

**KANGEMA/MATHIOYA FORM FOUR JOINT EVALUATION****ENGLISH**

101/2

PAPER 2

**MARKING SCHEME****1. COMPREHENSION**

1. i) Female members of staff were not accepted as equal members of the university's academic staff.  
ii) They did not receive equal benefits as their male colleagues
2. i) There had never been an African woman among the academic members of staff in faculty of veterinary sciences at the UON.  
ii) The number of women on the academic staff and any faculty at the university was at that time tiny.
3. i) Incentives in addition to their salaries such as  
a) Housing  
b) Free tuition for their children's education  
c) Paid holiday time
4. In both colonial and post-colonial times, there were incentives provided to male professionals only in addition to their salaries. These incentives were not given to women.
5. Female members of staff were not accepted equal members of the university's academic staff.  
They did not receive the same benefits as their male colleagues.  
Before the author and Verstistine arrived at the university, there had never been an African woman among the academic members of staff in the faculty of veterinary sciences.  
The number of women on the academic staff of the faculty at the university was very tiny.  
Married women were expected to be housed by their husbands and it was argued that they did not 'need' a housing allowance, insurance coverage or pension.
6. They were not given all the benefits that accrued only to men, single women or widows. These benefits included: housing, health insurance and pensions. This is because it would mean duplicating benefits since their husbands had been given these benefits already.
7. did it?  
*NB-The tag must start with a small letter*
8. a) began/ started off.  
b) Only men received the university's full benefits/ applied only to men  
c) Of the same level

**2. The River and the Source**

- a) Obura disappears with two young men. The chief sends people to look for them and on the third day they came back to report that the young men cannot be found but they hint at the possibility of having gone with the whitemen
- b) A chief was supposed to:  
Lead the council of Jodongo in their arbitration and their final word was law.  
He was a priest  
Listen to their problems any time of the day or night.  
He also led them to battle
- c) Loving/respectful  
The chief was held in high esteem and would send a son to help in chief's household especially in herding cattle. "This was voluntary"  
They were loved by the people-"... Were much loved by their people."
- d) Introvert/reserved – the chief does not talk much.  
He is a man of few words.".... and the chief at best a man of few words....."
- e) Leadership – the traditional way of leading the people – the chief and his role in the Jodongo." His main job was to lead the council of Jodongo in...."  
Tradition – among the people of Ramogi it was wrong to kill a person. If it happened there was cleansing as they believed the angry dead could punish one later in life.  
"For the people of Ramogi, blood even in battle was great fabric and required cleansing."  
Religion – traditional African religion – the belief that the dead could punish the living – "for the angry dead knew no barriers...."
- f) Quite effective – it enhances plot development by specifically describing the days "coming" "dragging slowly" and "eventually went." It also capture the somber mood in excerpt – "when misery and apprehension hang low and oppressive In the very air."
- g) Somber/melancholic.  
From the beginning, sadness is evident through choice of words eg " the days dragged slowly by then eventually went as days are wont to do when the misery and apprehension hang low and expressive in the air." This makes the leader remember that Obura has disappeared and there is mourning.
- h) Parenthesis – it is used to give additional information.
- i) Shun – avoid  
Authoritarian – controlling and forcing people to obey.

**3. POETRY**

1. 'Still I rise' is a poem about the history of the African – American people's defiance✓1 towards the oppression meted to them as slaves and blacks✓1. The subject matter can also be universal notion of triumph/defiance of downtrodden in oppressive regimes. Then persona talks of I'm Black Ocean, leaping and wide. Also talks of him/her being the dream and the hope of the slave.
2. The speaker is hated passionately; you may kill me with your hatefulness.  
The speaker and his/her likes the segregated financially (resource wise) the speaker writes of "I walk like I've got oil wells" pumping in my living room.  
(life)  
The speakers in the whereabouts (life) are misrepresented twisted and even falsified to negate his/her existence/status.
3. Attitude of triumph/optimism/hope. Optimistic attitude/hopeful attitude. The persona talks of 'rising' I'll rise amidst all these setbacks.  
She describes herself as the black ocean, leaping and wide..... meaning that she sees herself mighty and strong like an ocean.
4. Imagery
  1. Similes: but still, like dust, I'll rise-shows how easily she will rise; cause I laugh like I've got gold mines, digging in my own backyard shows that through her oppressors might think they have ended her by subjecting her to poverty, still she walks like she has all the wealth in the world!
  2. Metaphors; I'm a black ocean, leaping and wide, welling and swelling I bear. This powerful metaphor reveals the overcoming oppression/the strength of the speaker as a black person/the positivity.
5. i) Rhetorical questions.  
Does my sassiness upset you?  
Why are you beset with gloom?  
These and other questions prod the readers to deeply consider the strength/positive energy/hope that the speaker possesses.  
ii) Repetition  
I'll rise  
Still I'll rise  
*The above phrases have been repeated severally to highlight the speaker's optimism*
6. a) 'Cause I laugh like I've got gold mines' this shows her happiness that is expected to be possessed by extremely wealthy.  
Though she has been.  
b) 'But still, like dust, I'll rise' describes the ease at which she will rise. Almost effortlessly!  
c) I am a black ocean, leaping and wide. Describes the strength/the might that she possesses as a black woman.

**GRAMMAR**

- A. i) "Consider the consequences of your behavior." The counselor advised the students.  
The counselor advised the students, "consider the consequences of your behavior."  
ii) Besides providing leadership in school, the principal also teaches.  
iii) Unless Donald Trump clears himself of the racist accusations, he will not win the election.  
iv) The supervisor arrived at the site very early.
- B. i) put up with  
ii) burst into
- C. i) with  
ii) from
- D. i) endear  
ii) reception  
iii) occupants
- E. i) stationery
- F. i) fancy, big, old, Chinese, metallic.
- G. - out of the blues – unexpectedly  
- at the edge of the cliff – difficult situation