

**PRIMARY TEACHERS MOCK EXAMINATION
ENGLISH MARKING SCHEME**

SECTION A LITERATURE: (45 MARKS)

a) **Who is the persona in this poem?**

An Observer

(1 x 1 = 1 mark)

b) **What is the message communicated in this poem?**

The poem is about the different stages in the life a human being from childhood to old age.

(1 x 2 = 2 marks)

c) **State and illustrate one stage of rivers as described in the poem.**

- Young stage – picks and carries away scum , floods , erodes rocks
- Middle stage – Calm and composed, Waters dance around flowers, Life bursts into existence.
- Old stage – Grow thin, contracting. Damp soul evaporates

(Any 1 x 2 = 2 marks)

1 mark for identification of stage

1 mark for illustration.

d) **Identify and illustrate three stylistic devices used in the poem.**

- Personification – picking up
 - Taking the scum
 - Their rage
 - Run through
 - River grow thin
 - Dance around flowers
- Simile – like a python
- Alliteration - toxins taking
 - Parallel picking
 - Flood and found
 - Rivers cross roads and run
 - Soon turns smooth

- Symbolism - Rivers / water symbolize life / source of life

Compared to blood that runs in the human body to give life “.... Cause a river runs in me”.

- Repetition – I have seen rivers mean that
- Imagery / figurative language – Finger prints of our time

Damp soul evaporates

A flowing reflection

Ground fogs with the rivers spirit

(Any 3 x 2 = 6 marks)

1 mark for identification

1 marks for illustration

e) Explain the meaning of the following lines as used in the poem

- i) that are fingerprints of our time.

Significant events of our lives

- ii) Found others gone too soon.

Some people die prematurely. (While still young)

(2 x 2 = 4 marks)

2 marks each

2. EITHER

a) THE NOVEL: Scarlet song by Mariana Ba.

i) Explain what led to the events in the excerpt.

- Mireille had lost her mind / gone mad
- Killed her son Gorgui by giving him a handful of sleeping tablets
- In the early hours of the morning, Ousmane comes home.
- She attacks Ousmane with a knife – she stabs him in his shoulder and right arm.
- Guillaume and Geneviene (2Gs) call the police and ambulance.
- Early the next morning a police car is sent at Gibraltar to get Djibril and he is accompanied by Yaye Khady to the police station where the inspector told him about his son’s predicament.

(Any 3 x 1 = 3 marks)

ii) **Identify and illustrate any three features of style used in the excerpt.**

- Rhetorical question
- Whatever could this atrocious news be?
- Local language
- Lane – la? Lane – la?
- Use of proverb
- When one abandons one’s own hill, the next hill which one climbs will crumble.
- Metaphor
- An even harder battle be waged (informing Yaye Khady about Ousmane is compared to a harder battle to be waged)
- Simile ...as unapproachable as a lioness in labour
- Vidi description of Djibril walking
- Yaye Khady’s condition after she receives the news.

(Any 3 x 2 = 6 marks)

1 mark – identification

1 mark - illustration

iii) **Explain the relevance of ‘When one abandons one’s own hill, the next hill which one climbs will crumble’ in relation to Ousmane’s life.**

- Ousmane abandon’s his culture
- Mqarries a white woman against her mother’s and friends’ advice.
- In an attempt to go back to his culture, he gets into a relationship with valey matuu
- He beglets Mireille
- The situation almost turns tragic when Mireille loses he mind and attacks him.

(Any 4 x 1 = 4 marks)

iv) **Character trait of each of the following as brought out in the excerpt.**

a) **Djibril**

- Composed / calm – He is able to control himself before he goes out to give Yaye Kahdy the bad news.
- Patient – He takes his time before he tells Yaye Kahady the news.
- Wise / Observant / Reflective – He uses a proverb to capture the situation Ousmane is in.
- Religious – he evokes the name of Allah.
- Emotional – Despite being composed at the beginning, he sobs.

b) **Yaye Khady**

- Emotional / Impatient – She impatiently asks Djibril ‘what is it? What is it? She was trembling
 - Loving / concerned – She keeps asking news about her son. She was as unapproachable as a lioness in labour
- 1 trait for Djibril, 1 for yaye Khady
1 mk ident. 1 mk illus

(2 x 2 = 4 marks)

v) **Explain the meaning of the following statement as used in the excerpt.**

..... the amputation of the pride of his existence.

- Ousmane was Djibril's pride, Djibril fears the death of his son who meant a lot to him.

