**FORM 2 ENGLISH MARKING SCHEME**

1. **FUNCTIONAL WRITING (20mks)**

**You have just reported back to school after half-term break. You are not allowed to have mobile phones in school. At the gate, the deputy principal discovers a mobile phone in your bag and demands an explanation. Write a letter of apology addressed to the deputy principal over the incident.**

**FORMAT**

**Functional writing**

**Format 6mks**

Sender’s address – 1 mk

Date in full – 1 mk

Recipient’s address – 1 mk

Salutation – 1 mk

Re – 1 mk

Signing off – 1mk

**Main body: 6mks**

**Content**

* Apology/apologize/I am sorry
* Specify crime
* Date
* Recognize negative consequences of crime
* Pledge not to repeat
* Readiness to do punishment

**1 mk each**

**Language – 8 mks**

Place learner in appropriate linguistic ability as per the rubric provided below and award marks accordingly.

**Group D (01 – 02 mks)**

Candidate does not communicate and their language ability is so minimal that the examiner has to guess what they intend to write.

Poor use of expressions

Poor use of punctuation marks.

Hardly any correct sentences.

Spelling errors.

**Broken usage must be identified.**

**Group C (03 – 04 mks)**

Lack of confidence in language use.

Very simple sentences.

All manner of grammatical errors.

Mother tongue interference.

Poor organization of ideas.

**Group B (05 – 06 mks)**

Communicates fluently with ease of expression.

Well-constructed sentences.

Correct punctuation and spellings.

Good use of vocabulary.

Some errors.

**Group A ( 07 – 08 mks)**

Ease of expression with no errors of punctuation, spelling and grammar.

Good planning/ organization of ideas.

Clever use of vocabulary and maturity in language use.

Definite spark.

TOTAL : 20 mks

**2. CLOZE TEST (10MKS)**

Fill in the blank spaces with the most appropriate word.

‘I am done! I am done!’ My voice echoed in the forest. I wept aimlessly. I did \_**not**\_\_ know whether I was weeping because my friend was dying \_\_**or**\_ because I had very little hope of \_\_\_\_**seeing**\_\_\_ the next sunrise. \_\_**Darkness**\_\_ fell like a heavy **\_blanket\_\_**covering the whole country around us. A hyena, which was apparently watching **\_\_our\_\_\_**helplessness, made a noise which sounded like a hoarse laughter. **\_\_\_It\_\_**frightened me so much that I could hear my own \_\_**\_heart**\_\_\_\_\_beating. I shouted as \_\_\_l**oud**\_as my empty stomach would allow me and the \_\_\_\_**\_hyena**\_ ran to the forest. From that day to this, when iam telling this story, I have never been confronted by such a problem.

**3. COMPREHENSION (20 MKS)**

Read the passage below and answer the questions that follow

**TATII’S PROBLEMS**

She has lived a state of uncertainty since 1982. Her life has been dreary and full of disappointments. Her parents have been strict and demanding. She has had not time to visit her friends and cousins living upcountry. Every time, she has asked her parents to let her go and pay a visit to her friends, they have said, “You cannot go to visit your friends until you have finished your studies. Life had become very difficult in this country because of too many jobless young people. The situation has been made worse by the great number of examinations failures. No daughter of ours is going to be like these unemployed people. So you see, Tatii, you cannot go upcountry until your ‘O’ levels are over.

It has been like that for the past four years. Her life has been that of a zombie. She has listened to her mother’s sighs and her father’s preaching. The ‘O’ level results are out and her parents won’t believe that she has not passed.

What is she going to tell them? She had hoped to please her parents by securing entrance to the university, but all is now lost. Yes nearly lost. All would have been lost if Mrs. Ngueso, the school career teacher, hadn’t been called in to calm down Tatii and advise her parents.

Poor Mrs. Ngueso! She has had quite a task to save Tatii from her harsh parents. Tatii’s father has been the most difficult one to convince that Tatii is not the only girl who has failed her ‘O’ level examinations. As soon as he had seen Mrs Ngueso, he had started complaining that teachers no longer caned the children to make them work hard enough to pass their examinations. at some point in his discussion with Mrs. Ngueso, Tatii’s father had nearly lost his temper. But Mrs. Ngueso had been his match! She had braved his sour looks and insisted that it was Tatii they had met to discuss and not just any other school child.

