

CHRISTIAN SOCIAL SERVICES COMMISSION (CSSC)  
SOUTHERN ZONE JOINT EXAMINATIONS

FORM TWO JOINT MOCK ASSESMENT

ENGLISH LANGUAGE

MARKING SCHEME

SECTION A (15 MARKS)

The students have to answer all Questions in this section

1. For each of the items (i) – (x), the students should choose the correct answer from the given alternatives and write its letter in the box below.

ANSWERS= **10 Marks- 1 @**

i)	ii)	iii)	iv)	v)	vi)	vii)	viii)	ix)	x)
B	C	A	C	D	B	D	B	C	A

2. The students should Match the descriptions of occupations in List A with the correct occupation in List B by writing its letter in the boxes provided below.

ANSWERS=**05 Marks- 1 @**

LIST A	i)	ii)	iii)	iv)	v)
LIST B	C	H	F	A	G

SECTION B (70 Marks)

Students should answer ALL questions

3. Changing the passive voice sentences into active voice.

ANSWERS= **10 Marks- 2@**

- a. Were the people reelected the president because of his influence?  
b. The government has granted people the democratic rights.  
c. The woman had not tortured him.  
d. The government will introduce a new law soon  
e. An expert can solve this problem.
4. A candidate has to answer these questions according to the instructions given after each.
- a) Blessing can both sing and dance.  
b) James was neither with his mother nor his brother.  
c) Brighton is tall enough to touch at the top of the blackboard.  
d) Are watches sold by them here?  
e) I asked Costantine if his was going to Dodoma that evening. **10 marks 02@**
5. (A) A student has to write these sentences correctly
- i. Either she or her friend has to pay.  
ii. I told him I was coming to school  
iii. He told a lie to the headmaster Mpesa. **05 Marks 01@ each.**  
iv. Stop writing.  
v. They sat for the examination.
- (B) A student has to write importance of dictionary.
- a) It help to give meaning of different words  
b) It help to synonyms of words  
c) It gives pronunciation  
d) It gives word class  
e) It shows antonyms **05 marks 01@**

6. (A) A candidate has to write feature of factual informations.

- a) It is scientific proved
- b) It uses percentage
- c) Uses measurable data 1@=05 marks
- d) Based on truth

(B) A candidate has to give question tags

- a) Haven't they?
- b) Do they?
- c) Aren't they? 1@ = 05 marks
- d) Do they?
- e) Aren't they?

7. Here are the functions for each of the items to include when taking a telephone message:

i) **The Name of the Caller (From)**

**Function:** This identifies the person who called, allowing the receiver to know who the message is from.

ii) **The Intended Person/Receiver of the Message (To)**

**Function:** This indicates the person the caller wishes to speak to or the person who the message is meant for, ensuring the message reaches the right person.

iii) **The Subject (Message)**

**Function:** This provides a brief description of the reason for the call, helping the intended person understand the context of the message.

iv) **The Receiver of the Phone Call (Message Taken/Received By)**

**Function:** This shows who took or received the message, ensuring accountability and helping identify who handled the call in case follow-up is needed.

v) **The Time**

**Function:** This records the exact time the call was made or the message was received, so the intended person can act on it promptly.

vi) **The Date**

**Function:** This specifies the day the message was received, providing a timeline of when the message was taken for proper follow-up. Total 10 marks

8. (A) A candidate has to answer these questions as asked

- i) Concert ticket
- ii) Grass roots
- iii) Road accident
- iv) Road race
- v) Examination results

1@ = 05 marks

(B)

- i. Phrasal verbs
- ii. British English
- iii. Uncountable noun
- iv. Plural
- v. Idioms

1@ = 05 marks

9. Here are the answers to the questions based on the poem "The Dying Child" by Freeman Peter Lwamba:

**TOTAL MARKS= 10- 2 @**

a. **What is the poem about?**

**Answer:** The poem is about the suffering of a young boy who is malnourished and dying due to hunger and poverty. It highlights the devastating effects of poverty and hunger on children, as well as the helplessness of his mother in the face of their dire situation.

**b. Who is the persona and how do you know?**

**Answer:** The persona in this poem is an **observer** who narrates the life of the mother and her son and what they say. He is not involved in this conversation but reports their words; e.g. "*My son,*" *shouts the mother,*

**c. Why does the boy's mother in the last stanza say, "You will never live to carry a gun, There is no meat for us"?**

**Answer:** The boy's mother says this because she knows that her son is suffering from severe malnutrition and is unlikely to survive. The line "There is no meat for us" reflects their extreme poverty, where even basic sustenance is unavailable. She is expressing her grief and the harsh reality that her son will never grow up to fulfill his dream of carrying a gun, as he may not live long enough to do so.

