

101/2 English (2017)**PAPER 2** (*Comprehension, Literary Appreciation and Grammar*)**MARKING SCHEME****1. Comprehension Marking scheme**

- (a) The writer seems to remember most the fading image of the mother as she left the school gate(¹/₂mk), the smell (¹/₂mk), the desolation(¹/₂mk), and the noise(¹/₂mk),
(2mks)
- (b) The expression means that the writer was not meant for life in a boarding school (1mk) because she was unprepared for the pain of being far from home, away from the mother she loved.(1mk) She was also a sensitive loner of a child who struggled with the lack of privacy by isolating herself from the other girls. (1mk) (3mks)
- (c) The writer did not share her dislike with her mother because she knew the mother was doing everything she could to give her what she thought was a superior education (1mk) and because it had cost even more pride to get her to convince her father to foot the bill. (1mk)
(2mks)
- (d) The main causes are that children are separated from those who love them best (1mk) and placed in the hands of strangers (1mk). They are also subjected to bullying and sexual abuse. (1mk) (3mks)
- (e) Those from dysfunctional homes may find boarding school (to be) a holiday camp. (1mk)
- (f) The cost makes parents expect the child to be appreciative. (1mk) They inculcate the child with their preferred view that the school is good(1mk) which makes the child blame himself or herself if he or she is unhappy with the school.(1mk) (3mks)
- (g) Notes:
- (i) Most boys start boarding school at a younger age than girls and their sense of loss and adaptation to school life may be disruptive and devastating.
 - (ii) Boys, unlike girls, have no choice over joining boarding schools.
 - (iii) The transition from the mother is more violent for boys than girls.
 - (iv) Sexual abuse and bullying more widespread in boys' schools than girls' schools.
- (4points @ 1mk= 4mks)
- (h) (i) seemingly/apparently
(ii) comfortable/cosy

2. Drama Marking scheme

- (a) Lavrenti arranges a marriage between Grusha and Jussup to give Grusha and Michael Shelter. (1mk) Grusha is already engaged to Simon but accepts the arrangement on the assurance that Jussup is to be husband on paper (1mk). Unknown to her, Jussup has been pretending to be sick and dying to avoid being drafted in the military. (1mk) Once the wedding-cum-funeral ceremony is over and news of soldiers returning from war is received, Jussup "recovers" and accuses Grusha of denying him his marital rights. (1mk)
(4mks)

(b) Role of the Singer:

- (i) Indicate passing of time: with the passing moons, the child grew up
- (ii) Show setting: As she sat by the stream to wash the linen
- (iii) Comment on the action: As she raised herself to wring the linen
- (iv) Reveal character thoughts: She saw his image in the water/ And his face grew dimmer/ And his voice grew fainter with the passing moons.

Any three @ 2 marks = 6 marks

(c) Significance of play within a play.

- (i) It highlights themes such as violence/greed for power as is evident in the killing of the Governor.
- (ii) It helps to enact the earlier killing of the Governor in a way that is devoid of bloodshed and grisly details on stage.
- (iii) It portrays the nature of the various characters: The Prince is cruel: Michael is told he can be the Prince if he can laugh as the Governor is executed: Natella is loving/caring: she cries as the head is cut off. Michael is assertive;
- (iv) It is used for dramatic economy: it helps to avoid an extra scene to show the killing.

Any three @ 2 marks = 6 marks

(d) Character of Grusha

- (i) Cheerful/friendly: she laughs when told about Michael's refusal to play his part. She encourages Michael to play with the children.
- (ii) Responsible/motherly/Caring: She advises Michael not to let others boss her around because she is the littlest.

Accept any other illustrated trait; any two @ 2 marks = 4 marks

(e) No one is as little as you (are). (1 mark)

(f) It means Michael exercise his nature/authority as a leader or the son of one who is or has been a leader. (2 marks)

(g) Simon returns from the battlefield and finds that Grusha has a child and is "married" to Jussup. (2 marks)

3. Poetry Marking scheme

(a) The speaker is a young coloured person/American (1 mark) "I am twenty-two, colored, born in Winston-Salem./The speaker is a student "only colored student in my class" (1 mark) and a victim of racial discrimination (1 mark) "I guess being colored doesn't make me *not* like the same things other folks like who are other races." (1 mark) **(4 marks)**

(b) The speaker and the instructor do not share the same experience. (1 mark) "It's not easy to know what is true for you or me" (1 mark) The instructor is caught up in the racial discrimination directed at the coloured citizens and does not identify with the coloured just as the speaker does not identify with him (1 mark). The speaker says neither wants to identify with the other. (1 mark) **(4 marks)**

- (c) Repetition: the expressions “hear” I feel and see and hear, Harlem, I hear you:/hear you, hear me—we two—you, me, talk on this page. / (I hear New York, too.) Me—who? **(1mk)** and also the expression “I like” Well, I like to eat, sleep, drink, and be in love./ I like to work, read, learn, and understand life. I like **(1mk)** a pipe for a Christmas present. Repetition has been used for **emphasis**. **(3mks)**
- (d) They are of different races. (1mk) The speaker is coloured but the person he is addressing, his instructor, is white. (1mk) The instructor enjoys greater freedom unlike the speaker. (1mk) **(3mks)**
- (e) The speaker is a product of an intermarriage or a cross-cultural relationship between a black person and a white, or a non-white and a white. The speaker has features of a white like those of the instructor and a non-white. **(2mks)**
- (f) The speaker’s theme is that the white American society discriminates against the other races in America (1mk). There are inequalities in education (1mk) and one enjoys real freedom depending on their race (1mk) It’s time all the races interacted with respect as each stands to learn a lot from the other / inseparable members of the same society (1mk). **(4mks)**

4. Grammar Marking scheme

(a) Rewrite sentences

- (i) The earlier we start saving, the less we shall regret in old age
- (ii) The rotten was hanging dangerously when Grusha crossed it. (Begin: Hanging dangerously, the bridge was crossed by Grusha.
- (iii) No matter how hard he worked, he earned even less than the month before.
- (iv) Ivy told Kevin that he had not given her his number the previous day / the day before.

(b) i) hers ii) donors iii) resumption

b) i) on ii) at iii) round

c) i) in fact ii) first iii) also

d) You need me more than mother.

- (i) You need me more than mother needs me. / You need me more than mother does.
- (ii) You need me more than you need mother. / You need more than you do mother.