

**Term 2 - 2023**  
**ENGLISH (101)**  
**FORM TWO (2)**  
**Time: 2½ Hours**

**MARKING SCHEME**

**1. COMPREHNSION PASSAGE**

**20 MARKS**

**A BILL OF RIGHTS**

A bill of rights is a written a list of rights freedoms of citizens of country. It is designed to recognize, protect and preserve the dignity of people. It is therefore an important part of Kenya’s constitution. The bill is guidance for ensuring that no citizen is treated unfairly. The right to life is a basic right. Every person has a right to live. The life of a person begins at conception. Abortion is, therefore not permitted except in cases where the life of a mother is in danger. It is therefore a crime to take another person’s life.

Every person is equal before the law, and has the right to equal protection and benefits of the law. Before the law, therefore should be no difference with regard to a person’s sex, religion, political affiliation, race or status in society. The law should be applied in all cases equally. For instance, if the law states that punishment for stealing is imprisonment that should be applied in all cases whether the person who has stolen is a Christian or Hindu, male or female, master or servant.

The state shall not discriminate directly or indirectly against any person on any basis including race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth. People should not discriminate directly or indirectly against others on the same bases. For instance, if a student performs well in the Kenya Certificate of Primary Education (KCPE), they should not be denied admission to secondary school because of their religion, race or culture. The state will therefore, take specific measures to ensure that people are not discriminated against.

Women and men have the right to equal treatment including the right to equal opportunities in political, economic, cultural and social activities. In addition, both men and women have an equal right to inherit or have access to and manage property. Any law, culture, custom or tradition that undermines the dignity, welfare, interest or status of women or men is prohibited. For instance, although in some cultures all property including land belongs to men, the constitution states that women have a right to own property. By law, women in such a community can insist on their right to own land and property.

In the proposed revised constitution of Kenya, the state shall take measures to ensure that women and their rights are protected. The state shall also provide reasonable facilities and opportunities to ensure that women realize their full potential and advance in the society.

The youth constitute an important part of the society and are entitled to enjoy all rights and freedoms set out in the bill of rights, taking into account their unique needs. The state shall try to ensure that the youth have access to quality and relevant education, training and employment. The youth shall also be given a chance to participate in governance. The state shall also ensure that the youth have enough chances in the social, political, economic as well as other areas of national life. The youth, like other citizens have a right to associate with others to further their interests within the limits of the law. They are also entitled

to protection from any culture, custom, tradition or practice that undermines their dignity or quality of life. They should lead a life free from exploitation, discrimination or abuse.

It is the duty of every state to observe respect, protect, promote and fulfill the rights and freedoms of the citizens. Laws, policies and other measures should be used to ensure that this rights and freedoms are recognized. A person has the right to complain to the commission of human rights and administrative justice, and take legal action if the rights or freedom are violated, infringed or denied.

### **QUESTIONS**

1. What is a bill of rights? (1mk)

**A bill of rights is a written a list of rights freedoms of citizens of country.**

2. Explain the purpose of the bill of rights? (2mk)

**It is designed to recognize, protect and preserve the dignity of people.**

**The bill is guidance for ensuring that no citizen is treated unfairly**

3. State two rights mentioned in the passage? (2mks)

- ✓ **The right to life**
- ✓ **The right to equal protection and benefit of the law**

4. In what ways, according to the Bill of Rights, are women treated as equal to men? (3mks)

**Women and men have the right to equal treatment including the right to equal opportunities in political, economic, cultural and social activities. In addition, both men and women have an equal right to inherit have access to and manage property.**

5. Explain how the state can ensure that the rights and freedoms of the youth are safeguarded? (3mks)

**The state shall try to ensure that the youth have access to quality and relevant education, training and employment. The youth shall also be given a chance to participate in governance. The state shall also ensure that the youth have enough chances in the social, political, economic as well as other areas of national life. The youth, like other citizens, have a right to associate with others to further their interests within the limits of the law. They are also entitled to protection from any culture, custom, tradition or practice that undermines their dignity or quality of life. They should lead a life free from exploitation, discrimination or abuse.**

