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ENGLISH

PAPER 1 (101/1)

By: Carol Kerubo Momanyi

SAMPLE 1

101/1

ENGLISH PAPER 1

1. FUNCTIONAL WRITING (20mks)

You are a member of 'Kenyatta University Environmental Club', you had a crucial meeting to map out strategies on how to improve your campus environment but the secretary was absent. Write the minutes of the proceedings of the meeting.

Q.2. CLOZE TEST

BY KAMAL VINODRAI SHAH

YOU must have heard that you should love your neighbour. But before you can love (1) ……..., you must first love yourself. Do you?

Most of us (2)……do not take the time to get to know ourselves or take the time to nurture our souls. If you analyse your actions, you will agree that at one time you must have been self-conscious (3)……. the way you look or the way you dress or talk. These actions and thoughts actually are a clear (4) …….of how you feel about yourself.

What is that? You are very insecure, you are not very confident and you are not taking good care of yourself by loving yourself. Additionally, when you do not love yourself you are so self-conscious that you forget what is (5) …….. around you and you become dissatisfied.

The focus of this article is self-love, featuring ways to fall in love with yourself and how to (6) ……. that love. So what is love? According to the dictionary, love is (7) …..... strong passionate affection for another person. When you analyse that definition it states that you must have a very strong liking (8) …….. that person if you love them. Additionally, when you like that person you would do anything for them.

Of course it is a (9)……..process to love yourself all the time, since we all need constant reminders as well as constant feedback that we are good people. Therefore, the best reminder you can give yourself each and every day is to ensure that you (10)…….yourself for who you are and also make sure that you are confident about who you are.

3. **ORAL SKILLS**

a) **Read the following conversation and answer the questions that follow.**

Owuor : Before she died of liver cancer, my sister felt a lot of pain and lost a lot of weight.

Chondo : Talking about pain, had a toothache last night. I tell you. I couldn't sleep.

Owuor : Yes, so about my sister…….

Chondo : You remind me about my own sister. Infact she wrote to me last week telling me about her son's fees. She believes I have more money than I need, and that I should give her some.

Owuor : Well, maybe you have a lot of money. But thank you for being such a good listener.

Chondo : What! Have I offended you?

(i) Point out three reasons that you think made Owuor decide to stop the conversation. (3mks)

(ii) How could Chondo have reacted to Owuor's problems in a more acceptable manner? (2mks)

iii) List down five circumstances that may force one to interrupt a speaker. (2 ½ mks)

iv) List five suggested words or phrases that a person may use to interrupt politely.(2 ½ mks)

b) Identify the odd one out. (3mks)

i) Van vane vain ……..

ii) sure sugar son ……

iii) think thy thigh ……

iv) dough enough though ……

v) gnaw where wear ……

vi) ware where wear ……

c) **Read the poem below then answer questions below.**

INFANT SORROW

My mother groaned, my father wept,
Into the dangerous world I leapt;
Helpless, naked, piping, loud,
Like a friend hid in a cloud.

Struggling in my father's hand,
Striving against my swaddling- bands,
Bound and weary I thought best,
To suck upon my mothers breast.

(***William Blake)***

(i) Work out the rhyme scheme in this poem. (2mks)

(ii) Mention two non-verbal cues you would use to enhance a recitation of the poem. State in which lines you would use them. (4mks)

(iii) Explain what the poem is about. (2mks)

(iv) List down four key words or phrases that are used when giving direction. (4mks)

d) **Read the song below then answer question that follow**

Tausi, ndege wangu,
Ndege wangu wafahari,
Ndege uliotoka mbali,
Sasa natafakari.

(i) Classify this song and give a reason for your answer.

(ii) Using illustrations, explain the problems one is likely to encounter when translating this song. (3mks)

MARKING SCHEME

SAMPLE 1

101/1

Paper 101/1 Question 1 is intended to test the candidates' ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. It is the linguistic competence shown by the candidate that should carry most of the marks.

- Do not hesitate to use the full range of marks.

- First determine the category of the essay i.e A, B, C, D.

- 1 – 2 = D

- 3 – 4 = C

- 5 – 6 = B

- 7 – 8 = A

Q.1. MINUTES

Points of interpretation

a) Format

i) Heading (½)

ii) Record of attendance

- Present (½)

- Apologies (½)
- Absent (½)
- In attendance (½)

iii) Agenda (1 ½)

iv) Resolutions (½)

v) A. O.B (½)

vi) Adjournment (½)

vii) Signing of procedure (½)

Total mark for format (6mks)

b) Content (6mks)

c) Language (8mks)

ie Accuracy – spelling, grammar, word choice, tenses, subject – verb agreement (4mks)

Fluency – Cohesion, approriacy of tone, phraseology, apt vocabulary, pleasantness, Maturity. (4mks)

If a candidate does not write minutes mark the essay and deduct 4 mks for irrelevancy.

Q. 2 CLOZE TEST

i) others

ii) actually

iii) about

iv) reflection

v) happening

vi) express

vii) a

viii) for

ix) difficult

x) accept

ORAL SKILLS

Q.3 a. i) Chondo does not seem to:

- be interest in Owuor's problem
- be interested in what Owuor is saying
- empathise with Owour
- turn take in their conversation (he interrupts a lot). (any 3 x 1 = 3mks)

ii) Chondo should:

- empathise with Owour
- encourage and console her
- take time to listen to Owour's problem.
- Be relevant in her speech. (any 2 x 1 = 2 mks)

iii) Circumstance that may cause interruption:

- If you didn't hear what the speaker said
- when you strongly disagree with the speaker
- when you strongly support the speaker
- when you wish the speaker to clarify unclear issue.
- When you want to make an addition to the speakers point.
- When the speaker has misrepresented certain known facts. (any 5 x ½ = 2.5mks)

iv) words / phrases used to interrupt politely

- pardons me, but……
- excuse me…….
- Do you mind……
- Allow me to say….

- may I ask…….. One minute ……..

(any 5 x ½ = 2.5mks)

b) Van, son, think, though, know, where, (6 x ½ = 3mks)

c)i Infant sorrow :

aa bb cc dd ✓✓ (2mks all must be correct**)**

ii) - gestures✓[1]eg struggling in my father✓[1] hands

- facial expression eg when ✓ mother groans.

(1 mk identification 1 mk illustration 2 x 2 = 4mks)

iii) The poem is about a newly born baby✓ (2mks)

iv) Turn right…keep to the ….

Walk along …. When you get to ….

(Any other plausible answer 4 x ½ = 2mks)

d.i) Love song✓[1]

Tausi – peacock/ symbol of beauty/

Ndege wangu wa fahari the speaker extols the beauty/ Idolises✓[1]

(Identification 1 mk, illustration 1 mk T.T 2mks)

ii) Choice of words / to get an equivalent of the words in English without losing to original meaning/ impact of the words in the original language✓ (2mk).

SAMPLE 2

101/1

ENGLISH PAPER 1

QUESTION 1 (20 MARKS)

FUNCTIONAL WRITING

Three of your friends are to visit you over the weekend. You intend to prepare for them your favourite dish. Write a recipe for this favourite dish.

QUESTION 2 (10 MARKS)

CLOZE TEST

2. Fill each of the blank spaces in the passage below with the most appropriate word.(10 marks)

The decision (1) ……..…… information ministers (2) …….single out the Media (3) …… what is clearly an intrusive audit of (4) ……..…….performance prior to, (5) ……..., and after the highly problematic December 2007 election should not come as a surprise. (6) ……. has come as a surprise. (7) ……the somewhat muted response from the media fraternity. From a lot that is usually vocal in the (8) …….of its rights (9) ……both real and imaginary foes, the Science is (10) ……. frightening than government's seemingly single minded determination to gag the media.

QUESTION 3 (30 MARKS)

ORAL SKILLS

Read the poem below and then answer the questions that follow.

Blackwood between carefully bowed legs

The eyes red over bellows and smoke

The sharpening of axes, adzes, carvers
The chopping, the whittling and such
carving such, scooping and scooping
then the sandpapering and smoothing

Blackwood between carefully bowed legs
Such energy release and the price
bargained away, would you imagine
now a broken symbol thrown careless
in the hook of a curio-shop: a lioness
broken legs, broken neck, broken udder?

Questions

1. Identify any **two** features that enhance the rhythm of the poem (2 marks)
2. For each of the words below write another word that is pronounced in the same way (3 marks)
   (i) Wood:
   (ii) Red:
   (iii) Thrown:
3. Mention **four** things that would enable you to know that the audience is listening to you when reciting this poem. (4 marks)

4. a) If you were to recite the last two lines of the poem, what **three** non-verbal techniques would you employ to make it interesting? (3 marks)

b) State whether you would use a rising or a falling intonation in the following sentences.
   (i) When were you born?
   (ii) Did you complete your work?
   (iii) What a beautiful car you have bought!
   (iv) James, come here.

c) In the following sentences, the underlined indicates the word that is stressed. Briefly explain the meaning carried by each sentence (4 marks)

(i) **Well-wishers** visited the orphans yesterday.

(ii) Well-wishers **visited** the orphans yesterday.

(iii) Well-wishers visited the **orphans** yesterday.

