

MOCK ENGLISH PAPER 2 MARKING SCHEME.

Section A question 1- poetry- Their civilization

- i) Meaning of the title: The poet implies that he/she is not part of the civilization discussed neither does he/she believe it. Award 2mks
- ii) Two themes captured in the poem:
- a) Western civilization illustrated by: they have table manners. They love in church, and hate in court.
Polygamy is heathen; a mistress good.
Keep their dead in cemeteries.
- b) The theme of single parenting illustrated by: A dead man is dead, A child can have a mother But not father. Award 2marks for identification and 2 marks for the illustration. $2 \times 2 = 4\text{mks}$
- iii) Give an example of irony used in the poem.
- a) They love in church and hate in court line 4 & 5.
b) Polygamy is heathen; a mistress good line 9.
- Award 2 marks for each identification. $2 \times 2 = 4\text{mks}$
- iv) The mood is despiteful /scornful of those who ape the western culture and the tone is very sarcastic. Award 2mks.
- v) Polygamy is regarded as ungodly yet there is nothing wrong with a married man having an affair with another woman. Award 2mks $2 \times 1 = 2\text{mks}$.
- vi) This is a cultural poem/ a poem on social concern. 1mk.

2a. EITHER

The Novel. Mariama 'Ba. Scarlet Song.

- i) Just before the events described in the excerpt;
- Ousman has arrived at the university.
 - He meets Mireille where they rekindle their friendship. (Total 1mk)
- NB: The two must be tied up
- ii) Ousman Gueye had mistrusted all women before because.
- Ouleymator had turned down his offer of friendship because he performed feminine duties at home.
 - He felt that all women are selfish, pretentious and hard after Ouleymator turned down his expression of love towards her.
 - His encounter with Ouleymator left him hardened against female advances.
- Any one well explained point =1mk
- iii) Character of Ousmane Gueye.
- Assertive – Ousmane Gueye who had rejected all sentimental adventures,.....
- Loving – Everything seemed a miracle to them illuminated by their love.
- Strong – Mireille admired her friends study build.
- Concerned- They were enriched by their differences. Each worried about the other over the smallest thing.
- Compelling- Mireille admired her study build.
- 1mk for identification, 1mk for illustration. (any 2 x 2 = 4mks)
- iv) Stylistic features.
- Personification – They feasted their eyes on each other.
- Flashback – That was a painful abscess, two years ago.
- Foreshadowing – Perhaps one day more imaginative lovers than Mireille and Ousmane will invent a new vocabulary and new gesture of love.

1 mark for identification, 1 mark for illustration. Any 2 × 2 = 4mks

v) Themes

- Transition/change – Ousmane who had rejected all sentimental adventures surrendered.
- Love – Everything seemed a miracle to them, illuminated by their love. They held
- hands at every opportunity.

1mk for identification, 1mk for illustration. Any 2 × 2 = 4mks

vi) Tone of the excerpt.

Romantic – They held hands at every opportunity.

Admiring. – Mireille admired Ousmane study build.

Adoring.

Affectionate.

(Any one well explained point 1mk)

OR

2b) THE SHORT STORIES

i) The villager (1mk)

ii) How densely populated the town was.

- The reckless of town people behavior (a young man had run beside a moving bus and jumped into it.
- Why town people were always in haste.

Any 1 × 2 = 2mks

iii) Crafty – the number of complications and ailments that his medicine could cure is questionable.

Dishonest – want to get money through exaggeration.

- Opportunistic – the kind of ailment the “MUMBWA” is supposed to heal are too many.

Any 1 × 2 = 2mks (traits must be illustrated)

iv) Use of stylistic devices

- Repetition- drawing attention/emphasis.

- Direct speech – brings out the story or makes it real
- Vivid description – paints a clear picture, makes it engrossing
- Hyperbole (exaggeration) – makes it larger than the real and causes reader to notice
- Humour – for entertainment and interest.
- Use of local language/dialect eg Mumbwa.

