**MARKING SCHEME PAPER 2**

1. **UNSEEN TEXT 20 MARKS**
	* + 1. They allow you to communicate your message with clarity and ease to a far larger audience than through face to face or telephone answers. 3marks.
			2. Creates poor first impressions and immediate negative reaction if they spot a spelling or grammatical mistake.
			3. Summary of the steps involved in good writing
* check for poor writing and spelling mistakes
* re-read all written communications
* do not assume that spelling and grammar checkers will identifyall mistakes
* even if you know spelling and grammar rules, double-check your work
* or have it proof-read by somebody else as many incorrect words can indeed be spelt correctly
	+ - 1. Irony

Today in the 21st century it is expected that literacy levels have risen and people know how to write well. Instead more and more examples of poor writing skills both in print and on the web are seen.

* + - 1. Writing is a skill which can be learned like any other, this is the good news.
			2. Audience
* The medium
* Formal/informal style
* Structure
	+ - 1. Meanings of words
* Counterfeit products – fake materials
* Decipher – make out
* Phishing – hacking
* Typographical errors – typing mistakes
1. **EXCERPT (BLOSSOMS OF THE SAVANNAH 25 MARKS**
	* + 1. Place this excerpt in its immediate context. (4 Mks)

Before – at the shop-Resian is told by her father of Oloisudori’s intention to marry her

* + She refuses, shouts cries and screams and accuses her father of betrayal
	+ her father slaps her twice but still refuses
	+ she insists that she will not marry Oloisudori and must go to university
	+ She turns and walks to the door and leaves the shop
	+ walks towards Nasila River

After – Olarinkoi promises to take her to a family in Nasila to spend the night

* + He organizes transport so that they leave early the following day
	+ Early the following day, Resian is woken up by the kind-hearted old woman who accommodated her, with hot porridge
	+ A pick-up hoots outside the old woman’s house
	+ Olarinkoi tells Resian to climb onto the back of the pick-up and they leave
		- 1. Describe the incident that Olarinkoi claims to have rescued Taiyo and her sister. (4Mks)
	+ The two sisters were walking back home from the shop late in the afternoon (3 oclock). Two men appeared and blocked the road. One tried to Drag Taiyo into the bush while the other wrestled Resian. Suddenly a stranger appeared (Olarinkoi) appeared and fought the two men thereby becoming the hero of the day.
		- 1. Discuss a thematic concern found in the excerpt. (2 mks)
	+ Determination – Resian is determined not to be married to Oloisudori, hence decides to run away.
	+ Hope – “ who knows there could still be a chance to join Egerton university.”
	+ Education - “ who knows there could still be a chance to join Egerton university.”

Any other relevant with illustration)

* + - 1. What does the author imply when he says, “ could the answer to her woes be in that river?” (2 Mks)
	+ Means that Resian is thinking of ending her life by drowning in river Nasila.
		- 1. Explain two styles that the writer has used in the excerpt. (4 Mks)
	+ Dialogue- …illustration…- indicates the urgency of Resian’s problem and possible solution/breaks monotony of narration
	+ Description- river Nasila is described…cool, smooth, silent swirled quietly – to symbolize the peace that can be found by the river side
	+ Historical allusion – Egerton university- makes the story real/believable
	+ Local words/dialect- Emakererei, maa- shows origin of the story/setting

Proverb – home is never far from one who is still alive. – brings to view the rich heritage in language/ points to Resian’s start of a new home.

* + - 1. Explain the irony in the excerpt. (3 Mks)
	+ Olarinkoi claiming to take Resian to safety while in the real sense he is forcefully taking her to be his wife.
		- 1. From elsewhere in the novel, state the prophecy that Olarinkoi is trying to fulfil when he plans to rescue Resian. (3 Mks)
	+ Olarinkoi’s mother had prophesied that Ole Kaelo would relocate to Nasila, and bring along with him his *intoiyie nemengalana*, her son Olarinkoi would move to that home, live with the Kaelo’s for some time and eventually bring one of his daughters to be circumcised and be given to him as his wife.
		- 1. Comment on the character of Olarinkoi later in the novel. (3 Mks)
	+ Unreliable/traitorous/untrustworthy/pretentious/inhumane/insensitive/brutal/inconsiderate etc
		- 1. What is the attitude of Resian towards Oloisudori’s proposal? (2 Mks)
	+ Contemptuous/hateful
		- 1. Give the meaning of the following words. (2 Mks)
1. Nonchalantly – casually, relaxedly, calmly, in a calm manner, half-heartedly, disinterestedly
2. Put one and one together - Guess the truth about the situation from what you have seen or heard/ understand something by using situation you have
3. **POETRY 20 marks**