(iv) Well-wishers visited the orphans **yesterday.**

d) What is the difference between bowing and curtsying (4 marks)

e) Give four instances in which each may occur. (2 marks)

f) During a presentation you were interrupted severally by some members of the audience. Give 4 reasons why the audience would do so? (4 marks)

MARKING SCHEME

SAMPLE 2

101/1

1. Title
2. Ingredients – correct amounts and measurements
3. Tone – should be imperative
4. Language
   - Format - 4 mks
   - Language - 8 mks
   - Tone - 2mks
   - Sequence / steps - 2 mks
   - Content - 4 mks

20 Marks

CLOZE TEST

1. By
2. To
3. For
4. Its

5. During
6. What
7. Is
8. Protection
9. From
10. More

ORAL SKILLS

1. Alliteration

   black between bowed

   then the

   sandpapering smoothing

   Assonance

   Axes, adzes

   Repetition

   Blackwood between carefully bowed legs

   Broken

   Scooping

   Rhyme

   Scooping

   Smoothing

   NB: accept any 2 identified and well illustrated

   Award ½ mk for identification ½ mk for illustration

2. (i) would

   (ii) Read

(iii) Throne

3. Look at;

- Their facial expression and their different moods eg of sympathy when the lioness breaks thus sympathizes with the sculptor
- Listeners nodding in appreciation
- Observing body language eg sitting posture, leaning towards the reciter
- Maintaining eye contact.
- Uttering / saying statements / interjections such as oh! Ah! Oh my God!
- Not engaging in other activities like writing, talking

Accept only the first four (4) each 1 mark

NB: check on points that may be repeated

Accept only the first four (4) points and ignore the rest

4. (a) - Pauses
- Tonal variations
- Facial expressions
- Gestures
- Body movement
- Dramatization (Any 3 each 1 mark)

(b) (i) Falling – wh question

(ii) Rising – yes/ no

(iii)Falling – surprise / exclamation

(iv)Falling – command / imperative

(c) (i) well wishers and nobody else visited the orphans (doer of the action)

(ii) What the well wishers did was to visit (action)

(iii) It was the orphans that well wishers visited(object)

(iv) Time / day – it was yesterday and not any other day.

(d) Bowing – bending the head / body in order to show respect or as a form of greetings

Done by men or boys

Curtsying – bending the knees with one foot in front of the other to show respect or a form of greetings

Done by women or girls

NB: each 2 mks. 1mk for definition. 1mk for who does either of them.

(e) - Greeting older or senior people
- Before and after reciting a poem
- After receiving an award / degree / certificate / present
- Before and after welcoming an important guest with a bouquet of flowers
- Entering or leaving an important place / sacred

Any first four each ½ mk total – 2 mks

(f) - Inaudible
- To clarify issues
- Misinterpreted known facts
- Back up the speaker
- Omissions
- Different views from those of the audience
- External distractors eg bells, noise etc

Any first 4 each 1 mk and ignore the rest

1. a) - The composition should be a story or some life experience.
- It should end with the sentence indicated. If not deducts. (2 mks) (A.D.)

b) – The story should illustrate the saying.
- Irrelevance, deduct (4 mks) (A.D.)

* Both compositions should not be of a length beyond 2 ½ pages. If beyond, deduct (2 mks) (A.D.)

MARK	CATEGORY	BENCHMARKS
D-	01 - 02	The composition is chaotic, broken English, has no punctuation and very many errors.
D	03	
D+	04 - 05	
C-	06 - 07	- The composition has a problem of structure and vocabulary, mother-tongue influence, use of clichés and grammar problem.
C	08	
C+	09 -10	- It has gross errors, difficulty in communication, little variety or originality, over – use of clichés, jerky flow, errors of tenses and agreements and spelling errors.
B-	11 – 12	- The composition is fluent, has simple sentences (straight forward), there is a range of vocabulary and idioms. There is also good sentences and expressions. - There might be occasional errors but the student is natural and effortless.
B	13	
B+	14 – 15	
A-	16 – 17	- There is fluency, originality, efficiency in words, good sentence structures idioms and vocabulary. - There is a definite spark. - The student communicates feelings, tastes, points of view, culture e.t.c.
A	18	
A+	19 – 20	

2. The merchant of Venice – W. Shakespear

Compulsory text.

Introduction: (2 mks)

(It could be a general or specific introduction.)

(Accept any, if missing no marks awarded.)

Example: It is a truth that Shylock is a Jew and hence not a local in Venice. The Venice locals view themselves as a special nation and uphold Christian faith. To them, any other races are pagans and do not deserve any justice in the world shylock cannot access some privileges which are only received for ordinary Venetians

A (i) Suffers instance abuse examples from Antonio who abuses him in front of other merchants hence his (shylock's) business suffers.
This not justice to shylock

Relevance: There is business rivalry in our community on the basis of which community someone comes from

A (ii) Suffers Jessica elopes with Lorenzo, saferio and Salanio insult him fro the loss of Jesicca and ducants. Shylock does not get any reprieve for the loss.

Relevance: In our society, there is silent discontentment on inter- tribal marriage by some parents. This has been worsened by the recent political dispensation.

A (iii) There is prejudice against shylock.
His own daughter lates him as a result of his business deals. This kind of thought has been influenced by this society to a level where Jessicca thinks Christians are mindful and merciful than the Jews.

Relevance: In our society, people have been made to help people from outside the society . Even if they deal in genuine business, people might mistake such business people for thieves, a situation replicated world over.

A (iv) Shylock amasses wealth as a protection against hatred by Christians. However, the wealth heightens the racial hatred against him.

Relevance: In our society, those who try to accumulate wealth are hated and not seen as hardworking individuals.

A (v): Shylock fails to get justice in court. Even though Antorio borrowed money and defaulted in paying on time.

The wheels of injustice deny him fair hearing because he is a non- Venetian hence not entitled to shed the blood of a Venetian.

To worsen the situation, his wealth is taken from him and given to the state and Lorenzo and Jessica on equal measure. They simply say he is an outsider.

Relevance: laws of various societies are very harsh to perceived outsiders.

Some are even dispossessed of land and property (a typical Kenyan example)

Four points required and must bring out the relevance to one's society

3 + 3 + 3 + - Total 12 mks

Conclusion: 2 mks

(Should be a recap of what has been said or a general conclusion)

Example: It proves to be truth that as an outsider or a member of different society, one does not get fair treatment with the laws of a particular society. The person will be seen to be from outside and hence does not qualify to benefit from a different society a part from his or her own.

Grammar accounts for 4 mks

Total 2 + 12 + 4 + 2 = 20 mks

3. (c) Optional text

‘Homestretch’ by Velma pollard.

Introduction

(2 mks)

Example: The title ‘Homestretch’ indeed implies the final stretch to reach home. This stretch means the physical journey as evidence on David, Edith , Brenda and other or a psychological journey as seen on those west Indies living in diasporas but longing to have news and up date themselves with their heritage.

C (i) David and Edith are on a homestretch after a hiatus of thirty years whilst in Birmigham, England. Their homestretch begins all the way from the airport to woods village where they finally re – unite with their past as symbolized by paying homage at the graves (pg 23)

C (ii) Brenda is on a homestretch. Though back home temporally on an assignment with ‘the yard’, the home – bug has bitten her and she feels more and more drawn to Jamaica. She has found the rock. She goes back to England only physically but spiritually she is on a homestretch.

C (iii) Young people from woods village who have migrated to work in town or 3c.

Down at Bay have began to visit woods village because of the improved road. They are on a homestretch and in touch with their parents. (Pg 40)

C (iv) Anthony is also on a homestretch. Even though he is an engineer in USA, he longs to come back to Jamaica and raise his children in his homeland. He is basically on a homestretch and together with Brenda plans to organize trips to West Indian children born in Diaspora (Pg. 101)

C (v) Jamaicans and other West Indies in Diaspora are on a homestretch. They have a sense of belonging to homeland and have taken keen interest on what is taking place back home. They have sent Brenda to collect cultural information for their journal 'The Yard'.

C (vi) Laura and other Jamaicans who help those in Diaspora are also on homestretch. They recognize Jamaicans abroad and hence are aware of their identity and problems. As such they are being honoured for their work. (Pg 85)

Four points required
3 + 3 +3 + 3 - Total 12mks
Conclusion (2mks)
(Should review how the content is relevant to the title)

Example: Indeed in the novel 'Homestretch' many people are returning home. They say they are claiming the rock. The adage East or West have is best comes to mind. Many Jamaicans appreciate Jamaica for what it is the rock. They are proud of their identity.

Grammar accounts for 4 mks
Total 2 + 12 + 4 + 2 = 20 mks

SAMPLE 3

101/1

ENGLISH PAPER 1

1. FUNTIONAL SKILLS (20mks)

Imagine you are the headteacher of Umoja High School, where there has been a lot of bullying of Form One students. Write a speech you would deliver to the rest of the school

before the Form One students report. Your speech should emphasize the importance of discipline, academic performance and concern for others

2. **CLOZE TEST**

Fill in each of the blank spaces in the passage below with the most appropriate word.

(10mks)

The ultimate (1) ……. of education is to enable the person to acquire intellectual (2) …… moral autonomy. In this quest for autonomy, the youth and adults (3) …….. themselves submit to genuine authority (4) …….. their objectives is to be realised. This kind of situation can (5) ……. paradoxically summed up as: To gain freedom, we must start by giving it up.