Any 2 × 2 = 4mks.

1mk –identity.

1mk – illustration.

- v) The villager is moved by the power of the medicine and decides that it could help him deal with problems of burglars.
 -But there is commotion and stampede before he buys the medicine.
 The police are on a raid of tax defaulters. Everybody runs away, including the villager.
 - Town people are always in haste.
 -the villager is shocked by the amount of money earned by the tout and the kind of work he does. Any 2 × 2 = 4mks
- vi) Contrast between rural life and town life.
 -the dignity of labour.
 -quality of life in rural area is better than that of the town.
 -town people are always in haste.

QUESTION 3 The Play redemption by David Mulwa.

EITHER

a)

- i) The words are uttered by Pastor John Mutema. Award 1mk.

- ii) It is the second Sunday service held in the church of the old traditional since pastor manela's posting/arrival /take over. Pastor Manera sermon is based on how Christian 'kill' thus fellow Christian by failing to practice Gods' love and forgiveness as proved to the killing. Immediately after this the next Sunday the Rebecca and Antoninous come to church in spite of the enmity existing between their parents.

Highlighted. Award 3mks.

- iii) Pastor Mutema's view of killing is merely literal; taking the life of another is contrast with Pastor Manuela's view which is symbolic of all instances when one wrongs or hurts/injure or causes pain to another person. Award 2 mks.
- iv) For pastor Mutema the impact it has on him is that members of his congregation hates him and abandon him because of his lack of understanding and being unforgiving. For pastor Manela, his deep understanding of the scripture and his uncondemning /forgiving nature endeares him to his flock and thus his flock grows in numbers unlike Mutema's. $2 \times 2 = 4\text{mks.}$
- v) Two character traits of Pastor Mutema brought out in the extract are
 — He's unforgiving and hateful.
 — He has shallow or superficial understanding of the bible/scriptures.
 Award 1mk $1 \times 2 = 2\text{mks.}$
- vi) Aspect of styles used in this extract are;
- a) Biblical allusions i.e Come on to me all ye that labour and are heavy laden.....
Thou shall not kill.
- b) Rhetorical questions – eg ...what is to kill?
- c) Use of simile/ metaphor eg The truth hit me like a hammer.
 Award 1mk for any well illustrated style. 1mk

OR

- 3b) Essay question. Points to consider:
- Problems faced by the church in Sector Three include;
- i) Dwindling church membership /attendance trickles.
- ii) A drop in collection of tithes.
- iii) Only the old, aged and infirm/sickly attend the church.
- iv) Baptism has died out and no more souls are won for Christ.
- v) There are no more youth classes and activities.
- vi) There is wrangling for church leadership between pastor Mutema and pastor Elton Muthemba.
- vii) Splinter churches emerge.
- viii) There is exploitation of the poor by the church leaders and excommunication of church members. Award 1mk each $\times 7 = 7\text{mks.}$
- b) Solutions to the above problems.

- i) Pastor Manelas' inclusive approach (he forgave Kitake and accepted him in the church.
- ii) Manela starts the village cooperative movement which empowers the poor villagers economically.
- iii) Manela is very liberal, thus he accepts the youth in the church.
- iv) Manela is practical in his approach to people's problems in sector three i.e works with them in the forms he's greeting.
- v) He is empathetic ie identifies himself with the problems of the people eg he is able to stop Kitaka from selling his land and gives him his former job in the church.
- vi) He preaches forgiveness and offers hope to the likes of the hopeless Kitaka.

Award 1 mk for each any captured solution. $1 \times 6 = 6\text{mks}$

Award 1mk for clarity =1mk

NB. The answer to this question should be written as a continuous essa. If Not, mark out of $\frac{1}{2}$ i.e. $\frac{15}{2} = 7\frac{1}{2}$ mks

SECTION 2 METHODOLOGY.

