

ENGLISH MOCK PAPER 2 MARKING SCHEME 2019

1. (a) The poem is about the behaviour of animals, birds, plants and even inanimate objects like cups whenever they encounter each other. Their behaviour is better than that of human beings.

ii) About the bad behaviour of human beings. (Any 1 x 2 = 2 marks)

(b)

i. Dogs – sense a kinship, stop, sniff, then part.

ii. Birds – beak to beak greeting flare.

iii. Cup – make a sound as they touch.

iv. Leaves – rustle

v. Humans – voice is hushed and repulsive and unresponsive to one another. Uncaring of others welfare and noisy. (Any 5 x 1 = 5 marks)

(c) The poetic devices used in the poem include:-

i. Alliteration – stop, sniff, strangers silently

ii. Contrast – behaviour of animals contrasted situational with that of humans.

iii. Irony – it is expected that humans behave better than we see the reverse.

iv. Personification –

v. Rhyming word – air, flare, behind, mind

vi. Repetition - beak to beak

Identification – 1 mark, illustration – 1 mark (any 2 x 2 = 4 marks)

(d) The mood of the poem is

i. Ironic – humans are intelligent yet other animals behave better.

ii. Satirical – the poet makes fun of human beings they should learn from animals, plants and cups.

Identification – 1 mark, illustration – 1 mark (any 1 x 2 = 2 marks)

(e) “Yet the human voice is hushed”

Means that human beings are hush to one another. They are either silent or violent. Do not exhibit genuine concern to one another. Do not exhibit genuine concern to one another. (1 x 2 = 2 marks)

Symbolic characters

(i) Heezfar
Tumach



symbolize laziness-sleeping in excess and literally do not work, yet they want to live luxuriously and comfortably.

- (ii) Mari symbolizes the developed world that were former Colonial masters. Like Mari, who has been lured by sweet promises from Tumach only to come and disappointedly find that all these were white lies; the development partners come to invest in Africa but find the infrastructure, security, corruption etc in a sorry state.
- (iii) Tumach symbolizes the African countries leaders who promise heaven on earth yet the situation on the ground in the direct opposite. There is corruption, impunity, poverty, suffering, nepotism, bad leadership, laziness, just to mention a few.
- (iv) The teacher symbolizes the sorry state of our education systems, this is a continent where people go for professions outside their talent as long as they can earn a living. Teachers are so half-backed, ill-prepared and damn-ignorant about critical content of their areas of specialization.
- (v) Boss symbolizes rampant corruption and impunity among the African workforce. The Boss corrupts the auditor so that thieves can be concealed. Both convene to do just this – much to the detriment of the simple mwananchi (citizen).
- (vi) Heezfar }
Tumach } Both symbolizes the rotten state of the African political, economic and social systems that are best done away with for a new era to dawn. In fact their deaths are symbolical of the eventual end of the current phenomena so that the changes that are desired could be realizable.

Should be discussed in terms of:-

- The weight of the problem as brought out in the play.
 - The effect of the problem.
 - Personal suggestions of solution(s) to deal with the menace.
- (a) Heezfar and Tumach have just realized they are too hungry. They have got a moulded cassava, the only provision left for them to munch on. They decide to peel it and eat it, only to realize that they have no knife. Heezfar ends up peeling the cassava using his nails. (2 marks)
- (b) Major issue of concern (Thomas)
- (i) Dependency syndrome – Tumach wonders why his friend is worried, yet there is nothing that an African can come up to with that the white have not thought of. So, theirs is to buy ready-made things from the West.

(ii)

“...spread all over the globe? We’ll just buy it...”

The character succumbs to the shared notion of inferiority complex among the African people.

(ii) Rhetorical question “.... What can you, an American, a British ... hasn’t thought of already?” the character believes that Africans have no ability to challenge the West.

(iii) Irony “...Isn’t there stuff plenty, spread all over the globe? – Tumach talks of resources available everywhere yet their life has never changed – they still live in a cave and suffer poverty.

e) “We’ll be using sticks and splinters for all our days.....) (1 mark)

- The statement implies hopelessness. The character expresses the despondency that is commonplace among the African people – they don’t see any better things happening to them.

Short stories – The Warm Heart of Africa

1. Briefly explain the incident that Professor Harris refers to as “a bombshell” (5 marks)

The scandal that led to the death of his wife Dot. Prof. Harris had been having a secret sexual affair with his house maid Biti Saidi. She got pregnant and bore a (white) baby boy. Dot confronted Biti and she revealed the truth. She stabs Biti and the baby, and commits suicide. The baby dies but Biti was rushed to hospital. The news of the tragedy spread fast, prompting Prof. Harris to resign from his job and leave Zomba for London.

2. Who is “that woman” that Professor Richardson talks about in the excerpt? Biti Saidi a Black Malawian lady. She is house maid to the Harris family. (Former house-maid to Prof. Richardson).

3. Discuss the character traits of the following as revealed in the extract.

(i) Prof. Harris – Sincere: narrates the whole episode of his unfaithfulness, and tragedy to Prof. Richardson.

(ii) Prof. Richardson – empathetic: feels with Prof. Harris. He says, “Jesus Christ, Professor, I never thought that that woman would cause you so much pain”.