Throughout the history (6) …… child rearing, it appears that parents love children and sometimes may find themselves loving them too much, and (7) ……. each successive generation tries to make things easier and (8) …… for the next one. This is true when you look around and in spite of the pressures that bog us down, we at least try to show (9) ……. to the children more openly as opposed to (10) …….. generation of parents.

3. **ORAL SKILLS**

a) **Read the poem below and answer the questions that follow.**

FIRST SIGHT

Lambs that learn to walk in snow
When their bleating clouds the air
Meet a vast unwelcome, know
Nothing but a sunless glare
Newly stumbling to and fro
All they find outside the fold
Is a wretched width of cold
As they wait beside the ewe,
Her fleeces wetly caked, there lies,

Hidden around them, waiting too
Earth's immeasurable surprise.
They could not grasp it if they knew,
What so soon will wake and grow
Utterly unlike the snow.

Philip Larkin

(i) Describe the rhyme scheme of the poem. (2mks)

(ii) Identify and illustrate any two sound patterns used in the poem. (4mks)

(iii) Write down any two words stressed on the thirteenth line of the poem and give the reason why. (2mks)

(b) Your school has invited a guest speaker to give a talk on academics. At the end of the speech, students comment that the talk was interesting. Suggest five reasons why they commented so. (5mks)

(c) Underline the silent letters in the following words. (5mks)

(i) gnat

(ii) depot

(iii) lamb

(iv) debut

(v) debt

(d) **Read the following oral poem and answer the questions that follow.**

Where is she ee
Where is the bride
We want to pamper her
We want to pamper her x 2

We advise you, we advise you
When you get there respect your husband
When he calls you respond to his call
So that your marriage can last
Both of you may live in peace

Both of you may live in peace x 2

(i) List two features lost when the above song is written down. (2mks)

(ii) If the above song is translated to another language what would be lost? (2mks)

(e) **Consider the following dialogue and describe the shortcomings of Orgon' listening skills. (8mks)**

[Enter Orgon]

ORGON: Ah, good morning, brother.

CLEANTE: I was just going. I'm glad to see you back again. There isn't much life in the countryside just now.

ORGON: Dorine – (to Cleante) a moment brother, please – excuse me if I ask the news of the family first and set my mind at rest. (To Dorine)
Has everything gone well the few days I've been away? What have you been doing? How is everyone?

DORINE: The day before yesterday the mistress was feverish all day. She had a dreadful headache.

ORGON: And Tartuffe?

DORINE: Tartuffe? He's' very well: hale and hearty: in the pink.

ORGON: Poor fellow!

DORINE: In the evening she felt faint and couldn't touch anything, her headache was so bad.

ORGON: And Tartuffe?

DORINE: He supped with her. She ate nothing but he very devoutly devoured a couple of partridges and half a hashed leg of mutton.

ORGON: And Tartuff?

DORINE: Feeling pleasantly drowsy he went straight to his room, jumped into a nice warm bed, and slept like a top until morning.

ORGON: Poor fellow!

DORINE: Eventually she yielded to our persuasions, allowed herself to be bled, and soon felt much relieved?

ORGON: And Tartuffe?

DORINE: He dutifully kept up his spirits and took three or four good swigs of wine at breakfast to fortify himself against the worst that might happen and to make up for the blood the

mistress had lost

ORGON: Poor fellow!

DORINE: They are both well again now so I'll go ahead and tell the mistress how glad you are to hear that she's better.

(From The Misanthrope and other Plays by Moliere)

MARKING SCHEME

SAMPLE 3

101/1

1. **POINTS OF INTERPRETATION.**

1. Must be formal (official) – a speech

Format –title ½

- Introduction ½
- Body ½
- Conclusion ½

Total = (2mks)

2. Tone (2 mks)

Must be formal tone because it is the head of the institution addressing students

- Should use the active voice but in the 1st person
- If wrong tone is used don't award.

(2mks)

3. Language accuracy.

A -5-6 mks

B- 4 mks

C- 2-3 mks

D – 1 (Broken language)

4. Body – Candidate must stress on the following points

- Importance of discipline (2 mks)
- Academics performance (2 mks)
- Concern for other (2 mks)

(6mks)

7. Introduction

- Must start with a statement with a light tone which must be interesting, welcoming student be included.
- Subject of discipline should be introduced.
- If no introduction – award 00

8. Conclusion (2mks)

Abbreviations

Layout L.O (2mks)
Tone T (2mks)
Language accuracy L.A (2mks)
Body D (2mks)
A (2mks)
CO (2mks)
Introduction Int (2mks)
Conclusion conc (2mks)

(20mks)

2. **CLOZE TEST**

1. Purpose /aim /goal/objective
2. And
3. Must
4. If
5. Be
6. Of

7. Consequently
8. Better
9. Affection/love
10. Last/ past

3. **ORAL SKILLS (30MKS)**

(i) ab ab ac cd ed ed aa

It is irregular rhyme scheme.

(2mks)

(ii) Rhyme - snow –know

air - glare

Alliteration – lambs, learns, find, and fold

Consonance – find, fold (4mks)

Assonance – walk, snow

(1mk for identification and 1for illustration) if one missing award 0

(iii) Wake, grow (1mk (identification of two)

Reason – Content words 1mk (reasons)

- Information words (2mks)

(b) –The speaker used effective voice projection

- There was effective use of body movement
- There was adequate approiptate choice of words
- Student was involved through asking question at the end of the speech.
- There was meaningful use of facial expressions
- There was mastery of content.
- Meaningful gestures used.
- The speaker looked neat and composed/had confidence.

Accept any 5 points (5mks)

(c)

i. Gnat
ii. Depot
iii. Lamb
iv. Debut
v. Debt

(5mks)

(d) (i) List of what is lost when the song is written down

- Gestures –where is the bride?
- Facial expression –where is she eeh?
- Voice variation –where is she eeh?
- Movement –they would move and dance as they look for the bride.
- Dramatic pause – pause from the 1st stanza to 2nd stanza

(2mks for the first two correct features)

(e) What is lost as result of translation from?

- Authenticity /original meaning
- Local flavour
-asthetic beauty

(Any two point =2mks)

4. **DIALOGUE** (8mks)

Shortcoming of Orgon's listening skille

Expect the following:

Orgun first talles to Cleante his brother in –law and later to during a maid to his daughter. Dorine tells Orgon that her mistress who is his daughter was sick she had a fever and a headache. But Orgun only wants to know about Tartuffe. Dorine repeatedly tells Orgun that Tartuffe is well but Orgun who doesn't listen, keeps saying ''poor fellow'' his sympathy is misplaced. You would expect him to feel sympathy for his daughter. Orgon does not listen to what Dorine is

saying about his daughter. He is so obsessed with Tartuffe that he shuts his ears to what is otherwise so clearly reported about his daughter .He obviously exhibits poor listening skills.

SAMPLE 4

101/1

ENGLISH PAPER 1

FUNCTIONAL SKILLS

QUESTION 1: FUNCTIONAL WRITING (20 MARKS)

A carjacking incident has just taken place along the road leading to your school compound. The driver has subsequently been abducted and driven off in the stolen car, and you witnessed the encounter.

Write a dialogue that takes place between you and the newspaper reporter as you recount to him what transpired before and after the ordeal

QUESTION 2: CLOZE TEST (10 MARKS)

Fill each of the blank spaces in the passage below with appropriate words. Use only ONE word in each space.

I used to go into the countryside to sketch animals and plants, carrying my drawing materials in a bag. One day I was walking across a field, looking (i) _____ rabbits to draw. Lost (ii) _____ thought, I (iii) _____ not noticed a bull running towards me. About one hundred metres (iv) _____ was a tree under (v)_____. I intended to sit and draw. Suddenly, I (6) _____ a noise behind me. I turned and saw the bull. I knew that a bull can run (vii) _____ faster (viii) _____ a man, but also knew that a bull cannot see movement. I (x) _____ not panic but ran towards the tree, keeping the (xi) _____, myself and the bull in a straight line. To distract the bull, I then threw my bag to the right, so it was out of the line of the tree. The bull saw (xii) _____ sudden movement and headed

towards the bag. I (xiii) _____ the tree and climbed up it. From (xiv) _____ I watched the bull attacking my bag with its horns and feet. It continued to (xv) _____ this for fifteen minutes and I was very (xvi) _____ to be up the tree. (xvii) _____, the bull was satisfied and moved off. I waited until it was a very long way (xviii) _____ and then got down from the tree and picked up my bag. I left the field as fast as I (xix) _____ and then looked inside my bag. Everything in it was (xx) _____ ruined

QUESTION 3: ORAL SKILLS (30 MARKS)

(a) (i) Imagine you have been invited to speak about the role of the youth in community leadership at the annual get-together party of your youth group.

What would you do to ensure that your speech is successful? List at least **FIVE** non verbal cues that you would use. 5mks

b) **Fill the blank spaces with a word that rhymes with the underlined word to complete the sections of the poem.** **5mks**

A wretched man walked up and (i) _____
To buy his dinner in town.