6. Explain, using an example, how you can be discriminated against because of your age, religion or sex? (3mks)

**For instance, if a student performs well in the Kenya Certificate of Primary Education (KCPE) they are denied admission to secondary school because of their religion, race or culture.**

7. To whom can people complain if their rights are violated or denied? (1mk)

**The Commission of Human Rights and Administrative Justice**

8. Explain the meaning of the following words as used in the passage (5mks)

- I) Dignity –**worth**
- II) Promote-**advocate for/uplift**
- III) Infringed-**broke/ violated**
- IV) Violated -**broke**
- V) Unique- **extraordinary**

## 1. POETRY

20MARKS

Read the following oral poem and answer the questions that follow.

Ah, are you digging on my grave?  
 “Ah, are you digging on my grave,  
 My loved one? - planting rue?”  
 “No; yesterday ‘he went to wed ‘  
 One of the brightest wealth has bred.  
 ‘It cannot hurt her now,” he said,  
 “That I should not be true.

“Then who is digging on my grave?  
 My nearest dearest kin?”  
 “Ah, no: they sit and think, ‘what us!  
 What good will planting flowers produce?  
 No tendance of her mound can loose  
 Her spirit from Deaths gin;”

### Questions

- (a) (i) Classify the above oral poem giving reasons (3marks)

**Funeral song/dirge- Ah, Are you digging on my grave?**

“Ah, are you digging on my grave,

- (ii) What is the oral poem about? (3marks)

**The poem is about death; the dead hears someone dig his grave and wonders who it might be. He thinks it might be his loved one but hesitates that it might not be her. Later, he realizes that the person actually wanted to plant a flower on his grave. He wonders what good it will bring to him.**

- (iii) What does the singer mean in line three o stanza one?

**The singer means that his/her beloved one is still sorrowful and feels pity and even regrets some past events that may have happened between her and the dead.**

- (iii) Identify and illustrate 3 features of style in the oral poem above (6 mark)

✓ **Ideophone- Ah!**

- ✓ **Direct speech-** ‘It cannot hurt her now,” he said,  
“That I should not be true.
- ✓ **Alliteration** -“No ; yesterday ‘he went to wed ‘
- ✓ **Consonance-** My nearestu dearestu kin?”

(iv) State and explain one social and one economic activity of the community from which this song is drawn (4marks)

**Social activity**

- ✓ **Burial ceremony-** they bury the dead. Ah, Are you digging on my grave?  
“Ah, are you digging on my grave,

**Economic activity**

- ✓ **Crop farming-** they plant flowers. What good will planting flowers produce?

## 2. ORAL NARRATIVE

**20 MARKS**

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

It is God who created men. And since God had pity, he said, “I do not wish men to die altogether. I wish that men, having died, should rise again.” And so he created men and placed them in another region. But he stayed at home.

And then God saw the chameleon and the weaver bird. After he had spent three days with the chameleon and the weaver-bird, he recognized that the weaver-bird was a great maker of words compounded of lies and truth. Now of lies there were many, but of the words of truth there were few. Then he watched the chameleon and recognized that he had great intelligence. He did not lie. His words were true. So he spoke to the chameleon. 'Chameleon, go into that region where I have placed the men I created, and tell them that when they have died, even if they are altogether dead, still they shall rise again-that each man shall rise again after he dies."

The chameleon said, "Yes, I will go there." But he went slowly, for it is his fashion to go slowly.

The weaver- bird had stayed behind with God.

The chameleon travelled on, and when he had arrived at his destination, he said, I was told, I was told ... " But he did not say what he had been told.

The weaver-bird said to God, "I wish to step out for a moment." And God said to him "Go!"

But the weaver-bird, since he is a bird, flew **swiftly**, and arrived at the place where the chameleon was speaking to the people and saying, "I was told ..." Everyone was gathered there to listen.

When the weaver bird arrived, he said, "What was told to us? Truly, we were told that men, when they are dead, shall **perish** like the roots of the aloe."

Then the chameleon exclaimed, but we were told, that when men are dead, they shall rise again."