She said, Tatii has worked well, but I has constantly appeared as if she has lacked the social support she needed to succeed. Tatii is a very girl but she has been very unhappy. Particularly lately. Sir, the girl needed moral support from you, her parents, as well as from school. The school can give some moral support and the academic support a child needs. But most of all the parents have always been expected to encourage their children in the most crucial movements of their life. May be you and to some extent the school, owe Tatii some assistance.

Now Tatii’s mother spoke for the first time. “Baba Tatii, let us do as Mrs. Ngueso says. The child has been very unhappy. I haven’t told you this bhut since the appearance of the examination results I have lived in fear. Tatii has behaved very strangely at times. Her friends have reported that she was planning to run away from home. Please let us give her a second chance”

Tatii’s father turned and looked at his wife for the first time sine Mrs. Ngueso arrival. He saw in her pleading eyes the pain of a loving mother. He quickly looked away. At that moment he realized how very blind he had been to his wife and daughters suffering. He rose to leave, turned and extended his hand to Mrs. Ngueso and said, ;Thank you very much, mwalimu Tatii will be in school at the beginning of term. Then he left the room.

1. Why does the author describe Tatii’s life as having been dreary? ( 1mk)

**Tatii was not allowed to mix with friends. Parents were strict and demanding**

1. What excuse have Tatii parents constantly given for not allowing her to visit her relatives and friends. ( 2mk)

**Tatii must wait until she has done her ‘O’ level otherwise she might fail and end up without a job.**

1. Why was Tatii so unhappy after the results of the examinations came out. ( 1mk)

**Tatii had failed and was afraid of her parents reaction.**

1. What was Tatii’S father’s reactions to her results? ( 1mk)

**Tatii’s father was angry with Tatii and accused her of not having worked hard enough.**

1. State the reasons Mrs. Ngueso gives for Tatii problems (2mks)

**Lack or moral and social support from her parents and school are the cause of Tatii’s unhappiness**

f) What evidence is there in the passage to show that Tatii mother was more understanding than the father? ( 3mks)

**Mother is the first to accept Mrs. Ngueso’s argument and is aware of Tatii’s strange behaviour since Tatii failed. She also pleads for a second chance for Tatii.**

1. Describe one character trait of the following with evidence from the passage. ( 4mks)

|  |  |  |
| --- | --- | --- |
| Mrs. Ngueso | Realistically understanding/ calm/ determined | She was in control of herself. She stuck to her point of view. |
| Tatii’s father | Obstinate/ harsh/ short tempered/ unreasonable/ but is capable of seeing other peoples feelings | Show his attitude towards his daughter Tatii  Changes his attitude toward the daughter at the end of the story. |

h) Explain the meaning of the following words and phrases as used in the passage (6mks)

i)Dreary – **dull, boring, miserable**

ii)Demanding – **asking too much**

iii)Zombie- **lifeless person**

iv) Securing entrance - **get admitted**

v)Harsh- **unreasonably strict**

vi) Braved**- put up with, faced up to**

**4.POETRY (10MKS)**

**I LOVE YOU MY GENTLE ONE**

I love you, my gentle one,

My love is the fresh milk in the rubindi

Which you drank on the wedding day;

My love is the butter we were smeared with

To seal fidelity into our hearts.

You are the cattlebird’s egg.

For those who saw you are wealthy,

You are the papyrus reed of the lake,

Which they pull out with both hands.

And I sing for you with tears

Because you posses my heart:

I love you, my gentle.

**QUESTIONS**

1. Who is the persona in the poem? (1mk)

**Somebody in love. ½ mk. “...I love you my gentle one...” ½ mk.**

1. What is the poem about? (1mks)

**It is about the immense love the persona feels for the lover/spouse. “My love is the butter...”**

1. Identify and illustrate any **two** stylistic devices used in the poem. (2mks)

**Metaphor:My love is the Fresh milk/butter.../You are the cattlebird’s egg/papyrus reed...**

**Alliteration: which wedding/ we were/which with**

**Repetition: I love you..**

1. Explain the meaning of the following lines.
2. ‘those who saw you are wealthy’ (1mk)

**Very lucky and contented at heart**

1. ‘to seal fidelity into our hearts’ (1mk)

**As a way of attaining faithfulness and trust**

1. Comment on the mood of the poem (2mks)

**Romantic/passionate. 1mk. Poet uses strong/powerful imagery to describe his/her love...**

f. **Do I sing for you with tears?**

g**.** Do you think the title is suitable to the poem? Why? (2mks)

**Yes. 1mk. speaker uses lofty language to tell of the good love he has for the spouse. 1mk.**

**5. ORAL SKILLS (15MKS)**

a). Read the poem below and answer the questions that follow.

