

## MARKING SCHEME

### 1. COMPREHENSION

- a) Dealing with social rejection in the process of developing social skills among children (2mks)
- b) The number one need of any human being is the need to be liked by other humans (1mk)
- c) The inability to read non-verbal cues; understanding their social meaning and coming up with options for resolving a social conflict (2mks)
- d) Social rejection is likely to lead to: (2mks)
- Children getting poor grades
  - Dropping out of school
  - Developing substance abuse problems
  - Problems in relating with others.
- e) Children who are shunned by others have few opportunities to practice social skills while those that are popular have more than enough opportunities to perfect theirs.
- f) Present it as learning opportunity rather than a punish parents should teach social skills just like they teach numeracy skills (2mks)
- g) He/she asked me/him/her how I/he/she would feel if Emma was hogging the tyre swing?. (1mk)
- h)–Ask the child what happened and listen without judgment.
- Ask the child to identify their mistake.
  - Help the child identify the cue they missed or mistake they made.
  - Create an imaginary but similar scenario where the child can make the right choice.
  - Give the child “social homework “by asking him to practice this new skill. If not in note form penalize by half the total mark
- i) –Authority figure-parent/teacher/growth up
- Shunned–avoided
  - Jump on board–eagerly follow the lesson on socials kill

**2. Except.****Before**

- a) Mrs. Linde has just visited Nora. Mrs. Linde has just started sewing Nora's dress. Nora informs Mrs. Linde that Dr. Rank suffers from consumption of the Spine/√1/ Nora tells Mrs. Linde that Dr. Rank is Torvalds's most intimate friend/√1 Nora intimates to Mrs. Linde that Dr. Rank is so absurdly fond of her (Nora)

**After**

Nora requests Mrs. Linde to leave so that she can play with her children. She tells Mrs. Linde Ann will help in dress making

- (b) Because Nora seems to be close to Dr. Rank. and Mrs. Linde thinks Nora is naïve. Mrs. Linde has experience in such kind of relationship. She cares for Nora/
- (c) She feels the relationship is inappropriate **1mrk**, since she has a past experience that seems to be closely related to Nora's **1mrk**
- (d)
- i) Secretive/√1.... she has never told her husband Torvald that she borrowed money. √1.
  - ii) Firm/ principled- she did not borrow money from Dr. Rank although she say if she did, he would have definitely lent her. √1.
  - iii) Temperamental/√1. Nora says she can tear it into a hundred thousand pieces and burn it up- the nasty dirty paper. √1. (*accept any appropriate alternative*)
- e) And can tear it into a hundred thousand pieces and burn it up- the nasty dirty paper; Nora Cannot possibly do this. √1 It means she is very annoyed. √1
- f) Contemplative attitude- Christine feels and thinks that Nora is hiding something from her and feels that Nora should seek for alternative way to iron out the discrepancies in her marriage.
- (g) Betrayal- Nora tells MrsLinde that she will make an end of it behind the husband's back "..... And that will be behind his back too..." (*Accept any appropriate alternative*)
- h) No. (**1mrk**) MrsLinde is not right since she thinks Nora is hiding the secret relationship with DrRanksby (**1mrk**) which its just fictitious made-believe story and not real (**1mrk**).
- I)
- i) a rich man/ wealthy/√1.
  - ii) beat about the bush/ sidestep/dodge/equivocate/√1.

Hiding/ withholding

### 3. Oral Poem.

a) *Occasion suitable*

Can be performed to celebrate hunters in the community to show that their role cannot be underrated or show that each subject contributes to the welfare of even leaders; can also be done to remind leaders not to despise the weaker members of society.

b) The oral song alludes to a conflict between leader and his subjects. The questions set the tense mood suitable for such rivalry.

c) Superiority of the hunter is brought by showing that the chief benefits from the effort of the hunter; his status is enhanced by products got from the hunter's efforts. For example the shoes he wears and the drum that heralds his arrival.

d) *Effect of repetition*

“Does the chief say he is greater than the hunter?”

Repetition of this line emphasizes the speaker's contention that the chief is not greater than the hunter, or that the hunter is the special/it prepares the reader for the reasons he is going to prove that the hunter is more valuable. (*accept any appropriate alternative*)

e) *Features of oral poetry evident in poem*

-Simplicity of language e.g. the sandals you wear...

-Conversational style e.g. does the chief say?....

f) *Other sub-genres in same category*

War poem/song

-Initiation song

-Lullabies/children song

-Dirges/funeral songs

-Wedding song

-Work song

**(Accept any two for two marks)**

g) This line means that both the chief and the hunter are filled with arrogance

h) *Attitude of the speaker*

-Critical/censorious for claiming that he is greater than the hunter; he cites items the chief enjoys use of, all courtesy of the hunter.

i) *Mood*

Mood can be tensed or serious since there seems to be a conflict between the chief and his subject.

(*Accept any appropriate illustration /relevant mood*)

### 4. Grammar

(a) (i) He ran away shouting.

(ii) Having written an article, Kamau posted it on the website.

- (b) (i) lay  
(ii) readership

(iii) Inexplicably

- (c) (i) in  
(ii) in  
(iii) to

(d)(i) she bought nothing else to herself but the skirt.

(ii) nobody else bought a skirt for but herself.

(e) (i) Thinking they were thirsty, I gave them water.

(ii) So well did he sing that everyone was impressed.

(f) (i) Owned up, came clean

(ii) Walk out on

(iii) Look down on/upon