Then the magpie **interposed** and said, "The first speech is the wise one."

And now all that people left and returned to their homes. This was the way it happened.

And so men became old and die; they do not rise again.

- a) Classify this story. Give a reason for your answer. (3marks)

**Myth- it tells the origin of death- Truly, we were told that men, when they are dead, shall perish like the roots of the aloe." And so men became old and die; they do not rise again.**

b) Describe the **two** traits of the Chameleon as brought out in the story.(4marks)

- ✓ **Intelligent- Then he watched the chameleon and recognized that he had great intelligence**
- ✓ **Truthful/ honest- He did not lie. His words were true**
- ✓ **Respectful/obedient- "Yes, I will go there."**

c) Identify and illustrate any **three** features of oral narratives used in this story. (6 marks)

- ✓ **Dialogue- the actual dialogue MUST be brought out**
- ✓ **Closing formula- And so men became old and die; they do not rise again.**
- ✓ **Moral lesson- we should be truthful. Chameleon lied and this led to human dying and not resurrecting forever**
- ✓ **Direct speech- the speech of a character to be written as it is in the narrative.**  
**Plus any other relevant feature of oral narrative. Styles should not be awarded.**

d) Identify **two** moral lessons we can learn from this story. (2 marks)

- ✓ **We should be truthful/honest. Chameleon lied and this led to human dying and not resurrecting forever**
- ✓ **We should follow God's directives. The weaver bird defied God's words and this led to tragedy- death of humans forever.**

e) Describe **one** social activity of the community represented in this story. (2marks)

- ✓ **Religion- They believed in God and His words**

f) Give the meaning of the following words as used in the story. (3marks)

- i. Swiftly-**quickly**
- ii. Perish-**die**
- iii. Interposed-**implied with authority**

### 3. GRAMMAR

**20MARKS**

a. Choose the correct pronoun from the brackets to complete the following sentences. (3 marks)

- i. Mr. Kamau and    **he**    visited us last year. (He/him/himself)
- ii. John offered Njoroge and    **me**    some biscuits. (I/me)
- iv. Do you think that he is wiser than    **I**   . (I/me)

b. Fill in the blanks with correct word from the brackets

5marks

- (i) All the guests will be \_\_\_\_\_ **dining** \_\_\_\_\_ (dining/dinning) with the king tonight
- (ii) The people of Nasila shunned Emakererei's \_\_\_\_\_ **prophecy** \_\_\_\_\_ (prophecy/prophesy) about the success of the two girls
- (iii) Children should always listen to their parents pieces of \_\_\_\_\_ **advice** \_\_\_\_\_ (advice/advise)
- (iv) They were forced to \_\_\_\_\_ **produce** \_\_\_\_\_ the original documents of the car (produce/produse)
- (v) We had to start early so as to arrive in time for the \_\_\_\_\_ **occasion** \_\_\_\_\_ (occasion/ocassion)

c. Punctuate the following sentences appropriately

4marks

- (i) "Certainly" said Mayo, "I will see the manuscript next week."
- (ii) "Do you live in Kitale?" asked Alex.
- (iii) "Instead of any misunderstanding," the teacher said, "consults the head boy."
- (iv) "Come out now!" the officer ordered.

d. Fill in the blanks with the most appropriate preposition.

4 marks

- i. Give us details \_\_\_\_\_ **of** \_\_\_\_\_ your courses.
- ii. The police wanted proof \_\_\_\_\_ **of** \_\_\_\_\_ their explanation.
- iii. Her performance was amazing \_\_\_\_\_ **beyond** \_\_\_\_\_ any standards.
- iv. He was found guilty \_\_\_\_\_ **of** \_\_\_\_\_ felony.

e. Change the following sentences into the passive.

4marks

i) The farmer had planted the beans.

**The beans had been planted by the farmer.**

ii) The Principal gave the Education Officer the forms.

**The Education Officer had been given the forms by the Principal.**

iii) We expect the strike to end soon.

**The strike is expected to end soon.**

iv) The doctor gave him some drugs.

**He was given some drugs by the doctor.**