PATHWAY EVALUATION EXAMINATION - 2018

English Paper 2
FORM 4
JULY SERIES

MARKING SCHEME

1. **Read the passage below and then answer the questions that follow**.

Populism is a cancer that has eaten right into the very fabric of our education sector. Decision - making on education matter are no longer based on in-depth research but on political mileage to set strategies for educational developments. The political class, **purporting** to represent the interests of the ordinary, uses the education of our children as their flags in their quest for power. The entry of these self-seekers into the education sector has disorganised structures and systems, tampered with educational contents, teaching methods, assessment and evaluation of institutions. The politically engineered 8-4-4 system thrust on the Kenyan education system, burden the children and teachers with book materials to be mastered through rote learning. Though the curriculum subjects and material are condensed, there is still so much irrelevance in the contents. In a number of schools the curriculum is not fully covered. The situation has been made worse by teachers shortages.

As teachers grappled to put the 1984 KANU government-designed curriculum, NARC (National Rainbow Coalition) government that come into power after resoundingly defeating KANU threw in a new challenge to the education sector. In the fashion of its predecessor, NARC shoved free schooling on ad hoc into Kenyans education - **devoid** of the benefit of research.

The result was an instant shortage learning resources and teachers. Schools run in shortage of 60,000 teachers in the 18,000 primary schools and 5,000 secondary schools in this country. The scarcity of teachers adversely affects normal teaching / learning processes that are sometimes disrupted by students' riots.

In some schools inadequate teaching resources and facilities makes teachers skip some lessons and therefore a student become idle, bored and highly irritable. As IPAR Report (2008) puts it. "In such state, they can become violent at the slightest provocation." The reports adds, "From observation, violence in schools coincides with the times when teachers are agitating for action on issues affecting them such as higher salaries and hence they have no time for students. "The morale of the teaching fraternity has reached **rock-bottom**. Remuneration is believed to be the most demoralizing factor. Teachers' salaries compare unfavourably with their salaries of their peers in the public service. Although, the Teachers Service Commission (TSC) is the employer of teachers in public schools, the government controls the remuneration of teachers and 'may often see no urgency in encouraging seamless implementation of a progressive reward system' (IPAR 2008, Report).

Teachers express **apathy** because of lack of employer motivation and poor administration, among other negative factors. Their work environment has discouraged them from making efforts to improve performance, which affects students who may vent anger by destroying school property to attract attention.

Adaptation from "Education Insight"

Questions

(a) According to the passage, how does populism affect education sector? (2marks)
Decision making on educational matters is basedon political mileage as opposed to in-depth research.

(b) What are the weaknesses of the politically engineered 8 - 4- 4 system? Give your answer in note form. (4 marks)

- **Burdens students and teachers with book materials.**
- **Irrelevance in the learning process.**
- **Shortage of teachers.**
- **Incomplete curriculum coverage.**

(c) Explain the figure of speech used in the first paragraph. (2 marks)
Metaphor.
Populism is a cancer that has eaten right into the education sector - Just like cancer populism is destroying the education sector and it's hard to remedy.

(d) Explain the added challenge that arose when the NARC government soon took over power. (2 marks)
Policy on free schooling devoid of the benefit ofresearch leading to instant shortage of learning resources and teachers.

(e) According to the passage, how can inadequate teaching resources translate to students' riots? (2 marks)
When schools lack enough resources and facilities students become idle, bored and irritated which can lead to violence at the slightest provocation.

(f) The situation has been made worse by teachers' shortage. Add a tag question. (1 mark)
The situation has been made worse by teacher's shortages, hasn't it?

(g) "The morale of the teaching fraternity has reached rock-bottom," the report stated. Rewrite in the reported speech. (1 mark)
The report stated that the morale of the teaching fraternity had reached rock-bottom.

(h) What has killed teachers' optimism according to the passage? (2 marks)
Poor remuneration has killed their optimism.