**d. If you were the boy's mother, what would you have done to solve the situation?**

**Answer:** If I were the boy's mother, I would seek help from charitable organizations, health professionals, or government programs to provide food, medical attention, and support for my child. Additionally, I would try to find ways to educate myself and my community on proper nutrition and resources to help alleviate the situation. I would also advocate for change to address the root causes of hunger and poverty.

**e. What lessons do you get from this poem?**

**Answer:** The poem teaches us about the harsh realities of poverty, hunger, and the impact they have on children. It encourages us to recognize the importance of addressing hunger and poverty in our communities and to be aware of the suffering that many people, especially children, face. It also teaches empathy and the need for action to improve the lives of those who are vulnerable.

### SECTION C (15 Marks)

Students should answer question ten (10)

The award of marks in the essay should be as follows;

INTRODUCTION- **02 Marks**

MAINBODY- **12 Marks- 2 @**

CONCLUSION- **01 Mark**

### A SAMPLE ESSAY

*Figures of speech* are words or phrases that depart from everyday literal language for the sake of comparison, emphasis, clarity, or freshness. Issues, on the other hand, are the topics or themes that authors present in their works. The authors of literary works do not only use figures of speech to add beauty to their works but also to reveal significant issues. I will explain how authors have used figures of speech to reveal issues by analyzing *HAWA THE BUS DRIVER* and *MABALA THE FARMER*, both written by Richard S. Mabala.

In *HAWA THE BUS DRIVER*, The author uses various figures of speech to reveal important issues in the story as follows;

*The author employs simile to reveal the issue of bravery.* A simile is a comparison between two different things using the words "like," "resembles," or "as." This is shown when Hawa stops a runaway bus. While others were scared, Hawa, being a strong and brave woman weighing 82 kilos, used her energy to stop the bus. People composed a song for her, saying, "She has teeth like a lion." This simile underscores her courage and determination.

*The author uses metaphor to highlight the issue of gender inequality and disrespect towards women.* A metaphor compares two things without using "like," "resembles," or "as." This is evident when a drunk man mocks Hawa during her night shift, claiming that a woman cannot drive and calling her a "devil." This metaphor reflects the disrespect and challenges women face in male-dominated professions. Despite the insults, Hawa's response- fighting back and reporting the man to the police demonstrates her resilience and refusal to tolerate discrimination.

*Personification is used to address the issue of respect.* When Selemani feels jealous of Hawa's fame and asks her to resign, the other drivers intervene. Mzee Athumani tells Selemani, "Pride and respect

are enemies; they cannot sleep together.” This personification emphasizes the importance of humility and respect in human relationships, showing how mutual respect fosters harmony.

In *MABALA THE FARMER*, the author also uses figures of speech to address issues in this story:

*Personification is used to highlight the issue of ignorance.* Mabala, after drinking mtama at the Mtama bar, sings, “Plants never say thank you.” This personification reveals Mabala’s ignorance, as he fails to understand the nature of plants. This reflects his lack of knowledge and his struggle to adapt to rural life.

*The author uses onomatopoeia to reveal the issue of hard work.* Onomatopoeia refers to words that imitate sounds. When Mabala disturbs Mauja at the farm with irrelevant questions, the sound “thok, thok, thok” of Mauja’s hoe is heard, symbolizing her focus and diligence. This contrast between Mauja’s hard work and Mabala’s laziness highlights the importance of perseverance and dedication.

*The use of sayings reveals the issue of negligence.* Sayings are wise statements that often teach moral lessons. When Mabala insists on carrying an entire sack of fertilizer despite Mauja’s advice, she remarks, “If a child cries for a razor blade, give it to him; he will learn.” This saying underscores Mabala’s negligence and its consequences. The incident teaches the value of listening to advice and avoiding reckless behavior.

*Therefore;* the correct use of figures of speech greatly enhances the delivery of an author’s message. In both *HAWA THE BUS DRIVER* and *MABALA THE FARMER*, Richard S. Mabala uses figures of speech not only to decorate the stories but also to reveal important societal issues such as bravery, gender inequality, respect, ignorance, hard work, and negligence. These literary devices enrich the narratives, making them more engaging and impactful. So, figures of speech are essential tools in literature for conveying profound messages to readers.