(2 x 1 = 2 marks)

OR

b) **SHORT STORIES: An Anthology of East African short stories by Valerie Kibera**

i) **Briefly mention one instance for each of the following, that necessitated the yelling.**

a) **Narrator**

Teacher's beatings for failing arithmetics, not bring ashes, not carrying lunch to school for beating Gathu.

b) **Mother** Beatings from her husband for not attending to the sheep before going to church (disobeying the husband)
neglects the children.

ii) **Who is Gathu to the narrator?**

- Gathu is an old friend to the narrator
- Gathu is a childhood enemy
- A former colleague at work
- They trained together

(Any 2 x 1 = 2 marks)

iii) **Explain one character trait of each of the following**

a) **The narrator**

- Focused and ambitious – he goes for further studies

- Observant – notes that his wife still retains her simple ways and looks up to him during their early marriage life.

b) The narrator’s wife

- Responsible – would go on teaching to try and manage the children
- Reliable and trustworthy – would wait for her husband to return from abroad

Any one character trait for each character x 2 marks

1 mark for identification

1 mark for illustration

(2 x 2 = 4 marks)

iv) From your knowledge of the rest of the story, give **one** contrast of early years and the present, of the narrator’s marriage.

EARLY	PRESENT
- Simple living	- Liberation / modern lifestyle
- The wife was submissive and respectful to her husband	- Free, domineering and rebellious / bossy
- the wife was naive	- More outgoing and even takes beer.
- The couple (wife was more) accommodative to the Gathus	- Rejects the Gathus on the basis of their humble life.

(Any one contrast x 2 = 2 marks)

v) **Themes explored by the author in this excerpt**

- Pain / suffering / violence
- Education
- Marriage
- Friendship / love

(2 x 1 = 2 marks)

vi) The author’s main concern in the story “Who Am I”

- Identify crisis / duo identity

(1 x 1 = 1 mark)

vii) **One** feature of style in the excerpt.

- Repetition – yell again
- Comparison – narrator’s wife looks up to her husband like the father’s wives did.

- Contrast – the narrator’s character in the early years of their marriage versus the latter years after the husband returns from abroad and gets a better job.

Any 1 x 2 = 2 marks

1 mark for identification

1 mark for illustration

3. **THE PLAY: Redemption by David Mulwa**

i) **Events lead to the conversation in the excerpt**

- Kitaka had come to see Pst. Manela at the church of old tradition.
- Manila affirms to him that he is a good man
- Kitaka refutes this by saying that it is because Manela does not know all about his past.
- Kitaka seeks Manela’s help to be restored / get back to church.
- Manela asks him to see him that afternoon
- Kitaka says he cannot because he has an appointment to receive payment for the last instalment of the land he had sold.
- Manila tells him not to sell his land, not until they have spoken over the matter.

(Any 4 x 1 = 4 marks)

ii) **Why Kitaka says he “needs that money”.**

- He is a poor man
- His job (as a grave digger) does not pay well as the people in the village do not die fast enough.
- He has many hungry mouths to feed (eight children)

(Any 2 x 1 = 2 marks)

iii) **Stylistic device used in the excerpt.**

- Ellipsis – and then
 That money
 Well I
 But
- Metaphor – thorny branches of a pastor
- Rhetorical questions – you are a good man, remember?
 That won’t change anything, will it?
- Figurative language -and wash his hands
 especially with their eyes open.

Irony - Mutema tells Kitaka that just because he was no longer in charge, it would not change how Kitaka would be viewed by the villagers. This, however, does change when Kitaka repents in church and is restored.

Any 1 x 2 = 2 marks

1 mark for identification

1 mark for illustration

iv) **Why is Pastor Mutema in this place?**

- He had come to hand over the church leadership (1 mk) to Pastor Manela, the new pastor (1mk)

(2 x 1 = 2 marks)

v) **With an illustration, give one character trait of Mutema brought out in the excerpt.**

- Judgment – Judges Kitaka’s sin saying that it cannot be forgotten.
- Harsh/ cruel/ inconsiderate / hard – hearted – Orders Kitaka out of the church
- Hateful – displays hatred towards Kitaka by ordering him out of the church because of his past sin.
- Intolerant – wants Kitaka out of church “Are you still here?” and “Get out from here and keep out.”

1 x 2 = 2 marks

1 mark for illustration

1 mark for illustration

vi) Explain ‘And you are still the same Kitaka we know!’