At last he found a wretched (ii) _____
And entered with modest <u>grace</u>

Took off his coat, took off his <u>hat,</u>
And wiped his feet upon the (iii) _____

Took out his purse to count his pence
And found he had but two half-cents

The wretched man, all at (iv) _____

Said: A little bread, sir, if you please.

The wretched man, he felt so (v) _____

He quickly left the dining hall.

Anonymous.

c) **Identify the letters representing the sounds that are silent in the following English words** **5mks**

(i) Comb

(ii) Often

(iii) Would

(iv) Yatch

(v) Buffet

d) **Read the sentence below.**

My sister went to the market yesterday.

What difference would there be in meaning if the sentence stress fell on each of the following words.

(i) My

(ii) Sister

(iii) Market

(iv) Went

(v) Yesterday

e) Imagine you attended the PROVINCIAL EDUCATION DAY held recently in Kisumu - in which several stakeholders in the education sector delivered key-note speeches. What did you do to ensure that you benefited most from the speeches you listened to? 5mks

f) **Read the following Acoli Song and then answer the questions that follow.**

If death were not there

Where would the inheritor get things?
The cattle have been left for the inheritor;
Ee how would the inheritor get things?
The iron-roofed house has been left for the inheritor,
Ee, if death were not there,
How would the inheritor get rich?
The bicycle has been left for the inheritor;
The inheritor is most lucky;
Ee, brother, tell me
If death were not there,
Ugly one, whose daughter would have married you?
A wife has been left for the inheritor;
Ee, inheritor, how would you have lived?
The house has been left for the inheritor
If death were not there,
How would the inheritor get things?

(i) In a live presentation of the above song which words would be stressed in the first two lines, and why? 3mks

(ii) Briefly explain two things you would do to enliven the performance of the above song if you were asked to present it to your class.

MARKING SCHEME

SAMPLE 4

101/1

1. QUESTION 1: FUNCTIONAL WRITING (20 MARKS)

POINTS OF INTERPRETATION

- This must be a dialogue / interview – if not deduct up to – 4mks for wrong format
- The format should include 'stage' directions to explain what happens during the dialogue – these should be put under parentheses(brackets).
- The names of the speakers should be written in CAPITAL letters followed by a colon before every speech made by the speakers – If no colons are used deduct -2A.D
- Give credit for logical explanation of the incident and creativity in the use of language

2. QUESTIONS 2: CLOZE TEST: 10MKS

NB: Each correct answer to score ½ mark x20 =10

(i)	For	(xi)	tree
(ii)	In	(xii)	the/ this
(iii)	Had	(xiii)	reached
(iv)	away /ahead	(xiv)	there / here
(v)	which	(xv)	do
(vi)	heard	(xvi)	glad/relieved /happy pleased /thankful
(vii)	much/ considerably/ far	(xvii)	Finally / eventually/ ultimately
(viii)	than	(xviii)	away/ off
(ix)	well / clearly/ distinctly	(xix)	could
(x)	did	(xx)	Completely/ totally/utterly/ quite absolutely

3. ORAL SKILLS 30mks

a) (i) Use of gestures

(ii) Facial expression

(iii) Body movement (appropriate)

(iv) Make sure you demonstrate good grooming (dress, hair etc) and etiquette

(v) Appropriate postures (body language)

(vi) Use appropriate pauses where necessary

b) (i) down

(ii) place

(iii) Mat

(iv) Ease

(v) Small

c) (i) Comb---------- b

(ii) Often…….t

(iii) Would …….. l

(iv) Yacht ……ch

(v) Buffet ……t

d) (i) Stressing on the word "My" would imply that it was my and not any other person's sister.

(ii) If you stressed the word "Sister", it would imply that you are not talking about your brother or cousin or anybody else but your sister.

(iii) If you put stress on the word "went", it would imply that my sister neither passed Through nor lived at the market but simply went there.

(iv) Stressing on the word 'market' would imply that she did not go anywhere else but to the market.

(v) Stressing on the word "yesterday" would imply that it wasn't any other day but yesterday that my sister went to the market.

e)
- Listened keenly avoiding distractions
- Noted the speakers use of gestures in expressing meaning
- Also noted the speakers use of body language (e.g. posture) to show the speaker's attitude towards the subject. Also noted use of facial expressions
- Took notes of the main points
- Wrote down questions that could be posed to the speakers for clarification

NB (5mks for any non verbal cues as above 1x5)

f) (i) The words to stress are death, not, there, inheritor, things. These words should be stressed

because they carry the meaning of the poem.

NB: Award 2 mks for at least 4 words as identified above and 1 mk for reason of justification / explanation.

(ii) Use of tonal variation

- pauses
- Gestures, facial expressions and body movement to enhance performance
- Use props (appropriate)
- Costumes (relevant ones)

*NB: All the above **MUST** be tied to specific lines of the poem /song for illustration for the candidate to score marks*

SAMPLE 5

101/1

ENGLISH PAPER 1

Question 1. (Functional Writing) **(20 marks)**

You have successfully graduated from International Air Travel Association (IATA) college in food and beverages. Write a **recipe** of a favourite meal for five.

Question 2. (Cloze Test)

Fill in the blanks in the passage below with appropriate words. (10 marks)

Death without dignity

Amid tears, relatives of murdered and beaten loved ones told heart-wrenching stories as they announced the creation_____ Victims United for Change. Their goal: To make_____ future _____ of crime won't _____ to experience the frustrations they _____ fighting a legal system _____ they say often gives more _____ to criminals_____ to victims and

_____ families, and treats _____, especially youth, with more dignity and care.

Adapted from: Metro Today, 15 July 2007

Question 3. (Oral Skills)

i) **Read the following proverb and answer the questions that follow:-**

he who pays the piper calls the tune.

a) What message does the above proverb communicate. (2marks)

b) State and explain any two events when the proverb would be applied. (4marks)

ii) You have been successfully enlisted as a trainee in journalism and mass communication institution. In your attachment, your media house gives you a part-time job as a news anchor. Explain how you would prepare and deliver the bulletin to the benefit of the viewers/listeners. (6marks)

iii) **Read the poem below and answer the questions that follow**.

"Tears in Heaven" by Eric Clapton and Will Jennings.

Would you know my name if I saw you in heaven?
Would it be the same if I saw you in heaven?
I must be strong and carry on 'cause I know I don't belong here in heaven.

Would you hold my hand if I saw you in heaven?
Would you help me stand if I saw you in heaven?
I'll find my way through night and day 'cause I know I just can't stay here in heaven.

Time can bring you down, time can bend your knees.
Time can break the heart, have you beggin' "please," 'beggin' "please."
Beyond the door there's peace, I am sure.
And I know there'll be no more tears in heaven.

Would you know my name if I saw you in heaven?

Would you be the same if I saw you in heaven?

I must be strong and carry on 'cause I know I don't belong here in heaven.

'Cause I know I don't belong here in heaven.

a) Describe any one sound pattern. (2marks)

b) Which line would demand for a definite **tone variation?**

Why? (2marks)

c) Explain the meaning of the **first line, stanza three.** (2marks)

iv) Explain the meaning of each of the following expressions:- (4marks)

a) A close shave.

b) A snake in the grass.

c) To pass the buck.

d) To be a lame duck.

v) **In the passage below, replace the underlined words with the correct word of the same pronunciation.** (5marks)

The Odyssey is a rip-roaring tail (1). In the coarse (2) of his journey, Odysseus guides his ship threw (3) straights (4) and across stormy waters. On his root (5) homeward, he listens to the please (6) of his men as monsters sea (7), mall (8) and sleigh (9) them. Tied to the ship's massed (10), he hears the sirens' call. He consults the profit (11) and praise (12) to the gods, who constantly medal (13) in human affairs, often in response to there (14) own miner (15) jealousies about each other. His life is very hard, but perhaps Penelope's is harder. For twenty years, she must play the roll (16) of faithful wife without even knowing if Odysseus is alive or dead.

1.	5.	9.	13.
2.	6.	10.	14.
3.	7.	11.	15.
4.	8.	12.	16.

MARKING SCHEME

SAMPLE 5

101/1

Question 1. (Functional writing)

Points of interpretation

- Must be a recipe
- The recipe can be either in continuous prose (essay) or note form
- The words need not be of any specified number. Can be below 350 (No penalty for number of words) i.e. brevity
- Award marks foe linguistic competence, format and right tone
- Need to use imperative sentences
- Penalties

  If not a recipe – 4A.D

  If the meal is not commensurate to a measure for five- 1 A.D

  If different assortments of meals are prepared, mark each differently and award marks @ out of 20

  Record the highest. No penalty

Question 2. (Cloze test)

i)	Of	ii)	Sure	iii)	Victims	vi)	Have	v)	Endured
vi)	that	vii)	Rights	viii)	Than	ix)	their	x)	Offenders

NB No other word should be awarded a mark/ No optional word

Question 3. (Oral skills)

i) a) The message communicated by the above proverb is;

- The person who provides the resources/ idea is liable to control its use or function./

- It is within the whims of the financer to dictate/ demand for the quality of the service/ product

b) - In an open democracy, the voters are to demand for appropriate infrastructure and service
- A passenger needs to be dropped at the exact point at an agreed time by a taxi man/ public service vehicle
- Tax payers have the right to question the usage of their taxes
- An employer gives the job descriptions to the employee; he has to abide by the terms

Any 2 explanations 4 marks NB Accept any plausible explanation

ii) a) Sit upright and relax: take a deep breath before you begin

b) Have a short carefully drafted introduction that grabs your viewers/ listener's attention

c) Observe fluency by pronouncing your words accurately

d) Speak slowly and clearly; adjusting your speed and voice projection naturally

e) Use accurate body language e.g. strong eye contact

f) Show knowledge of the subject (s) by perusing through in advance

g) Bring out the emotions rationally in an appealing manner paying attention to tone/ pitch

h) Make conclusion(s) that reinforces and/ or summarizes the salient features of the news bulletin

i) Liase with your on tips/ clues for commercial breaks

Any 6 well explained points 6 marks

NB: Must be in continuous prose; If in note form award half the total marks

*i*ii). a) The sound pattern in the poem are:

- Repetition e.g. "Would you know my name if I saw you in heaven?"
  "Cause I know I don't belong here in heaven"
- Alliteration e.g. "….. carry….. cause……."

