands" √1

- h) (i) runs away/ takes to his heels √1
(ii) disemboweled/ dismembered/ mutilated/ disfigured √1
(iii) carried (away) √1

4. Grammar (15 marks)

- a) (i) irreparable √1
(ii) rarity √1
(iii) rung √1
(iv) would have been √1
- b) (i) Liverpool were beaten by Manchester United at Old Trafford √1

- (ii) Not only was he absent from work for three days without permission but he also wrote a rude letter to the manager.√1
- (iii) One member suggested that they would have to set up early the following day if they were serious about getting back the same day. √1
- (iv) Onyango wished he had not rented the house in that estate. √1
- c)** (i) The manager was anxious to please his customers the same way he pleases his staff √1
- (ii) The manager was anxious to please his customers because his customers are also his staff. √1
- d)** (i) on...√1/2....by...√1/2
- (ii) along/ on ...√1/2.. at √1/2
- (iii) about√1/2....to √1/2
- e)** (i) go over/ go through √1
- (ii) stands out √1