(a)Who is the persona in the above poem? (2 marks)

The persona is a trade union leader, a government official or an employer who exploits his or subjects but benefit from their sweat. “Depart with seed and return with fat-bursting fruit/And I eat the fruit.”

(b) What is the poem about? (3 marks)

The poem is about the exploitation of workers by their employers or their leaders. The leader does not work with the labourers but benefit from their sweat. He or she does not care about them as he overruns their children and whores their daughters. Finally, he does not make effort to communicate at their level of understanding.

(c) Identify and comment on any two stylistic devices used in this poem. (4 marks)

There is use of metaphor, “seed” has been used metaphorically for the input, work or the efforts of the labourers while “fruit” meaning product or the result of the workers efforts. This depicts the hard working nature of the workers and how they are subjected to exploitation by their leaders.

There is use of Irony. It is ironical for the leader to benefit from the fruit of the workers’ labour yet he was not involved in the process. “They suck their energy from slimy cassava/ And age-rusty taps: till they make a Benz/And I ride in the Benz”

(d) Describe the tone of the poem. (2 marks)

The tone is hypocritical. If the persona truly “feared” the workers, he wouldn’t engage in such forms of exploitation. He also asks the workers to unite yet he does not communicate to them at their level of understanding. “And I tell the workers to unite/ Knowing well they can’t see, hear or understand.”

(e) The character trait of the persona as shown in the poem (2 marks)

* + Exploitative – “…collegize them officialize them” “And I…I whore their daughters”
	+ Opportunistic - “And I eat the fruits” “And I ride in the Benz”
	+ Hypocritical – “And I tell the workers to unite”
	+ Inhuman/Cruel/Insensitive – “I overrun their kids” (Any one well illustrated trait)

The dominant theme in the poem is exploitation of workers. This is because the leaders subject the workers to harsh conditions at work and instead of the workers benefiting, it is the leaders who enjoy what they did not work for. “Depart with seed and return with fat-bursting fruit/ And I eat the fruit.”

(f) Explain the meaning of the following lines as used in the poem. (4 marks)

(i) Depart with seed and return with fat-bursting fruit

And I eat the fruit

It explains the efforts of the labourers and the result of their hard work which later benefits the leaders who did not take part in the process of realizing the result. This emphasizes the extent of exploitation meted at the workers.

(ii) But one day a rainstorm shall flood

The litter-rotten hovels

 And wash the workers’ eyes clean

Refresh the tattered muscles for a long-delayed

 Blow

It speaks of hope; the workers will rise up and change their condition

(g) Identify two instances in the poem which describe the workers living in deplorable conditions. (2 marks)

* + They work in scorching sun “And still they toil: at boiling point”,
	+ There is noise pollution “In head-splitting noise”
	+ Death “threatening saws”
	+ they do not feed well “They suck their energy from slimy cassava”
	+ They drink dirty water “And age-rusty taps” (Any two)

(h) Comment on the use of coordinating conjunction “And” in this poem. (1 mark)

It gives additional details of the suffering/ exploitation of the workers.

1. **GRAMMAR**
2. i) Maria accused the young men of stealing her sweet potatoes.
3. The introduction of free primary education in Kenya required a lot of planning and great courage.
4. The judges declared Cheptoo the winner.
5. i) Believing that technology will take over their lives, some people are afraid of it.
6. Knowing nothing about the area, he decided to look for a house at a different place.
7. Encouraged by the applause of the students, the teacher repeated his favourite joke.
8. i) Theatrical
9. Adventurous
10. Available
11. i) Dropped behind
12. Went about
13. i) After the thorough beating by the crowd the thief was living on borrowed time.
14. The young man was asked to clean up his act by the counselor.
15. i) The chicken is cooked and can be eaten
16. The chicken can be fed.