

ENGLISH P2 MOCK

MARCH 2019

MARKING SCHEME

POETRY

- (1) A person in love (1mk)
 - (2) Love (2mks)
 - If you feel something like love for me
 - Not to let us surrender to passion
 - (3) Patience: Time for love to mature
 - (4) Personification : Our love has grown
 - Repetition – lets
 - Imagery: - for an echo to our last word.
If you find yourself
Interlocked in my embrace
(6mks)
- Use of hyphen... to create suspense
- (5) Resigned (2mks)
 - (6) Betray (1mk)
Our love has grown/ matured (1mk)

2. NOVEL: ARROW OF GOD

(1) Before

- Ezeulu has entered the market place to perform the feast of the pumpking lecus.
- The women are exacted and ululating
 - Women are waving then leaves around their head and through them to Ezeulu. (4mks)

After

Ezeulu runs to the shrine to cleanse the society (2mks)

(2) Uguye

Mother to Odhuche
Wife of ezeulu

(3) Style in the excerpt

Symbolism – Pumpkin leaves – Symbolic of cleansing
Style – (1mk)
Illustration (1mk)
Explanation (1mk)
Total (3mks)

(4) Odhuche had placed the pylthen and locked it in the box (2mks)

(5) Themes (4mks)

- Tradition
- Superstition/ belief

(1) Before: Timis felt desperate and was tempted to leave the suit case where he had squatted. He felt he would be free by leaving the suitcase.

After

Timis was arrested by two white constables and an African in plain clothes. He was taken to the police station

(2mks)

(2) Unemployment and poverty (any discussed)

Disillusionment Comprehensively = (4mks)

(3) Timis

Courageous

Determined

Hopeful

Dishonest

Liar

Shrewd

Cunning

Any two 2x2= (4mks)

(4) Old rags and a dead baby (2mks)

(5) The suit case symbolizes the hope that Timis has for a better fulika, It's a test of his own moral ambitions and strength of will. (3mks)

4. SAID A MOHAMED: He's far 700 much

Context

1. In an enactment with turrach playing the role of a lecturer asks student to sing the song of the rich us is after the singing that the events in the extract take place

2. 3 Themes: Poverty

- Overdependence on the west
- Exploitation – Africa treated as a dumping ground
- Escapism – hunger explained to have resulted from prolonged drought and not mismanagement

3. Aspects of style

Contrast – Stench vs. fragrance

Paradox – Inside

Outside

No, inside out

No, outside in

Symbolism – Hunger – The suffering of Africans under poor governance and external Influence from the west

4. Character of the teacher

- Unprofessional – Rewards students with
- Incompetent – Seeks explanation of stench from students
- Ignorant – “correct there is outside”
Correct by a student who experiences a fragrance in place of stench
- Theme of poverty

- Africans overindulge in braving their independence at the expense of development (sleep)
- Priority governed
- Misplaced priorities
- Poor education – does not march word standard
- African teachers are escapist- blame draught and nor pror leadership or pror development plan.
- Extravagance – Boss’s order

Items brought from paus

China etc.

Inflated budgets.

- Lack of innovation – Imports even can be locally produced e.g. Kinfe from china, matchbox etc.
 - Corruption and nepotism – doctor
 - Any other plausible
- Mark any 5 well brought out of the point x 2= 10

The west

Treats Africa as damping ground

- Gives assistance (short term) whenever African is in problems instead of assisting to get lasting solutions
- Exploits Africa- obtains law matters – Later sells products and exorbitant prices.
- Draws cheap labour from Africa
- Clothes from the west deny local factories a chance to grow.
- Foreign aid given with sanctions that leave Africa and the mercy of the west.

Any 3 points well explained

Total 15

METHODOLOGY

Functions of Language

- Transmission of information and experience
- Expressing personal feelings

- Instructing and directing
- Establishing relationship
- Creative expression

(4mks)

2. 1st Language

Informal

Unlimited exposure

A lot of motivation

Many role models

2nd Language

Formal

Limited exposure

less motivation

few role models

3. Receptive

Listening

Reading

Productive

Speaking

Writing

(2mks)

4. Develop the Pupils competence in language

- To prepare them to Std 4
- TO develop the pupils general language skills (read and write)

5. Meaningful practice

Use of question and answer drills substitution tables

Songs

Dialogues

Group work

6. Recognizing different shapes

Recognizing own name

Correct eye movement

Recognizing Similar Sounds

Correct book positioning

(3mks)

7. Look and say – Pronounce

- Unite
- Show/ display the object or picture

(Should be in this order)

(3mks)

8. Pronunciation problem

(i) Prenasalisation

Simplification of diphthong

Consonant displacement

Omission or insertion of |H|

Vowel displacement.

(3mks)

(ii) Sheep {Si:p}

One {

Pure {PJue}

Joke {dzouk}

(2mks)

9. (a) Direct

(b) Indirect

(2mks)

10. Story telling

Drama

Dialogue

Poetry

Songs

(3mks)

11. Introduction

Oral preparation

Actual writing

Making and correcting

Reinforcement

12. A document \ work plan that breaks down the syllabus into teachable unit

(2mks)

13. Objective: Show the aims\ of captures the intended outcome

(2mks)

Remarks:

Record the achievement of the lesson taught: Explain when a lesson has not been taught.

- Organize the learning resources on time
- Helps in the System matter teaching
- It helps in focusing on the teaching
- Enables the teacher to organize group activities

(4mks)

14. Certification

Pronuation to another grade for motivation

To assess learners ability of the teaching objective

Assess the effectiveness of the teaching method

15. Composition uniting

Sentence construction

Comprehension reading

Story telling

Dramatization

Poetry

(3mks)