

MARKING SCHEME

1. FUNCTIONAL WRITING

With only two days to opening of the school, your father has given you sh. 3000 to buy all the items you would need at school. Write the shopping list to include all these items. (10marks)

2. Read the following passage and then answer questions that follow.

The ultimate purpose of education is to enable persons to acquire intellectual and moral autonomy. In this quest for autonomy, the youth and adults must themselves submit to genuine authority if their objective is to be realized. This kind of situation can be paradoxically summed up as: To gain freedom, we must start by giving it up.

Throughout the history of childrearing, it appears that parents love their children and sometimes may find themselves **loving them too much**, and consequently each successive generation tries to make things easier and better for the next one. This is true when you look around and in spite of the pressures that bog us down, we at least try to show affection to the children more openly as opposed to the last generation of parents.

As you go back the ladder of generations, affection for children as witnessed today **diminishes**. Maybe this was because of large families which made it impossible to zero the affection on each and every child. Our modern day parental affection and determination to create a better future for our children takes toll on discipline. This, according to Edward Power's philosophy of Education, loosens the reign of control, old ways of acting are jettisoned and old formulae of discipline are discarded.

This is sometimes a cause for worry and anxiety. Are children being given too much freedom? With all this freedom, can they be expected to become fully responsible members of society? Can they be depended on?

Many more parents are sending their children to boarding schools where they are not exposed to parental discipline. This **onerous** task has been left to the teachers. Whenever parents visit their children in school over the weekends, there is evidence of too much affection exhibited in the form of unnecessary items and excessive pocket money being dished out to the children.

The parents believe that in boarding schools the teachers would be able to enforce strict control and administer sterner discipline. So, in the absence of a family to assert discipline in the upbringing of the children, parents call upon teachers to exert the moral authority they themselves are reluctant to impose! So again, this principle where teachers take the place of parents and guide the growth of

children with the authority of their parents, can lead to socially unhealthy children which in essence might disrupt their education.

On the other hand, school has a significant role to play in the moral and intellectual education of children who need freedom to grow, have latitude in order to discover their interest and talents; but they need genuine guidance to help them scheme out apt avenues to express ideas and interests. The questions are: How much of the freedom should the children have? And when does guidance become restrictive of formation and coercive of freedom?

It is against this background that we must not allow the spirit of permissiveness to let us surrender the **legitimate** functions of guidance. The surrender accord students freedom bordering the licence, which makes the attainment of personal autonomy- the ultimate aim of education – almost impossible. If children reject scholastic discipline and authority as it appears to be the case now in Kenya, the likely results is educational confusion which will in consequence mean the teachers authority to perform duty is eroded.

Without authority, guiding students to gain experience and autonomy to define their objectives and motives, which is the aim of education, would have failed. To attain this objective, it is important to gain this ideal step – by – step by striking a balance between authority and freedom, the society expectations, and the school. To avoid chaos therefore, the much – talked – about guidance and counseling departments must be strengthened to help our students attain the set objectives of education.

Questions

1. What is ironical in the first paragraph? (2mks)

What is ironical is that to gain freedom one must surrender it. This appears to contradictory.

2. How can we tell that generation of parents makes things easier for their children than the previous one did? (2mks)

We can tell this from the fact that the current generation of parents shows affection more openly despite the fact that they are weight down by pressure

3. Rewrite the following sentence using the word “probably”.

Maybe this was because of large families which made it impossible to zero the affection on each and every child. (1mk)

Probably this was because of large families which made it impossible to zero affection the affection on each and every child.

4. Why do you think the author is opposed to parents giving unnecessary items and excessive pocket money to boarders? (2mks)

This is because the children become spoilt and are not likely to respects the authority of the teachers.

5. Rewrite the following sentence in singular. (1mk)

The parents believe that in boarding schools the teachers would be able to enforce strict control and administer sterner discipline.

The parents believes that in a boarding school the teacher would be able to enforce strict control and administer sterner discipline.

6. What are the possible consequences of leaving the discipline of children entirely in the hands of teachers? (2mks)

The consequences are that the parents rose their moral authority to instill discipline. This in turn leads to socially unhealthy children , a fact that might disrupt their education

7. Following the author's argument, how can parents and the school work together to enable children to acquire the goal of education? (4mks)

- **Parents must instill discipline at home**
- **They must desist from spoiling their children and abdicating their parental responsibility. If this is done, the school will receive students who they can easily mould and guide in gaining experience and the importance of education autonomy.**

8. What do you think is meant by striking a balance between authority and freedom? (3mks)

It means being given adequate freedom to grow into independent human beings, who must also be subject to reasonable restrictions and the importance of respecting and obeying authority impressed upon them

9. Explain the **meaning** of the following words as used in the passage. (3mks)

- a) Diminishes - **Reduce/ decrease**
- b) Onerous - **Difficult**
- c) Legitimate- **reasonable/ genuine/basic**

3. CLOZE TEST

Culture is a...**set**of beliefs that governs and guides the**life**.....of a community. In many instances, culture and religion have striking**similarities**.....