"here….. heaven"

"hold….. hand….. heaven

Any 1 with example 2 marksNB: Identification without example 0 marks

b) The line is:

"Time can break the heart, have you beggin " please", beggin "please"

This is because it has speech tags 2 mks

c) Meaning of line 1 stanza 3:

The more one waits the more ones patience wears out. The longer one keeps patience the more bogged down he becomes

2 mks

iv) The meaning of expressions/ idioms:

a) A close shave.

A situation in which you only just manage to avoid an accident. To luckily survive a calamity

b) A snake in the grass

A person who pretends to be your friend but who cannot be trusted

c) To pass the buck

To make somebody else be answerable/ take responsibility

d) To be a lame duck

A person/ an organization that is not very successful and needs help.

A politician whose term of office will soon end and will not be re- elected

NB: Each plausible explanation 1 mark@ TOTAL 4 marks Penalize by a * glimmer, ¼ mark 2 different grammatical error per sentence

v) The homophones are:

Tail -tale√	sleigh - slay√
Coarse - course√	massed- mast√
Threw- through√	profit- prophet√

Straights- straits√	praise- prays√
Root- route√	medal- meddle√
Please- pleas√	there- their√
Sea- see√	miner- minor√
Small- maul√	roll- role√

NB: @ ½ a mark. No mark for any word misspelled. Total 8 marks

SAMPLE 6

101/1

ENGLISH PAPER 1

(Functional Skills)

Question 1. **20 marks)**

You are a member of a form 4 Agriculture class that is touring Moi Tea Factory. Prepare a questionnaire to be filled in by the factory manager during this educational trip.

Question 2

Read the passage below and fill in each blank space with an appropriate word.10mks)

Media reports indicate that the government of Kenya cannot account for some Ksh.720 million meant for AIDS, Tuberculosis and Malaria. For this reason the country risks losing upto sh.7 billion in new disbursements from the Global fund.

If the Fund makes true its (i) _____then the lives of about 2.5 million people will be in (ii) _____, including thousands whose health has been boosted by antiretroviral drugs they get through donor (iii) _____.

To this extent, we (iv) _____ with the civil society groups which have raised (v) _____ over the matter and demand that the government (vi) _____ for the funds.

The most depressing things is that cases of financial impropriety in regard to AIDS funds have been (vii) _____, yet little action has been taken to punish the (viii) _____.

It is callous and extremely (ix) _____ to make selfish gain out of the plight of people living with AIDS who need ready money to buy (x) _____ that should keep them going.

(Adapted from Daily Nation, Thur. March 30th 2006.)

QUESTION 3. Oral Skills

(i) **Give suitable responses to the following conversation** 5mks)

Judge: Why are you here?

Tom:

Judge: Why are you being suspected?

Tom:

Judge:

Tom: For the last three days, your Honour.

Judge: Tom Onyango McOloo? Aren't you the mechanic who fixed my cars puncture on that same day?

Tom:

Judge: Then surely, you couldn't have committed the crime. I hereby set you free.

Tom:

(ii) **Imagine that you've been requested to present a speech to form 1 students on importance of discipline at school. How would you ensure that your speech delivery is effective?**

6mks)

(iii) **Fill in the blanks with a word that rhymes with the underlined word to complete the sections of the poem** (5mks)

<u>One Fishball</u>

A wretched man walked up and _____,

To buy his dinner in the <u>town.</u>

At last he found a wretched _____,

And entered with modest <u>grace.</u>

Took off his coat, took off his <u>hat,</u>

And wiped his feet upon the _____.

Took out his purse to count his pence

And found he had but two half-cents.

The wretched man, all it at _____,

Said: A little bread, sir, if you please.

The wretched man, he felt so _____,

He quickly left the dining <u>hall</u>.

iv) **Read The Poem and answer the questions that follow.**

<u>The Monkeys</u>

Eastern monkeys are thieves

Northern monkeys are liars

Western monkeys are greedy

Southern monkeys are lazy

Let us climb the tree

and pick the fruit

and swing upon out tails

eating nuts nuts and nuts

and laughing laughing laughing

And forget to steal

And forget to lie

And learn to give

And learn to work.

a) Which words would you stress while reciting stanza 1? (4mks)

Line 1

Line 2

Line 3

Line 4

b) **Give a word that rhymes with each of the following** (4mks)

tree

tails

nuts

fruit

c) Mention 2 non-verbal cues you would use to enhance a recitation of stanza 1. (2mks)

v) Place the stress marker (') on the correct syllable in each of the following words.(4mks)

a) election

b) Camera

c) interfere

d) Describe

MARKING SCHEME

SAMPLE 6

101/1

MARKING INSTRUCTIONS

Q 1. The questionnaire should have a title i.e. the word "Questionnaire" must appear

A heading: A VISIT TO MOI TEA FACTORY : Date

Aligned

- Must have subtitles
- Should avoid asking personal questions
- Penalize for repetition of questions already asked/ vague/ irrelevant questions
- Penalize for negative statements
- Penalize for biased and leading questions
- Give credit for open ended and closed ended questions
- Must leave appropriate spaces for the answers
  - ❖ See sample questionnaire provided
  - ❖

SAMPLE QUESTIONNAIRE

QUESTIONNAIRE

A VISIT TO MOI TEA FACTORY : DATE

1. HISTORICAL BACK GROUND

a) When was the factory started?

b) Who found it?

c) Who owns it?

2. OBJECTIVES

a) Why was the factory established?

3. LOCATION

a) Why was it located here?

b) How has the physical site affected the expansion of the factory?

4. ORGANISATIONAL STRUCTURE/ MANAGEMENT

a) What is the scale of operation (Small or large)

b) Who manages the factory?

c) How large is the labour force?

5. RAW MATERIALS AND TRANSPORT

a) What is the average acre under tea per farm?

b) How much tea arrives at the factory per day

c) What method of transportation is used to transport:-

i) The tea to the factory

ii) The finished product from the factory to the market centres

6. PROCESSING AND MARKETING

a) i) How is the processing of tea done? (Stages

How is the grading done?

ii) Why is it important to obtain different grades of tea?

iii) Are there any by- products?

iv) How and where are they marketed?

7. SIGNIFICANTS

a) What problems does the factory face?

b) What measures are being taken to solve them?

c) What are the future plans for the factory?

Q 2. CLOZE TEST – ANSWERS

i) threat(s)/ warning/ promise/ intention(s)

ii) Jeopardy/ danger

iii) Funding/ Aid/ Assistance/ support

iv) Concur/ agree/ sympathise/ Empathise/

v) Alarm/ eyebrows/ concern(s)/ questions

vi) Accounts

vii) Rampant/ increasing/ numerous/ many

viii) Perpetrators/ culprits/ offenders/ managers

ix) Inhuman / bad/ wrong/ unfair/ uncouth/ heartless/ indecent e.t.c.

x) Drugs/ medicine/ ARVs

Q3. ORAL SKILLS

i) - Look for expressions that are appropriate to the questions asked in the dialogue
- The conversation must flow
- Each blank scores one mark (1 mk)
- Penalize for grammatical errors
- Credit should be given to polite expressions in the conversation e.g. – Your honour,

- Thank you

ii) HOW TO ENSURE EFFECTIVE SPEECH DELIVERY

- Prepare a summary of speech
- Face your audience and maintain eye contact with them
- Project your voice clearly, ensuring that you pronounce words correctly
  Use appropriate stress and intonation
- Use gestures, facial expressions and appropriate body movements

Any 3 well presented points (6 mks)

3. iii)
- Down
- Place
- Mat
- Ease
- Small (5x1=5)

iv) a) Words <u>to be stressed</u>

Line 1	Eastern,	thieves
Line 2	Northern,	Liars
Line 3	Western,	Greedy
Line 4	Southern,	Lazy

½ x8=4 mks

b) Words that <u>Rhyme</u>

i) Tree – Free, Spree

ii) Tails – Fails, Mails

iii) Nuts – Butts, Cuts

c) Fruit- Brute, Suit 4x1=4 mks

d) Non- verbal cues

i) Dramatization

ii) Gestures e.g. pointing East, North e.t.c.

iii) Facial expression

e) Dressing/ costume Any2 = 2 mks

SAMPLE 7

101/1

ENGLISH PAPER 1

QUESTION 1

1. **Functional Writing.** **20mks**

Imagine you are the sales manager of Wazuri Company. Your company has come up with a new model of a phone. Write an advertisement that is to appear in one of the dailies.