(i) Explain the meanings of the following words and phrases as used in the passage. (4 marks)
i. rock-bottom **lowest possible level**
ii. Apathy **lack of interest**

iii. devoid **without/empty**
iv. purporting **claiming**

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2. Read the excerpt below and then answer questions that follow.

Vera did not want to be held, and the big flashing eyes on her skinny face were restless and tempestuous. Even adults were a little afraid of her. She however had one saving grace; her capacity for love. Hers was and would remain a passionate nature. She took nothing for granted. She was completely loyal and from an early age her sister was the object of love and protection. It was her business to see to it that Becky was happy and had everything she needed. She was willing and ready to do battle with anyone who crossed Becky's path and she was a fearless fighter although tears were ready to fall at the slightest provocation. Once when she was about five, she almost tore a playmate apart before anyone realized what was happening because she was screaming at the top of her lungs while pummeling him. The boy remained mute and shocked and did not or could not utter a sound. He only remembered to snivel a little when they pulled the screaming Vera off him.

When the girls were two, Mark got his long awaited promotion and moved to a slightly bigger house which had an extra bedroom. It was just in the nick of time for Elizabeth was pregnant again and sleeping arrangements were becoming tricky. Their joy was however tempered by the fact that owing to the state of emergency, the country was becoming more and more dangerous even for ordinary people between the White Johnies on one side and the Mau Mau freedom fighters on the other, death could arrive without warning. It was therefore decided that as soon as the baby was born, Elizabeth would move back to her old teaching job at Alour where it was much safer, being far from the central region which was the enclave of the freedom fighters. Aoro, a bouncing boy and the apple of his father's eye was born in the middle of a long dry season thus his name. When he was two weeks old he was whisked off to Alour with his sister. When she heard about it, their paternal grandmother was furious.

How can you allow that woman to take off with my grandchildren? Is this why they refused to take a bride price for her? So that they could treat us like dirt?

Mother nobody is trying to treat anyone else like dirt. It is just that there is no suitable school for her to teach in around here. She can bring the children over during the holidays.

Huff! Snorted his mother. Mark was almost sorry he had stopped by to see his mother on his way back to Nakuru. Things became very bad and lorries carrying the dead, purportedly Mau Mau were a common sight. There was suspicion everywhere -white against black and black against white .the kikuyu especially suffered greatly- and could be shot, maimed, killed or translocated at a moment's notice. They returned atrocity for atrocity and blood flowed- both black and white. Mark was very lonely without his wife and children. He particularly missed little Vera's constant chatter which he had found so irritating before. She had been tireless and irrepressible, but now he would have given anything to hear her say: Father why is mother's stomach so big?

(a) Describe what happens before and after the excerpt. (4marks)

Before

- **The twins had been born.**
- **The writer takes the reader though their differences, Becky all soft, cuddly and pretty and just plain irresistible, People wanted to touch her, to hold her and she was quite accommodating unlike Vera.**

After

- **The father would tell her he didn't know but she should ask herself.**
- **She would go something like- mother, father wants to know why your stomach is so big.**

(b) Explain **two** character traits of Vera according to the excerpt. (4marks)

- **Protective /loyal /loving**

.. and from an early age her sister was the object of her love and protection.

- **Brave /fearless she was a fearless fighter.**
- **Emotional. her tears were ready to fall at the slightest protection.**
- **Chatty. Vera constant chatter**

(c) Identify and illustrate **two** features of style employed in the excerpt. (4marks)

- **Humour**
- **was screaming at the top of her lungs)))))**
- **the boy remained mute and shocked .**
- **He only remembered to snivel a little when they pulled)))**

- Dialogue How can you allow.

(d) Discuss the themes brought out in the excerpt? (6marks)

- **Family Mark/ Elizabeth was already pregnant.**
  - moved to a bigger house.
- **Traditions naming of the boy Aoro according to season.**
- **Family conflict- mother in law quarrelling.**
- **fight for independence/ effects of Mau Mau fighters.**
- **Education her old teaching job..**
- **Insecurity it was much safer**

(e) In note form, summarise the effects of war as seen in the extract. (4marks)

- Death
- maiming
- Families separate.
- Translocation of people/ creation of refugee camps

- Animosity.
- Suffering people get shot.