Religion, whether Christianity or Islam ismade..... up of a system or rules, written and unwritten that**ensure** every member conducts him/herself in an**acceptable**... way.

Religiosity is**therefore**....., not denouncing our culture as some have made it their**habit**..... We can, to some extent, be**tolerant**..... towards those whose faith, hope and trust revolve**around**.....their traditional beliefs.

4. ORAL SKILLS

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

Hush, little baby don't say a word
Papa's gonna buy you a mocking bird

And if that mocking bird won't sing,
Papa's gonna buy you a diamond ring

And if that diamond ring turns brass,
Papa's gonna buy you a looking glass

And if that looking glass gets broke,
Papa's gonna buy you a billy goat

And if that billy goat won't pull,
Papa's gonna buy you a cart and bull

And if that cart and bull fall down,
You'll still be the sweetest little baby in town.

a) Classify the **song** above. Give reason for your answer. (2mks)

Alullaby; A singer sing to make a child silent

b) List the things the person to whom the song is sung is likely to receive. (5mks)

- **Mocking bird**
- **Diamond ring**
- **Looking glass**
- **Billy goat**
- **Cart and bull**

c) Who is possibly singing this song? (2mks)

**the baby's sibling. He/ she refers to papa
it could also be the baby's nurse.**

d) For what reasons do the singer sing the song above? Write the lines to illustrate your reasons. (4mks)

- **To keep the baby quiet- 'Hush little baby don't say a word'.**
- **To give the baby promises - "papa gonna buy a mocking bird.**

e) To whom is the song sung? Give a reason for your answer. (2mks)

A baby - Papa is mentioned

- **Referred to as little baby**

f) Explain the economic activity of the people from whom the song is sourced. (2mks)

Livestock keeping Abull, billy goat mentioned.

g) Write the line 'papa's gonna buy you a looking glass in Standard English. (2mks)

Father/daddy is going to buy you a mirror/ looking glass.

h) And if that billy goat won't pull. Rewrite by replacing the underlined word with two words. (1mk)

And if that billy goat will not pull.

i) Write a word **pronounced** exactly the same way as each of the following. (5mks)

a) Whine.....**wine**.....

b) Tire.....**tyre**.....

c) Stare.....**stair**.....

d) Rest.....**wrest**.....

e) Oh.....**owe**.....

f) None.....**nun**.....

j) Underline the **silent** letter in; (4mks)

a) Christmas **/t/**

b) Cupboard **/b/**

c) Acquit **/q/**

d) Equity **/u/**

5. GRAMMAR (15MKS)

a) Use the words given in the **appropriate form** to complete the given sentence. (3mks)

i) The children played**merrily**.....during the party (**merry**)

ii) I am**fully**.....aware of the case (**full**)

iii) Don't just sit there**idly**.....help her. (**idle**)

b) Use appropriate **conjunction** to complete the given sentences. (3mks)

i) She was in great pain ...**but**.....did not complain.

ii) Some people leap before they look**therefore/as a result**.....they live to regret.

iii) Some people have good books**but**..... Unfortunately they never read.

c) Underline the word you would **stress** in each of the following sentences. (4mks)

i) The prefect shouted at us

ii) He bought a pen

iii) We went to school with her

iv) They sold off their cows

d) Change the following sentences to **active voice**. (3mks)

i) The best composition was written by Wanja

Wanja wrote the best composition.

ii) The house on the hill was built by Hussein.

Hussein built the houses on the hill

iii) Oranges are eaten by the students.

Student eat oranges.

e) Underline the **prepositional phrase** in each of the following sentences. (4mks)

i) He jumped into the river

ii) The thief ran across the bridge

iii) There are three students in the dormitory

iv) He has worked hard for his final examination.

f) Use the correct form of the verb in bracket. (3mks)

i) The signs at the police station... **were**..... (be) barely visible.

ii) Everything but eggs**were**..... (was/were) in the same box.

iii) The boats in the fleet.....**go**..... (go/goes) out at eight.