

TERM III
FORM THREE
English PP 2 Marking scheme

1.COMPREHENSION

- a) Dealing with social rejection in the process of developing social skills among children (2mks)
- b) The number one need of any human being is the need to be liked by other humans (1mk)
- c) The inability to read non-verbal cues; understanding their social meaning and coming up with options for resolving a social conflict (2mks)
- d) Social rejection is likely to lead to: (2mks)
- Children getting poor grades
 - Dropping out of school
 - Developing substance abuse problems
 - Problems in relating with others.
- e) Children who are shunned by others have few opportunities to practice social skills while those that are popular have more than enough opportunities to perfect theirs.
- f) Present it as learning opportunity rather than a punish parents should teach social skills just like they teach numeracy skills (2mks)
- g) He/she asked me/him/her how I/he/she would feel if Emma was hogging the tyre swing. (1mk)
- h) – Ask the child what happened and listen without judgment. (1mk)
- Ask the child to identify their mistake.
 - Help the child identify the cue they missed or mistake they made.
 - Create an imaginary but similar scenario where the child can make the right choice.
 - Give the child “social homework” by asking him to practice this new skill.
- If not in note form penalize by half the total mark**
- i) – Authority figure- parent/teacher/growth up
- Shunned – avoided
 - Jump on board – eagerly follow the lesson on social skills

2. Blossoms of the Savannah Excerpt

1. Before

- Joseph returns to his house and is surprised to find Taiyo in the house.
- A discussion ensues between the two.
- Taiyo tries to convince Joseph to accept her love.

After

- Joseph is convinced by Taiyo's argument and agree that he is going to defend their love.
- The embrace at the end the end of their discussion.
- Taiyo walks home looking exceptionally happy on that day.

2. Taiyo: Assertive: She insists that they should drive their destiny and not follow Nasila culture.

Emotional: Her answer to Joseph's response comes in form of an outburst.

Enlightened: Says she cannot follow a culture that does not feed or clothe her because she sees the culture as being primitive.

Joseph: Conservative: He is afraid of loving against the dictates of the Nasila culture.

Honest: He confesses to have fallen in love with Taiyo the first day he saw her.

(Expect 1 character trait for each character. 1 mark for identification and 1 mark for illustration. No mark for illustration without identification).

- 3.
- It helps to develop the character traits of Taiyo as emotional and Joseph as conservative.
 - Develops the theme of love and friendship.
 - Helps to break the monotony of narration.
 - Makes the story real as characters interact with each other.

(Expect two points. 1 mark for identification and 1 mark for illustration. No mark for illustration without identification).

- 4.
- love and friendship: There is love between Joseph and Taiyo- I also love you very much.
 - Tradition: According to Joseph, Nasila culture dictates who is related to who.
 - Female assertiveness: Taiyo is at the center of fighting the retrogressive Nasila culture: "I cannot accept a culture that does not feed, clothe or house me."

(Expect two themes. 1 mark for identification and 1 mark for illustration of each theme. No mark for illustration without identification)

5. Joseph said that he also loved Taiyo/her/him/them very much.

- 6.
- He organizes with the rescuers on how to rescue Taiyo from Oloisudori's guards.
 - He cunningly befriends the guards in order for the rescuers to carry out their mission.
 - He gets the guards drunk hence diverting their attention fro Taiyo
 - He loses his life to the guards when they discover that he has betrayed them.

7. a) primitive: Backward/outdated/ old-fashioned
- b) consequences: Results/outcomes (**If not in plural, no mark**)
- c) Verdict: Decision/Conclusion/judgement
- d) Destiny: Fate

3 Poem marking scheme

The village

1. What is the poem about? (3marks)
 Its about a village of hard work, √ where women√ work so hard /toil √
Expect 3 points – 1 mark each
2. In note form outline the problems which the women folk in this village undergo. (4marks)
- a) Old women toil on farms
- Unending work
 - Village toil
 - Timeless duties
 - Cock crow to setting of the sun
- b) Young wives work for long hours of the sun all day
- c) Women carry heavy loads on backs and bellies
- d) They have to fend for bonny goats and crying children
- e) They are under fed- scraggy figures
- Any 4 x 1 = 4 marks
- Must be in note form. If not, deduct ½ mark from total**
3. Why do you think the poet has written the word Toil with capital “T”? (1mark)
 -To emphasize the fact that there is too much work.
4. Identify and illustrate three stylistic devices evident in the poem. (6marks)
- a. Simile – The work is unending like a never dying spring
 -Then scraggy figures like bows set in a row
like children church like a.....
- b. Alliteration – Young wives with donkeys,
 -From cock crow;
 -setting of the sun
 -stirring up the soil with hands and knives
 -Nothing here seems to sit still.
- c. Symbolism – water of life to mean eternal life/life everlasting
- d. Onomatopoeia – Cock crow, trudge
- 1 mark identification, 1 mark illustration.**
NB: illustration does not score without identification
5. Identify one word used in the poem that appeals to your sense of hearing (1marks)
- Cock crow
 - Trudge
 - Loudspeakers
 - Calling
- Any 1 x 1 – 1 mark
- Must be words, not sentences. If in sentences, the word must be underlined to stand out.**
6. The women are responsible /hardworking – They do all chores in the farm and homes. (1marks)

1 mark identification; 1 mark illustration.

7. Give the meaning of these lines as used in the poem. (3marks)

- i. Old women dark and bent
-Worn out/tired
 - ii. Nothing here seems to sit still
-No relaxation /rest
 - iii. Never cease calling people.
-Do not stop preaching/evangelizing
- **maintain the original tense**

4. GRAMMAR ANSWERS

1. a)Fleet
b)Cancelled
c)luggage/belongings/baggage
 - **If spelling is wrong = 0**
 - **Do not penalize if the students use one word, ie answer only.**
 - **If one word, must begin in with a small letter since the gap is in the middle of the sentence.**
2. a)work
b)closure
c)commanders -in- chief
 - **award 0 for any spelling mistake**
 - **check on shape and size of letters – they should be small. If an I lacks a dot, it should be treated as a capital.**
3. a)me
b)ignored
c)foolscaps
 - **allow students to underline the correct answer.**
 - **check on shape and size of letter. They should all be small.**
4. a)of
b)little /no
c)in
 - **Do not award two word answers**
 - **check on shape and size of letters.**
5. a)sensational long Tanzanian.
 - **award 0 if commas are used.**
 - **if Tanzania is small ‘t’ = 0**

b)You cannot pass your exams unless you study hard.

c)policemen – police officers.

 - **Must be in the plural.**