PAPER 2

MARKING SCHEME

1.COMPREHENSION:

(a)A number of donors were willing to support the noble programme.(2)

(b)-there was an influx into schools(2)

OR-children who previously had stayed at home because their parents couldn’t afford the cost of education now had a lifeline.

©Many schools employed either untrained teachers or university students on holiday.(2)

(d)i.Most of this teachers lacked basic training on instructional methodology,didn’t they?(1)

ii.Putting a finger on the problem,lets begin to solve the quality issue.(1)

(e)No.TheUwezo Kenya Assessment report 2013 revealed that over 50 out of 100 pupils in class 4 and 5 couldn’t comprehend class 2stories.Also 11 out of 100 class 8 children can’t do simple class 2 maths.

(f)The education ministry was allocated Kshs 2.25 billion which will only employ 5,000 teachers that are not enough as it leaves a deficit of 69,000 teachers from the 74,000 shortage.So schools must continue employingemploying untrained teacher.

(g)-embezzlememt of funds and the economic crunch

-high turnover of trained teachers

-withdrawal or reduction of donor support

-poor pay and ridiculous proposal on teachers

-influx into schools causing high teacher-pupil ratio

-untrained teachers.

(h)i.stolen money

ii.alot of students enrolled in school

iii.a better paying job

2.POETRY

1. CORRUPTION- the speaker says that the brother’s hand is dirty; nails black with dirt and sweaty clammy palms. This is symbolic of how corrupt he is.
2. The hands are unclean, making the person uneasy and they robe him of his pride
3. NO. the persona says, “you argue gesticulating with your wants impeccably clean and beautiful hands” meaning the hands were once clean.
4. The hands of many are too weak with hunger, and for many, the sludge is out of reach, yet for others, the stink is too nauseating.
5. The sight of hungry envious eyes watching silently through the chain-link fence

The sight of eyes in deep sunken sockets

The sight of parched mouth, watering with saliva

The sound of rumbling hollow empty stomachs

1. And shall have hands dripping with dirt, shan’t they?
2. Insensitive- Doesn’t care about the hungry people around him

Corrupt – the parsona says his finger nails are clogged with dirt

1. Clean and beautiful hands

Strong and bold hands

1. Alliteration

-Make Me; Have Hands; Remember Repulsion;

Symbolism

-filthy finger nails=corrupt life

Rhetorical questions

-are you going blind?

1. The poet decides to trudge the long way up… Work hard to get to the top instead of taking the short-cut through corruption
2. Aversion/ disgust

Group of corrupt people

Make a deep sound like that of thunder

3.ORAL NARRATIVE

1. Why/explanatory/etiological narrative

* Explains why the friendship between frog and snake ended

1. Opening formula – once upon a time

Closing formula – even today

Dialogue – snake apologizes to frog of the mistreatment

Fantacy- frog and snake being friends and having families;a meal of ugali

Personification- frog talking to snake

Timelessness- once upon a time

1. For all the time they had been friends, neither had been to others home

She wasn’t sure how she would be received at snake’s home

1. Frog’s relatives gave snake a raucous croaky welcome and some of them commented cheerfully on how elegant their visitor looked.
2. Snake said quietly to frog that they wanted her to wash her hands before she ate

You either do what they want or you can’t get on with them at all, wont you?

1. They live together in an extended family

They share meals together

The father is the family head

Father’s words are respected and obeyed

1. Mean- She joins her friends in mistreating frog

Forgetful – quickly forgets the evils her family does to frog

Impatient – leaves before the dinner ends

Vengeful – looking for frog to revenge to date

farming

Presence of ugali at snake’s home

1. As you sow, so shall you reap

4.GRAMMAR.

(a)i.The children went out to play in the rain although their mother had told them not to.

ii.The introduction of new charges in any organization requires great courage.

iii.Many children who drop out of school after standard eight blame poverty for their lost opportunities.

(b)i.pronunciation

ii.dreadful

iii.drank

©i.Lead-They lead others in class.

-The lead is rusting.

ii.Desert-Traders crossed Kalahari desert.

-Please do not desert your family.

(d)i.called off

ii.put up with

ii.show up

(e)i.by

ii.among/amongst