(f) Mark is said to have been lonely. This loneliness leads to something. Briefly say what happens. (3marks)

- He began to spend a lot of time drinking with his friends.
- He got involved with a girl.
- She declared herself pregnant.
- That brought him to senses. He chased her away and decided to go see his family.

3. Read the song below and then answer the questions that follow.

Soloist : Greetings to you comrade warriors.
Others : Greetings!
Soloist : Do you know or you do not know me?
Others : We do not know you?
Soloist : I know you know me not
For I am he who is known as Ole Pare who wears a loose ring
And who owns stout steers and a healthy herd.
That bears in the months of plenty.
That are over-weight by fat.
Others : Yes it is him indeed!
Soloist : He that owns heifers with large stomachs.
For whom the meadow is insufficient but who gets stuffed at the valleys.
Where cow bells are removed[1]
As they are grazed together with those of the king's
Others : It is him!
Soloist : I have the blue one with the horn.
Whose beauty resists branding.
Who leads the large herd of Kilapa[2]
Whose numbers pose difficulty when moving homes.

From Naom Kipury, Oral literature of the Maasai

Notes: 1. To prevent them from being discovered.
2. Name of a cow.

(a) In which category would you place this song? Give a reason for your answer. (2marks)
Praise song/ panegyric. The soloist praises himself for what he owns.

(b) Explain the economic activity of the people depicted in the song. (2marks)
Livestock keeping. The soloist keeps a large herd of cattle.

(c) Explain **two** political aspects of the people from who the song is sourced. (4marks)
They have a king.
There are warriors. The soloist and the others are warriors.

(d) The soloist seems to be rich. Cite his possessions. (2marks)
- **Stout steers**
- **Heifers with large stomachs**

(e) Discuss **one** theme evident in the song. (3marks)
Wealth/possession. Soloist owns…….

(f) If you have gone for fieldwork to collect the above oral narrative:

i. Highlight **three** of its aspects you would analyse. (3marks)
- **Themes**
- **Genre**
- **Styles used**
- **Its functions**

ii. Mention **three** methods you would use in its collection. (3marks)
- **Interviews**
- **Recording performance**
- **Observation**
- **Participation**
- **Administering Questionnaires**

(g) I know you know me not
End: …me
I know you don't know me.

4. GRAMMAR

(a) Rewrite the following sentences according to the instructions given. (4marks)

i. No man can serve two masters.
Begin: Are…
Are there two masters who can be served by one man?

ii. We should profit through experience.
Begin: it …
It is through experience that we should profit.

iii. A hermit lives on the top of the hill.
End: …hermit
On the top of the hill lives a hermit.

iv. Nothing I will share with him.
Correct the error
I will share with him nothing.

(b) Rewrite by avoiding the repetition of words underlined. Do not change the meaning of the sentences. (3marks)

i. The tour took a long time, but <u>the tour</u> was fascinating.
The tour took a long time, but it was a fascinating one.

ii. The climate of Belgium is like <u>the climate</u> of Pune.
The climate of Belgium is like that of Pune.

iii. I saw two green mangoes but I was given the two yellow <u>mangoes</u>.
I saw two green mangoes but I was given the yellow ones.

(c) Fill the blank space with a more suitable pronoun from the ones given. (3marks)

i. To ……did you lend the guidebook? (whom, who) **whom**

ii. The winner of the race was …….(she, her) **she**

iii. I know of no other person who is as committed as ……. (he, him) **he**

(d) Fill the blanks with the most suitable prepositions. (3marks)

i. Anna decided …….her goals. **about**

ii. We insured our house ……..storm damage. **against**

iii. That accounts …….his success. **for**

(e) Explain the difference in meaning between the following sentences. (2 marks)

i. Mary even learnt how to write.
Learning to write was only one of Mary's achievements.

ii. Even Mary learnt how to write.
Mary like other people learnt to write.