QUESTION 2

CLOZE TEST **10MKS**

Read the passage below and fill in each blank space with an appropriate word.

My mother had instructed (1)……. thoroughly in traditional cookery at an early (2)……. By the time I was thirteen I (3)…… Prepare a meal worthy to be set before any chief. It was the parish priest's habit, whenever he wanted to go round our part of the parish, to come and stay with us for (4) ……..days and go home visiting with my father. He was with us on one of these (5)…….…….. when my mother left me in (6)…….. of both preparing the evening meal and looking after the small children, as she was going to see a friend (7)…… had just had a baby. Everything was laid out(8)…… me in the right

quantities for, although good (9)……. Cooking, I was liable to use (10)……. too much or too little of everything. As for groundnuts to make the sauce, my mother put out what I would need as usual, and safely locked the store to keep out the chickens and children.

Question 3 ORAL SKILLS 30 MKS

(i) **Identify FIVE PAIRS of words from the following group of words which have similar Pronunciation. 5mks**

Root, worm, rest, site, fair, quay, fear, fare, see, warm, coarse, key, course queue, cause, route, wrest.

(ii) **Read the poem below and answer the questions that follow. 8mks**

SWEET AND LOW

Sweet and low, sweet and low,
Wind of the western sea
Low, low breathe and blow,
Wind of the western sea!
Over the rolling waters go,
Come from the dying moon and blow
Blow him again to me,
While my little one, while my pretty one sleeps.

Sleep and rest, sleep and rest
Father will come to thee soon,
Rest, rest, on mother's breast,
Father will come to thee soon,
Father will come to his babe in the nest
Silver sails all out of west
Under the silver moon
Sleep my little one, sleep my pretty one sleep.

ALFRED LORD TENNYSON

(a) Describe the RHYME SCHEME of this poem. 2mks

(b) Identify and illustrate any two aspects of styles that make this composition an oral poem. 4mks

(c) What is the persona's attitude towards the addressed? 2mks

(iii) **Use the following words in sentences of your own to bring out the differences that are a result of stress. 5mks**

a)´CONtrast:

con´TRAST

b)´CONvert

con´VERT

c)´PREsent

pre´SENT

d) ´REfuse

re´FUSE

e) ´REject

re´JECT

(iv) Fill in the missing responses in the telephone conversation below. 5mks

Nkrii…….……Nkrii……Nkrii……(the telephone rings)

1. YOU:…….

CALLER: could I speak to Mr. Ndege please?

2. YOU:……..

CALLER: Hallo, Mr. Ndege. This is Fred.

3. YOU:……

CALLER: No less than you've been. I've been kept busy throughout at school. Why don't you drop in for a real chat?

4. YOU:……..

CALLER: Saturday is okey. But let it be in the afternoon at 3pm. Sorry, if that isn't very convenient for you.

5. YOU:…….

   CALLER: That is news, Ndege. I didn't know. Alusiola is such a lovely man. I'll miss him.

6. YOU …….

   CALLER: Aha! Just in Mumias town. Tha's great. I'll sure see him tomorrow.

7. YOU ……..

   CALLER: What's that? Are you in some pain? Ndege, are you sick?

8. YOU:……..

   CALLER: I am very sorry. Get quick assistance. I am coming right away. Where do I find you?

9. YOU:……

   CALLER …….

(v) **State whether you will use a falling or rising intonation when saying the following sentences.** **3mks**

a) Who do you think you are?

b) Have you ever been to Mombasa?

c) I have always worked hard.

(vi) **She sells sea shells on the sea-shore and the sea shells she sells are sea-shore shells**.

(a) Identify the above genre 1mks

(b) Identify and illustrate any one style used in the genre above. 2mks

(c) Give your own example of the genre above. 1mk

MARKING SCHEME

SAMPLE 7

101/1

QUESTION 1 (FUNCTIONAL WRITING)

i) Has to be an advertisement; if not deduct 4 mks from the linguistic mark.

ii) The advertisement must be about a new phone model; if not treat as irrelevant and deduct

4mks.

iii) The advertisement should include the following information:

a) Name of company

b) Contact of company

c) Model of phone

d) Special features of the phone

e) Price

f) Terms of sale, e.g. "buy one phone, get one line free" (celtel, safaricom, Econet..)

g) Artistic qualification e.g.

-Drawing of phone

-How advert has been designed (e.g. in a frame)

-Writing-capitals; cursive;

h) Language and style

-Should be persuasive

-Should be exaggerated

The candidate should include at least five of the above items of information; if not deduct 1mk.

QUESTION 2 (10 mks)

i)

1) Me
2) Age
3) Could
4) Few/ some
5) Occasions
6) Charge
7) Who
8) For
9) At
10) Either.

QUESTION 3 ORAL SKILLS

i) Wrest Rest

Quay	Key
Coarse	Course
Root	Route
Fare	Fair.

ii) **SWEET AND LOW**

a) ABABAABC
ABABAABC
.

b) Repetition
Rhyme
Alliteration (1 mk for identification, 1mk for illustration).

iii) Loving/ admiration/ caring attitude.

iv) Accept any sentence that is grammatically correct provided the words are used as;

a) 'CONtrast-Noun
Con'TRAST-Verb

b) 'CONvert-Noun
Con'VERT-Verb

c) PREsent-Noun
preSENT-verb

d) 'REfuse-Noun
reFUSE-verb

e) REject-Noun
reJECT-Verb.

v) 1. YOU: Hallo

2. YOU: This is Mr.Ndege speaking. Can I help you?

3. YOU: Sorry I have not had time to call you. I have been busy

4. YOU: Will Saturday do?

5. YOU: By the way, Mr. Alusiola has left on transfer
6. YOU: Not much though. He has moved to Mumias
7. YOU: Ouch! Oh!
8. YOU: a---a--- Sharp pain in my abdomen
9. YOU: At Dr. Mwiage's (clinic e.t.c.). Please hurry
10. CALLER: I'll be there in twenty (e.t.c) minutes.

vi) a) Falling
b) Rising
c) Falling.

vii) a) Tongue twister
b) Alliteration –Sells Sea
She Shells Shore
Repetition-Repetition of words e.g. sea, sells, shells e.t.c. .
c) Open question -Accept any correct response. .

SAMPLE 8

101/1

ENGLISH PAPER 1

FUNCTIONAL SKILLS

QUESTION 1

1. This year your country experienced a severe famine caused by drought. A commission was set up to investigate ways of preventing a similar calamity in future. As secretary to the commission, compile a report of the findings and recommendations.

Question 2

Fill each blank in the following passage with <u>one</u> suitable word.

Outwardly you may be on friendly terms with the people next door, but, if the truth……(1) Known, you do not think much of them. Their ways may be…….(2) enough, but they are not your ways. It is not hatred, far ……..(3) envy; neither is it contempt exactly. Only you do not understand why they live as they……(4). You …….(5) people by ……..(6) social background. They were-not brought up as you were not that they are to blame for that, but certain advantages that you had were……(7) them. Rude noises come from that house next door that you would not……(8) from respectable people. Laughter late …….(9) night, when you want to sleep -how coarse it……..(10)!

<u>Question 3</u>

(i) Read the poem below and complete the rhyme scheme. 6mks

I sent a message to the fish:	a
I told them "This is what I……"	a
The little fishes of the sea	b
They sent an answer back to ……	b
"We cannot do it, sir because"	c
The little fishes answer……	c
I sent to them again to say	d
"It will be better to ……..	d
The fishes answered with a grin	e
"Why, what a temper you are…….	e

(ii) Rewrite the conversation between mother and daughter, filling in the blanks with an appropriate and correctly stressed word from among those given. Note, that stress is carried by part of the word in bold face. 6mks

'**REC**ord, re'**CORD,** '**SUB**ject, sub'**JECT**, **PER**fect, per'**FECT**, '**CON**duct, con**DUCT**

Daughter: Mum, can I go out with my friends?

Mother: Only if you promise to……yourself well

Daughter: But surely, mum, you know my friends and I are of good……...!

Mother: All right then. But do not……me to anxiety by coming home late.

Daughter: Thanks mum! You are the best.

Daughter: I promise I'll be home in…….time since I intend to study at least one…….before going to bed.

Mother: That is …….off you go then.

(iii) **Fill in the blanks spaces of the following sentences with either reflexive or an emphasizing pronoun. In each case indicate whether it is reflexive or emphasizing.** 5mks

a) My grandfather cleans his car……

b) Infants cannot feed……

c) Please help……to some sweets.

d) We cleaned the class by…….

e) Daniel went……..to collect the forms.

(iv) Euphemism is the use of a softer word in place of another deemed too harsh or offensive. E.g. the Euphemism for to "urinate" is "short call" or "pass water"

In the space provided write down five examples of Euphemism that you are familiar with.

5mks

Strong word	Euphemism
(a)…….	……
(b)…….	……
(c))…….	……
(d) …….	……
(e) …….	…….