- He had done a shameful thing / defiled a 9 year old girl / child
- Was excommunicated from the church, as a result.
- He became a drunkard
- Had been in and out of jail (a jailbird)
- Was a social outcast

(Any 6 3 x 1 = 3 marks)

OR

b) MARTHA: Whatever we say, whatever we do is for your own good!

With relevant illustrations from the play “Redemption” explain how this statement is not true of parents

- **Using their children to fight their battles**
- Pastor Mutema is happy that his daughter, Rebecca, is joining university so he could now hold his head high.
- Martha says, ‘You are our only weapon against all those enemies who fled from your father’s fold ‘ a dogger in the heart of their leader’. P.10

- Pastor Elton also wants to use Antoninus success to hit back at Mutema. He should do well. He must! It's the only way I'll teach that barbarous pastor that I am superior to him in all ways ... blessed with an intelligent child who is the talk of the community. P.41.
- ii) The children are given no privacy / freedom
 - Martha reads Rebecca's letters in order to censor her friends.
 - They have no secrets
 - Antoninus says parents are always hanging around p. 82.
 - Rebecca complains that her life is like a book open across the sky for all to read. p14.
- iii) Being overprotective which does not prepare the children to face the world
 - P.98 Rebecca accuses her mother of failing to teach her how to recognize and fight evil people.
 - Her father for not teaching her that the word of God can be used to kill.
 - P.103 – Antoninus complains to his parents that they gave him whatever he needed which did not give him an opportunity to be a man / be able to stand on his own.
- iv) Parents seek / work to secure their children's future. As a result they lose their identity.
 - P. 103: "Dad, when we remove your influence, what am I?" Antoninus complains to his father and says he wants to find his feet and to stand.
 - Martha tells Rebecca that although they're poor, they've ensured that she lacked for nothing. However, they control her life.
- v) Children end up bearing the shame of their parents
 - P. 12 – Rebecca buries her head in her studies to avoid the shame and humiliation at school because of his father fighting with Muthemba in public and rolling in the dust like children.
 - P. 105 – Antoninus also suffers shame because of the evil deeds of his father "You have made the cross that I must carry forever, the cross of guilt on which the lost souls of all the worship[ers in our church are written.
 - P. 105 – Antoninus accuses his father of not thinking about his future, a future with dignity.
- vi) Parents expect total obedience (p.15) thus no meaningful relationships with their children
 - Rebecca fears her father and when he walks into the house (p.19), she 'cowers in abject fear'.
 - Antoninus tells his father that they had never had a son to parents talk p. 102.
 - P.103 He says 'Ever since I was a child I have always listened. Let me talk for once.'
 - It was either their way or the highway.
- vii) They taught their children wrong morals / values / were poor role models
 - Taught to hate p.15 – Rebecca is warned against associating with Antoninus, the child of their arch army.
 - Muthemba rejects the idea of Mutema being being his in – low. P. 104 ' That man! My in law! No! never !!?'
 - Taught to discriminate the poor p.103 ' in all my life you have trained me to shun people ... especially the poor

Any 5 relevant points

1 mk – point

2 mks – 2 illustrations for each point

(5 x 3 = 15 marks)

SECTION B: METHODOLOGY (55MARKS)

4. a) **Give three reasons for this policy.**

- Transition from home to school is made easy for the children.
- Initial reading should be done using language that learners understand.
- Learners participate with ease.
- Promotes good relationship between learners and teacher.
- Learning is meaningful when taught using a familiar language.

(Any 3 x 1 = 3 mark)

b) **Objectives of teaching English to pupils in upper primary classes**

- To prepare them to use English for survival after school / everyday life.
- For use in Secondary education / further education.

(Any 2 x 1 = 2 marks)

c) **Ways a teacher can use to maximize exposure to the learning of the second language**

- Provide plenty material to the target language
- Use second language for routine classroom transactions
- Motivation of learners.
- Reduce formality
- Being a good role model

(Any 2 x 1 = 2 marks)

d) **Specific functions of Oral work in language teaching**

- Build up pupil's vocabulary / sentence pattern
- Develop pupils ability to understand spoken language
- Prepare pupils for language items they will need later in reading and writing.
- Prepare pupils for reading and writing activities at the beginning part of the lessons.
- Evaluate oral work in the spoken form.