Honest – owns up his mistake: “I feel rather guilty that I introduced you to her, and it has caused you so much pain”.

4. Mention the ways in which “that woman” had caused Prof. Harris pain.

- He gets infatuated with her, fathers a son but who is stabbed to death. He loses his son.

- Prof. suffers the guilt of cheating on his wife and the embarrassment of people knowing about this.
- He loses his wife she commits suicide; and must have lost the love and trust his daughter Kate had on him.
- He has lost his job.

(a) Briefly explain what happens just before this excerpt. (3 marks)

A common in Ezeulu's compound draws his attention. Nwafo, one of his children exclaims that Oduche's box was moving. Scared members of the family (woman and children) remain anxious upon which Akueke, Ezeulu's daughter attributes the mystery to the new religion. Ezeulu decides to break the box to know its contents.

(b) Describe the author's attitude towards women as revealed in the excerpt. (2 marks)

He despises women: regards them as fearful and categorizes them with children.

(c) "The inquisitive monkey gets a bullet in the face". Explain the significance of this proverb as employed in the extract. (2 marks)

Ezeulu meant to warn his family members to stay away from danger as no one knew what was inside the box.

d) From your knowledge of the rest of the text, mention what was in the box. What was Oduche's motive behind the act? (3marks)

It was the royal python. Oduche confined in the box so it dies from suffocation. Having converted to Christianity that forbids the worship of pythons, Oduche meant to be responsible for its death without feeling guilty of killing it.

e) Describe Ezeulu's character trait as revealed in the excerpt. (2 marks)

He is courageous – dares to touch the box with mysterious content.

Caring – orders his family members to go back to the house, for safety.

f) Identify, illustrate and explain the significance of the main feature of style employed in the excerpt.

Suspense – we are kept in suspense concerning the contents of Oduche's box. This is meant to hold and sustain the reader's attention and interest in the story.

Methodology (55 marks)

4 (a)

- i) For easy transition between home and school.
- ii) Pupils to participate actively in classroom activities since this is the language they understand best.
- iii) It enhances the level of interaction between the teacher and the pupil.
- iv) Creates good relationship between the teacher and the learners.

b) 4 language skills

- Listening
- Speaking
- Reading
- Writing

c) Learning of L2 made more like learning of L1

- i. Increase exposure of the language.
- ii. Reduce formality in learning L2
- iii. Increase motivation in order to realize the inner drive.
- iv. Provide near perfect role models.

d) Reasons for the importance of human communication.

- i. It is used for personal expression of opinions and ideas.
- ii. For giving instructions and commands.
- iii. For interactional purposes.
- iv. For regulatory purpose, controlling people's behaviour.
- v. Any other accept.

5. (a) Reasons for teaching English in English

- i. Increases exposure to English learning as L2.
- ii. Teacher becomes appropriate role model.
- iii. Prevents confusion of English with mother (L1) tongue words.

b)

- i. Role play
- ii. Dramatization
- iii. Language drills
- iv. Question and answer

c) Pronunciation problems

- i. Prenasalisation of consonants.
- ii. oversimplification of diphthongs.
- iii. Consonant displacement.

iv. Simplification of diphthongs.

d) Phonetic symbols

i. /m/

ii. /z/

iii. /o/

iv. /i:/

6. a) Phonetic method of teaching reading in lower;

Advantages

- i) Enhances the pupils confidence because there is a link between the way the word are spoken and written.
- ii) It improves the retention of reading vocabulary.
- iii) Pupils are equipped with the skills of sounding letters and words in syllabus which enables them to tackle new words without the teachers' intervention.

Disadvantages

- i) Many high frequency structured words are irregularly spelt and cannot be worked out phonically in the early stages.
- ii) The initial phonic activities are unlikely to interest the pupils especially if they are based on meaningless sounds and syllables.
- iii) If adequate reinforcement it not given, the child may read difficult words without understanding them.

b) Reading problems for Std one.

- i. Reading without understanding
- ii. Failure to recognize individual letters and sounds.

c) What necessitates loud reading in class 3

- i. Enhances fluency
- ii. Teacher detects pronunciation errors
- iii. Builds confidence in learners.

7. (a) Pre-reading activities in class one

- i. Drawing/painting/drawing
- ii. Listening to stories to stimulate imagination.
- iii. Dramatization.
- iv. Songs and rhythms
- v. Describing pictures shown and then removed.

b) Writing sequence in upper

- i. Introduction
- ii. Overall preparation
- iii. Individual writing
- iv. Marking and making necessary corrections

c) Handwriting problems in lower primary;

- i. Dismembering of letters.
- ii. Mirror writing.
- iii. Poor alignment.
- iv. Mixing upper and lower case letters.

8. a) CBC

Competence Based Curriculum

b) Elements (first) 4 in scheme of work in CBC

- a. weak
- b. lesson
- c. strand
- d. sub strand

c) Functions of a lesson plan

- i. Identification of appropriate teaching and learning resources and aids.
- ii. Identification of appropriate activities for the lesson.
- iii. Systematic delivery of content.

d) Importance of evaluating learner's work

- i. Encourages learning to revise their work and ask questions on areas they have not understood.
- ii. Helps the teacher to know various ability levels of learners.
- iii. Helps the teacher to identify learners who need remedial attention.