(v) **Read the narrative below and answer the questions that follow** 8mks

The Beasts who Boasted

Once upon a time, an elephant, a lion, a fox and a peacock met at a pond in the forest.
The elephant began flapping his huge ears, looked down at the others from his great height and blew his trumpet.
"You have agreed that I am the strongest of all the beasts. With my tusks, I can tear through the thickest forest. Trees are like twigs to me" he trumpeted.
"You may be strong", roared the lion, "but nothing compares to my bravery. It is because I am brave that I am the King of the forest".

"Not at all. Brains are more important than bravery and more strength, "said the fox. "I live extremely well just by my wits".

"To be able to crash through woods, or leap into thin air, or sneak into the chicken yard is worthless compared to beauty," Said the peacock. He demonstrated this by preening his colourful feathers in a dance. All this while, an ugly toad, whom no man had ever hunted, had been listening to the beasts bragging. "Men kill the elephant to make boxes and jewellary from the ivory of his tusks'', he said. "They hunt the lion and decorate their walls with his skin because his courage leads him to prey on their herds. Because he can find his way into the farmyard, the fox's fur is used on the collar of a robe. The peacock's glorious blue gold feathers are used to make a fan for a lady. It is what you boast of that is indeed your downfall".

(Adopted from Oral literature of Asians in East Africa by Mubina Hassanali. Kirmani and Sanaullah Kirmani. Naiorbi, East Africa Education Publisher 2002) .

<u>Questions</u>.

(a) Identify any three examples of onomatopoeia in this narrative. 3mks
(b) Which words would you particularly emphasize in the elephants speech? 2mks
(c) How would you deliver the speech by the ugly toad? Explain 3mks

END

MARKING SCHEME

SAMPLE 8

101/1

1. HEADING: REPORT ON METHODS OF PREVENTING FAMINE IN FUTURE

i) INTRODUCTION

This year our (the) country experienced a severe famine caused by drought. A commission was set to investigate ways of preventing a similar calamity in future. The committee members were as follows:

Joseph .W. kiuna -Chairman

Sandra Wanjiku - Vice chairman

Francis Etiang - Secretary

Charles monde -Treasurer

The members discussed and came up with the following

ii) FINDINGS.

A) Causes of famine – It was found out that famine was caused by the following anomalies

-Inappropriate farming techniques

-lack of storage facilities for grains

-Incompetent co-operative societies

-Poor infrastructure

iii) RECOMMENDATIONS.

a) Irrigation – The commission suggested that farmers would need appropriate skills to enable them to carry out irrigation on their farms

b) Proper feeds –The commission felt that farmers should be sensitized on the need to purchase proper seeds from recommended dealers

c) Co-operative societies –These should enroll as many members as possible from the farming fraternity. Proper records should be kept and farmers

assisted in acquiring low-interest loans to enable them to improve their farming.

d) Storage facilities – The government should provide silos for grain storage in areas where such crops are realized in high yields. Such silos should be manned by properly trained personnel to avoid incidents of poising or theft

e) Unscrupulous sales – It was suggested that no middle man would purchase any crops directly from the farmers. This would enable only legally mandated co-operative societies to operate efficiently in liaison with the farmers

f) Poor infrastructure – The government should recarpet all feeder roads to facilitate access to farmers

iv) CONCLUSION

The commission suggested that the government should train a team of agricultural inspectors to oversee the effective implementation of the recommendations in the entire country.

Report compiled by Etiang.F. Secretary

Close test

2. i) Be
   ii) Bad
   iii) From
   iv) Do
   v) Judge
   vi) Their
   vii) Denied
   viii) Expect
   ix) At
   x) Is

3. i) **Rhyme scheme**

-Fish a
-<u>Wish</u> a
-Sea b
-<u>Me</u> b
-Because c
-<u>Was</u> c
-Say d
-<u>Obey</u> d
-grin e
-<u>in</u> e

5 mks

ii) -con<u>du'ct</u> (verb)
-'<u>con</u>duct (noun)
-Sub<u>j</u>ect (verb)
-'<u>Re</u>cord (noun)
-'<u>sub</u>ject (noun)
-per'<u>fect</u> (adjective)

6 mks

iii) a) Himself (Reflexive)
b) Themselves (Reflexive)
c) Yourself (Reflexive)
d) Ourselves Emphatic
e) Himself Emphatic

Ref. High school English Grammar &comp P41

1 mk each =5 mks

<u>iv) STRONG WORD</u> **<u>EPHEMISM</u>**

a) Die Pass away
b) Thin Slim
c) Fart Pass wind
d) Fat Plump
e) Defecate Long call
f) Faeces/ feces Stools
g)
h)
i)

j) ***This question is open. Any five***

5 mks

v) The beast who boasted

a) Onomatopoeic words	**b) Emphasized words**
-Flapping	-Strongest
-Blew	-Tear
-Roared	-Through
-Crash	
- Leap	

3mks ***2mks***

SAMPLE 9

101/1

ENGLISH PAPER 1

Question 1 (20 marks)

1. **Write** an E-mail to your pen friend living Norway. In your E-mail highlight the following to him or her.
   - ❖ Details about you and your family
   - ❖ Your locality and country
   - ❖ Places if interest in your country
   - ❖ Your hobbies and interests

Question 2 (10 marks)

2. ***Fill in each of the blank spaces in the passage below with the* most *appropriate word.***

Gender (i) _____ against the African woman is not only very (ii) _____ but it is also. (iii) _____ in African societies. (iv) _____ factors combine to disadvantage the African woman. First, we have (v) _____ beliefs about the 'natural' inferiority of the woman. (vi) _____, many negative cultural (vii)_____, like female genital mutilation, bride price and confinement to specified spaces demean the African woman Thirdly; the (viii)_____ poverty and ignorance prevailing in many Africa societies (ix) _____the African woman the means, the knowledge and the power to make positive decisions (x) _____ her life.

3. (a) ***Study the oral literature piece below and then answer the questions that follow.***

Challenger: Tangoch! (A challenge!)
Respondent: Choo! (Let it come!)
Challenger: Siling barak ! (A shilling in the sky!)
Respondent: Ndegeit (An aeroplane.)

(i) **Classify** the above oral literature item. (1 mark)
(ii) **What** is the audience targeted in the above piece? **Explain** your answer. (3 marks)
(iii) **Explain** the imagery in the above oral literature genre. (3 marks)
(b) For each of the following words **underline** the stressed syllable so that it gives the meaning of the definition given after it. (4 marks)

(i) Refuse: (rubbish or wastes)
(ii) Rebel: (a person who fights against an established government)
(iii) Desert: (To abandon)
(iv) Progress: (To advance or develop)

(c) ***Read the poem below and answer the questions that follow.***

Diana doesn't dwell on trivialities
For this damage the brain dry.
And drench one into thoughts which untainted

Send one's head tossing and turning
Driving one to the town's streets
Dressed but in one's birthday attire
Like a nude tailor's dummy
Courting danger in the dingy town's alleys
From a trigger that drills a hole
Through the brain damaged dry.

(i) Using <u>two</u> different illustrations **identify one** poetic sound device that stands out in this poem. (3marks)

(ii) **What** would the device in (i) above help in achieving if the poem were to be recited live? (2marks)

(iii) **What** is the poem all about? (3marks)

(d) Below is an interview between a head teacher and a student. **Complete** the part left blank.

Read through the conversation first before writing your responses.

Head teacher: Yes, come in, young man and sit down.
What's your name?

Student: ……..(2 marks)

Head teacher: That's right. You transferred here recently didn't you?

Student: ……. (1 mark)

Head teacher: Now, I need to find out a few details about you, so we can assist you better. How old are you, John?

Student: ……. (1 mark)

Head teacher: What subjects did you do well in, in Form 1?

Students: ……
…… (2 marks)

Head teacher: Are there any subjects you feel you need more help in?

Student: ……
……..(2 marks)

Head teacher: Don't worry John, we can help you improve in these subjects. Do you have any other interests apart from class work?

Student: ……

Head teacher: Good. We would like you to continue with these interests here. Feel welcome and try to settle down as quickly as possible. Thank you, John That's all for now.

Student: …… (1 mark)

MARKING SCHEME

SAMPLE 9

101/1

1. Must be informal E- mail format.

   The following is a sample of one such.

   To: tash@yahoo.com

   From : jim@yahoo.com

   Subject: Letter to pen-friend.

   Salutation

   [body]

   Sign.

Marks distribution should be as follows:

To: ---------- ✓ 1

From: ---------- ✓ 1

Subject: ---------- ✓ 1

Salutation: ---------- ✓ 1

Body: ---------- ✓ 1

Sign: ---------- ✓ 1

The candidate must touch on the following in the main body.

- ❖ Details of self and family ✓ 2
- ❖ Self, locality and country ✓ 2

- ❖ Place of interest ✓ 2
- ❖ Hobbies and interests✓ 2

The candidate's language competence marks should be distributed as follows:

A -- 6 marks (very good language)

B -- 4 – 5 marks (Good language)

C -- 3 marks (Fair language)

D -- 1-2 marks (weak & very weak)

The examiner is advised to mark the candidate's script thoroughly to place him or her in the correct linguistic mark.

2. (10 marks)
   - (i) Discrimination / disparity
   - (ii) Widespread
   - (iii) Rooted / embedded
   - (iv) Several / many
   - (v) Primitive / irrational
   - (vi) Secondly
   - (vii) Practices
   - (viii) Abject/biting
   - (ix) Deny
   - (x) About/ regarding

NB A candidate gets nil if he/she does the following

- ❖ Uses a comma to separate two right answers.
- ❖ Gives two answers one of which is wrong.