(Any 3 x 1 = 3marks)

f) **Ways of helping them with the troublesome words**

- Give practice thorough songs / poetry / tongue twisters
- Give the correct model of pronunciation.
- Teach letter and sound relationship.
- Involve with minimal pairs.
- Use of language game eg 'stop me'

(2 x 1 = 2 marks)

5. a) **Methods of teaching reading in lower primary**

- Look – and – say method
- Phonic method

(2 x 1 = 2 marks)

b) **Reading skills that are learnt in comprehension lessons and reinforced through extensive reading**

- Silent reading
- Reading carefully for meaning
- Reading quickly to extract information
- Reading an extended text.
- Rapid reading
- Making inferences and deductions
- Relating content of the passage to their experiences.

(Any 4 x 1 = 4 marks)

c) **Common causes of reading problems**

- Physical and mental problems eg. Poor eyesight, mental disability.
- Lack exposure to reading material
- Inadequate oral preparation
- Poor development of phonic and word attack skills.
- Use of inappropriate teaching strategies.
- Difficult reading material

(Any 2 x 1 = 2 marks)

d) **How a teacher of English would teach a reading lesson in a standard three class**

- Oral preparation – discussion of pictures, title, characters, related experience, revision of
- words and sentence structures
- Word recognition – use of flash cards to revise words, use phonic method to
- Guided reading – pupils to read aloud
- Checking understanding – answering oral questions

1 mark for each step + correct action

Order must be maintained

(4 x 1 = 4 marks)

6. a) The procedure for writing lesson plan for a standard 5 class

- Introduction
- Oral preparation
- Individual writing
- Marking and correcting

Order must be maintained

(4 x 1 = 4 marks)

b) **Pre-writing skills that pupils need to acquire before they can begin to write.**

- Auditory skills
- Visual skills
- Manual skills
- Muscle co-ordination
- Eye – hand co-ordination

(Any 3 x 1 = 3 marks)

c) **Common problems in handwriting.**

- Poor letter formation
- Dismembered letters.
- Poor letter alignment
- Mixing capital and small letters
- Mirror writing

(Any 4 x 1 = 4 marks)

7. a) **Ways a teacher of English can test spelling.**

- Dictation of single words or sentences containing the required words
- Word completion
- Identifying a wrongly spelt word from a group of words

(Any 2 x 1 = 2 marks)

b) **Methods of testing in English**

- Oral testing
- Written tests
- Projects
- Practical work

(Any 3 x 1 = 3 marks)

c) **Qualities of a good test**

- It should be balanced
- It should be well timed
- It should have appropriate language
- Should have questions that elicit specific intended answers
- Should have clear questions.
- Should test work covered

- Should be valid
- Should be reliable

(Any 3 x 1 = 3 marks)

8. a) **What is a scheme of work?**

It is a breakdown of the syllabus into teachable units

(1 x 1 = 1 mark)

b) **Reasons for preparing a scheme of work.**

- Makes teaching systematic
- Helps the teacher to identify relevant teaching learning activities
- Helps the teacher in selection of teaching / learning resources
- Helps the teacher to determine the most appropriate assessment methods.
- Helps the teacher to break down the syllabus into manageable and teachable units

(Any 4 x 1 = 4 marks)

c) **Reasons for using audio – visual resources in an English lesson.**

- Provide variety and hence break monotony of presentation
- Motivate learners
- Provide pronunciation models
- Make learning real and meaningful for better understanding.
- Enhance retention / memorability

(Any 2 x 1 = 2 marks)

d) **Possible remark a teacher of English would write under self- evaluation in lesson plan.**

- The lesson was taught and objectives achieved since learners were able to answer comprehension questions correctly.
- Although the lesson was taught, the objectives were not achieved as learners were not able to answer comprehension questions. A remedial lesson is planned to re-teach the content.

(Any 2 x 1 = 2 marks)

e) **Functions of a syllabus for English**

- Indicates the sequence of content to be taught
- Helps to identify the language items to be taught
- Helps to identify the specific objectives of teaching English
- Helps in selection of suitable activities
- Helps to select suitable learning resources.
- Helps in selection of appropriate assessment methods

- Suggests time allocation for each content to be taught.
- Provides the number of lessons to be taught in a week and their duration.

(Any 2 x 1 = 2 marks)

f) **Ways a teacher of English would integrate the teaching of “How to promote the use of solar energy”, in the teaching of English for a standard 8 class.**

- Using comprehensive passages
- Debates / discussions
- Sentences construction / language pattern
- Vocabulary / new words
- Story telling
- Poems / rhymes
- Dramatization
- Writing compositions

(Any 2 x 1 = 2 marks)