I had a dream last night. I dreamed

I had to pick a mother out.

I had to pick a father too

At first, I wondered what to do,

There were so many there, is seemed,

Short and tall and thin and stout,

But just before I sprang awake,

I knew what parents I would take.

And this surprise and made me glad;

They were the ones I always had!

Questions.

i) Identify two pairs of rhyming words. (2mks)

**too do** **out stout**

ii) Which words would you stress in line 7 of this poem? (2mks)

**Sprang, awake – they emphasize the suddenness or abruptness with which the persona woke up**

iv) You are performing this poem to your classmates. How would you know that they are not concentrating? (2mks)

-**Fidgeting in their seats**

**-looking outside**

**-sitting inappropriately**

**-checking the time**

**- Dosing**

b) Identify the shortcomings in Nyasuguta’s telephone skills in the following conversation.

Nyasuguta: (Dialing a number) Is that Turbo wholesalers?

Voice 1: Sorry, wrong number

Nyasuguta: (Tries several other numbers unsuccessfully and eventually gets it right) Is that Turbo wholesalers?

Voice2: Yes it is. Can I help you?

Nyasuguta: I want to order Maize flour.

Voice 2: How many bales, Madam?

Nyasuguta: Just a minute (turns from the phone and asks her husband how many bags they need). Ten bales.

Voice 2: Any preference in the brand?

Nyasuguta: of course! Everybody goes for pembe brand.

Voice 2: Anything else, Madam?

Nyasuguta: No. But I want them delivered

Voice 2: When and what address?

Nyasuguta: Before too long to shop number eight, Musembe shopping centre.

Voice 2: Pardon, what was the number again?

Nyasuguta: (Impatiently and shouting) 8-9-5

Voice 2: We will deliver them in an hours time. Thank you Madam. It has been a pleasure doing business with you.

-**Nyasuguta should have ensured that she has the correct phone no before calling**

**- In placing her order, she should have been polite enough to say please’**

**- she should have known the quantity she needed before calling**

**- Saying ‘of course’ is rude. She shouldn’t assume that the other person automatically knows her preference.**

**- She doesn’t speak distinctly when giving the address. She fails to Finish her words.**

c) Identify instances of etiquette as used by voice 1 and 2 (2mks)

-sorry, wrong number

**- can I help you?**

**- Calling her madam.**

**- Use of word pardon**

**- use of thank you**

d) Identify the silent letter / sound in each of the following words. (3mks)

i) Fracas –**s**

ii) Bomb –**b**

iii) feign-**g**

e) In the following sets of words identify the odd one out according to the underlined sound ( 2 mks)

i) Choir chord **chore**

ii) **Chef** chain chores

**6. GRAMMAR (20marks)**

**a) Fill in the gaps with the correct, verb. (3 marks)**

i)The news............................................... *were/****was*** read by Hussein.

ii)They ....................................................... *likes/****like*** mangoes

iii)Chaos..................................................... ***is****/are* what I hate.

**b)Form abstract nouns from the following:- (4mks)**

i) Infant-**infancy**

ii) Coward--**cowardice**

iii) High-**height**

iv) Just-**justice**

**c)Fill in the blank spaces with the most appropriate word. (4mks)**

i)Please write your name**.................on................**this receipt.

ii)No one is allowed to vote in election unless he is**..........of.........**age.

iii**).........To..............**all, remember to wake up at six.

iv)“I forbid you**............from..........**going there again!” Otieno’s mother said.

**d)Underline the correct alternative in the following sentences. (4marks)**

i)Abdi sits **beside**/besides Henry in class.

ii)Jane appreciated the **advice**/advise she was given by her teacher.

iii)The lose/**loose** nut on Mr. Rashid’s car is making a lot of noise.

iv)He admires the **furniture**/furnitures in my room.

**e) Choose the correct pronoun from those given in brackets to complete the following sentences. (2 marks)**

i)When we asked *(they/****them)*** what was wrong they referred us to her.

ii)The teacher gave Ahmed and *(I/****me****)* an apple

**f)Use *a, an or the* to fill in the blanks in the following sentences where necessary. (3 marks)**

i)I saw **a** Ugandan

ii)I have been in this class for **a** year now.

iii)**The** goat is the most destructive animal.