3.

(a)

(i) It's a riddle. (1 mark)

(ii) Children (1 mark)

Reason: Riddles are usually meant for education of children (1 mark) in the things found in their environment.(1 mark)

(iii) Imagery

Identification of imagery: a shilling in the sky. (1 mark)

- This image helps the audience imagine of that which looks like a coin 1 mark/ or a shilling in the sky.(1 mark) and thus gets the answer which in this case is an aeroplane (1 mark)
- Reason: Aeroplane as it moves in the sky looks like a shilling / coin in the sky (1 mark)

(b)

(i) Refuse

(ii) Rebel

(iii) Desert

(iv) Progress

(c)

(i) Alliteration ✓ 1

e.g. Diana doesn't dwell

Tossing and turning

damaged dry

danger in the dingy

1 mark for any two illustrations.

(ii) It would help create the desired rhythm ✓ 1which in turn helps in making it enjoyable to the ears of a listener.✓ 1

(iii) Aptly captures how trivialities✓ 1 can cause madness ✓ 1to an individual, making him or her walk naked in streets not to mention being ✓ 1exposed to danger.

(d)

Student :	John Mugo, sir, I'm a new student here	(2marks)
Student:	Yes, sir	(1mark)
Student:	I'm 14 years old sir	(1 mark)
Student :	Well, I used to get good marks in Geography, Chemistry, Maths and English, and I also enjoyed doing P.E	(2 marks)

Student: Yes, I do find business studies and History quite difficult, and I want to do well in these subjects too. (2 marks)

Student: Well, sir, I enjoy playing basket ball and hockey and I also belonged to the drama clubs in my last school. (2 marks)

Student: Thank you, sir (1 mark)

NB

Penalize for the following in this question:

- If in each response there are two or more grammatical errors deduct ½ mark
- If the response is irrelevant, award 0.

SAMPLE 10

101/1

ENGLISH PAPER 1

QUESTION 1 **(20marks)**

The Electoral Commission of Kenya has advertised for recruitment of qualified people who would like to become Registration clerks during the 2007 General Elections. You did your Kenya Certificate of Secondary Education in 2006 and you are interested in the vacancies. Write a letter of application in response to the above advertisement. Include a comprehensive and appropriate curriculum vitae that could accompany your application for the recruitment.

QUESTION 2

CLOZE TEST

Fill in each of the blank spaces in the passage below with the MOST appropriate word.

(10 marks)

After we had been marching for two weeks, getting soaked by daily rains and living entirely on the (1) ……. we carried with us, we found footprints. Two people were (2) ……. of us and traveling fast. We followed them. Each morning, when we (3) …….. off again after a night (4) ……., we found their tracks in the forest nearby and realized they had been watching us the (5) …… evening. One night we (6) …….. gifts in the forest but they were not touched. We called out greetings in the language of the river people but we did not know whether this unknown tribe were able to understand it. In any case (7) …… was no reply. We continued day by day until eventually we lost all sign of their movements. After three weeks we had almost given up hope(8) …… making contact. Then early one morning we woke up to find seven men standing within a few yards of our tent. They were very small and wore nothing (9)…….. a wide belt of green leaves tied around their waist. Two of the men had ear rings and necklaces made of bones and one carried a woven (10) …… full of roots and fruit.

QUESTION 3

a) **Read the poem below and answer the questions which follow:**

BLIND

When you left
Without a word,
My heart wept

Not so much
For lost love
(And touch)

But the more
For blinkers
Which I wore

For so long
For so late
Did I worship
Such an ingrate?

(i) Imagine you were asked to present the above poem to your class. Explain any <u>two</u> things you would do to enhance your presentation of stanza 1 -3. (2mks)

(ii) Identify and illustrate any two poetic devices used in the above poem to create rhythm. (4mks)

(iii) Why has the poet used brackets when using the words (And touch) (1mk)

(iv) what is the tone of the persona? (1mk)

b) Bura mochok e tiend lwanda - luo
(A meeting under a rock)

(i) Give the meaning of the above genre. (1mk)

(ii) How would you classify this genre? (1mk)

(iii) Identify the stages involved in the performance of the above genre. (4mks)

(iv) In what ways would you say that the genre aid language learning? (4mks)

c) For each of the following words provide another word that is spelt differently but is pronounced the same way. (5mks)

i) vale ……..

ii) earn …….

iii) wine ……..

iv) not …….

v) male ……

d) Imagine you meet a stranger who is asking for direction to a neighbouring school. Write the dialogue that took place between you and the stranger. You may use some or all of the following landmarks in your dialogue: a shopping centre, a primary school, an unfinished house, a water tank and a maize plantation. (7mks)

MARKING SCHEME

SAMPLE 10

101/1

POINTS OF INTERPRETATION

Check for the following elements:-

1. - Sender's address
2. - Date
3. - Receiver's address
4. - Salutation
5. - Reference / subject
6. - Introduction – must bring out where the advertisement was placed
7. - Body- must highlight briefly background, academic qualifications, professional qualifications, status and experience.
8. - Concluding paragraph- whether there are any enclosures including c-v and any other testimonials.

   If no c.v enclosed deduct upto 4AD

   a) - Signing off- 2 marks (name + signature /title)

MARKING

Layout / format – 2mks

Tone – 2mks

Language accuracy – 4mks

Body (letter) – (5mks)

1. Introduction (apt) – 1mk
2. Background – 1mk
3. Academic qualification – 1mk
4. Professional qualifications – 1mk
5. Justification / suitability -1mk

Curriculum vitae (c.v)

Personal detail -1mk

Education& professional Trainig -1mk

Work experience -1mk

Interests/ hobbies -1mk

Referees/ references -1mk

2. **CLOZE TEST**
   1. Food / rations/ supplies/ provisions
   2. ahead
   3. set
   4. rest/sleep
   5. previous
   6. left/placed
   7. there
   8. of
   9. but/except
   10. Bag / basket.
3. a) Things I would do to enhance my presentation of the poem: in stanza 1 – 3

   Putting of special stress on the last word in each line of stanza 1 – 3 e.g

1) Stanza 1: Left, word. Wept

Stanza 2: much, love touch

Stanza3: more, blinkers, wore

This is because this would enhance rhythm since the above words, apart from being content words – they rhyme.

Stanza 1 left
Wept

Stanza 2 Much
Touch

Stanza 3 more
Wore

2) **Facial expression**- contorting one's face when saying, 'My heart wept' (to show sadness)

- Closing yes (blind told) at "blinkers"

3) **Use of gestures**- Holding my body when saying 'And touch' to bring out the physical side of love which the speaker does not miss.

4) **Tonal variation** – To enhance rhythm and bring out the musicality created by use of rhyme in stanza 1 - 3.

5) Using a bitter tone to bring out the bitterness of the speaker for being heartbroken at the pain of loss of love.

Any 2 identified and appropriately illustrated 1 x 2= 2mks

ii) Poetic devices used to enhance / to create rhythm:

a) **use of rhyme e.g** Stanza 1 left
Wept

Stanza 2 Much
Touch

Stanza 3 { more
Wore

b) **Use of alliteration**- the repetition of consonant sound in consecutive words e.g

Lost love- /L/

c) **Use of repetition** e.g "For so……."

d) Mostly "regular" structure e.g tanza 1 – 3 have three (3) lines each and also employs regular rhyme.

Any 2 points identified and illustrated 2 x 2=4mks

iii) The poet has used brackets when using the words (And a touch) to emphasize the physical side of love which is not worth remembering. In other words, the poet feels that it is the emotional side of love which has caused the persona so much pain/ heartbreak.

1mk

iv) the tone of the persona is 'bitter' – she says 'may heart wept' and regrets falling in love with an 'ingrate'.

1mk

b) i) The riddle means "Yie tik" – the beard.

1mk

ii) **Classification of the riddle**

- Simple riddle
- Riddle on parts of the human body.

1mk

iii) **The stages**

a) The invitation – opening formulae

b) The response – guesses

c) Challenger asking for a prize

d) Acceptance

4mks

v) - They help the youth to gain a mastery of the sound patterns in their languages.

- Help the youth to explore the potential of language to represent abstractions using words and sounds.
- Pronunciation is couched.
- Riddles also expose the riddler to the variety of objects in the immediate environment. 4mks

C) i) Veil

ii) Vrn

iii) Whine

iv) Knot

v) Mail 5mks

3. d) **DIALOGUE**

Points of interpretation

- Must be a dialogue of at least six exchanges
- Etiquette must be observed i.e excuse me / Hallo, Thank you, Sorry plead, what can I do for you, e.t.c.
- Must use instructional language – use of imperatives i.e walk straight along the path and you will see a huge water tank to your left.
- Turn right and walk on the murram road for about 1 km.
- The road passes through a shopping centre
- Turn left and you will see Jaribu primary school to your right.
- Walk straight until you come across an unfinished house close to a maize plantation.
- You will then walk for about 50 metres and get to the school.
- Deduct ½ for grammar errors and incomplete sentence / responses.
- Deduct 1mk if more than 2 landmarks are missing
- Expect brief exchanges