4a) Language skills can be categorised as:

i) Receptive.
-Listening.
-Reading.

ii) productive.
-Speaking
-Writing.

$\frac{1}{2}$ mark each = 2mks

b) A second language learning can be made similar to the acquisition of mother tongue by:

- Maximizing the exposure.
- Reducing formality in learning.
- Providing perfect models.
- Paying attention to motivation.
- Exploiting learning from peers.

Any $3 \times 1 = 3\text{mks}$.

c) Importance of teaching mother tongue in Kenya primary schools.

- It's the medium of instruction in lower primary
- It makes transition between home and school easier.
- It makes learning meaningful to the child.

- Pre-reading activities and initial reading should be done in a language which the pupils can already speak.
- It creates a close relationship between the teacher and the pupil.
- It allows the pupils to participate in class activities at a very early age.

Any 4 × 1 = 4mks.

5a) Some of the problems that can hinder individual reading progress are;

- Physical disability such as poor eyesight or severe disabilities due to chronic eyesight.
- Developmental problems/milestones.
- Inadequate oral competence resulting to inability to cope with language in the reading texts.

3 × 1 = 3mks.

b) Uses of language in human communication.

- To convey information/messages.
- Giving instructions/directions
- To express ideas, opinions and feelings.
- As a creative expression.

Any 2 × 1 = 2mks.

c) Basic elements that make up human communication at different levels of language are:

- Sounds and letters.
- Words and phrases.
- Sentences.

3 × 1 = 3mks.

6a) Five pairs of words that can be used to practice the two contrasting sounds /l/ and /r/

- load road
- light right
- long wrong award any other that is correct
- play pray
- collect correct. 5 × 1 = 5mks.

b) Three activities to practice these sounds /l/ and /r /

- Use of tongue twisters.
- Use of minimal pairs.
- Reciting poems.

3 × 1 = 3mks

c) Three factors the teacher should consider when preparing for storytelling.

- Choice of story, story should be interesting.
- Use of teaching aids.
- Language used.

3 × 1 = 3mks

7a) Steps for teaching a composition lesson.

- Revise on language items and format.
- Discuss the topic/ title.
- Give guidance on content and organization
- Marking and correction. (4mks)

b) 3 types of writing exercises.

- Sentence completion.
- Substitution tables.
- Arranging sentence elements in order.
- Putting words in correct form(s)(eg verbs)

any 3 x 1 = 3mks

c) Other types of writing other than creative in upper classes.

- i) Writing minutes.
- ii) Writing advertisements.
- iii) Writing reports.
- iv) Writing memos.

award any 3 x 1 = 3mks

d) Importance of evaluating pupils work.

- i) Enable teacher to establish the ability of the pupils.
- ii) Enable the teacher to assess the methods of teaching and their effectiveness.
- iii) Helps in preparation for remedial teaching.

- iv) Guides in promoting pupils to the next level/class/grade.
- v) Encourages pupils to do revision. (get 4 points) (4mks)

8a) Four sources of information for scheming.

- i) Syllabus.
- ii) Recommended text books.
- iii) Radio lesson notes.
- iv) Teacher's input.
- v) School master timetable
- vi) Supplementary materials. Any 4 x 1 = 4mks

b) Importance of the English syllabus.

- i) It provides general and specific objectives
- ii) It provides new language items to be taught i.e. vocabulary, language patterns and grammar
- iii) It provides learning resources.
- iv) It provides assessment methods to be used

Any 4 x 1=4mks

c) Two indirect methods of teaching new words:

- i) Use of pre-fixes and su-ffixes.
- ii) Inferring meaning from the context.
- iii) By means of collocation
- iv) Use of opposites.

Any 2 x 1 = 2mks

d) Integrating messages of integrity in teaching English.

- i) essay/composition writing.
- ii) sentence construction.
- iii) debates in classes.
- iv) drama.
- v) songs and poems.
- vi) reading of comprehension passages

Any 3 × 1 = (3mks)