**PAPER 2 MARKING SCHEME**

**OPENER EXAMINATION TERM 3, 2022**

**QUESTION 1: COMPREHENSION**

**1. COMPREHENSION**

1. What percentage of church congregation in America is men according to the passage?

(2 mks)

**39%**

1. That means that every Sunday there are millions more women attending church than men. (1 mk)

*Rewrite by replacing ‘more’ with ‘less’*

**That means that every Sunday there are millions less men attending church than women**

1. Make a list of church’s teachings that men consider as weak. (5 mks)

* **Humility**
* **Holiness**
* **Introspection**

1. Make notes on the reason for men’s absence in church. (5 mks)

**They consider church teaching as less masculine.**

**Feminine atmosphere.**

**Stereotypical masculine ego.**

**There is a challenge of finding the right activities to attract men.**

**Problem of upbringing.**

1. Name **three** heroes men should emulate as they attend the church services as mentioned in the passage. (3 mks)

**Moses, Elijah and Peter**

1. State **two** ways in which more men can be encouraged to attend church services as discussed in the last paragraph of the passage. (2 mks)

* **Men should be challenged to emulate the heroes of the faith.**
* **The Christian life should be presented as the adventure it truly is.**
* **Praying that God would increase the number of men in the church.**

1. Write down the message that the writer of this passage is trying to pass across. (1 mk)

* **There is a need for men to attend church service.**

1. Give the meaning of the following words as used in the passage. (3 mks)

(i) Congregations - **worshippers/church goers**.

(ii) Floral - **flowery/flowered**

(iii) Hypotheses - **theories**

**QUESTION 2: THE EXCERPT**

1. **Before**

Oluisudori had visited Kaelo's home. He had arrived as an unwelcome guest and

forced himself into the house despite the reluctance of Resian, Kaelo's daughter. Resian had just told her mother that she considered Oloisudori ill-mannered because of his behaviour.

**After**

Oloisudori keeps on pestering Resian in a suggestive manner, making her uncomfortable before she is saved by the arrival of her father.

1. **The plight of women**- Women are taken as objects of sexual pleasure. Consider the way Oloisudori was looking at Resian and talking to her suggestively.

Women were also supposed to be too submissive Resian's mother expects her daughter to ignore the open sexual harassment from the visitor. (2marks)

1. **Vivid description**- Resian's thoughts are vividly described by the author. Meant to show how naive she is about her people's traditions.

**Dialogue** Oloisudori and Resian are engaged in a dialogue, Resian and her mother are also involved in a dialogue. This dialogue brings out the contrasting views on various aspects of the people's traditions while developing their characters. (6marks)

1. Oloisudori had helped. Resian's father to acquire money to start his business, build his home at Nasila and also he had helped him get contracts to sell agricultural inputs. (3marks)

**(e)** He said sarcastically that it must have taken long for her (Resian) to decide whether to give him a cup of tea. (l mark)

**f)**He was corrupt got contracts by corrupt means

He had been a poacher earlier.

He was known to intimidate people in order to marry their daughter, as he did with Kaelo.

**(g)** Oloisudori- he was **arrogant/boastful**- he was speaking to Resian sarcastically. (2marks)

Resian she is **perceptive**- She was able to judge correctly that Oloisudori was not a good man. and instinctively, she sensed cruelty in him." (2marks)

**h)**(i) languorous-***lacking energy and vitality, not lively***.

(ii) hypnotized- ***shocked/astounded***

**QUESTION 3: POETRY**

1. The persona in the poem is a slave**√** – ‘I am shackled and sold to weep the tears of a slave.’**√**
2. The persona is being taken away from his homeland **√ ,** travelled through the sea **√**to work as a slave and in the process he is **separated from his relatives√.**
3. The dominant styles are:
   1. Rhyme – shore, more; wave, slave: borne, torn; brave, slave. It creates rhythm in the poem.
   2. Repetition – the phrase ‘tears of a slave’ has been repeated for emphasis.

*Any other relevant style*

(1 mark for identification and illustration. 1 mark for stating its effectiveness.)

1. Contemptuous **√**– the poet condemns slavery by highlighting the tribulations of the slaves **√** e.g. the pain of being separated from their families.
2. The Knaves are the European/Colonialists **√** because in the history of slavery, it is the European who came to Africa to capture slaves **√.**
3. He questions the beliefs of Christianity **√** by asking why it has allowed the demons of slavery to rave **√.**
4. He appeals to God to save them from slavery **√** – just heaven to thee I appeal, hast thou not the power to save? **√**
   1. I am separated from my wife and children.
   2. I am so sad.
   3. I am yearning for your care.

**QUESTION 4: GRAMMAR**

a) i) Smoking in the room, they forgot to close the door.

ii) The president addressed the nation for three hours; however, he did not talk about war on graft.

iii) Neither the teachers nor the principal was in school.

iv) Under no circumstances can what you are doing be accepted in an ordered society.

b) i) continuous

ii) unemployment

iii) maintenance

c) i) in

ii) among

iii) within

(d) i)despise

ii) surrender/yield

iii) proposed/ suggested// created

(e) (i) All matatus have hiked the **fare**.

(ii) The boys left **their** books in the field.