

## 101/1 MARKING SCHEME MOCK 2021

### 1.Functional Writing

#### Format (06 Marks)

Heading 01

Book title 01

Author 01

Genre (optional)

Publisher 01

Year of publication ½

Number of pages ½

Price ½

Where found (optional)

Reviewer ½

#### Content (08 Marks)

-mention the setting of the text i.e when and where? S

-give a brief summary of the plot P

-highlight the main character(s) C

-highlight the main theme(s)T

-mention the stylistic devices used D

-give the strength(s) of the work ST

-give the weakness(es) of the work W

-conclude by giving a recommendation of the book e.g. whether or not you can recommend the book to other readers.(R)

#### Language (06 Marks)

A 06

B 04-05

C 02-03

D 01

## 2. Cloze test

1. is
2. words
3. that/which
4. from
5. fixed
6. manner
7. example/instance
8. using
9. sense/meaning
10. metaphorical

### 3(a) Oral Skills

i)-Alliteration-rickety, rickety, rack

Roaring rushing race

-Use of rhyme/use of rhyming words

Dragged uphill top track

Puffed hill stop rack

-repetition-I think I can I think I can

- the phrase 'I think I can' has been repeated

-consonance-roaring rushing

-use of short lines e.g. I simply must not stop

-onomatopoeia-roaring, puffed, rickety rickety

ii) I would use;

-a falling intonation-to show satisfaction at the victory achieved

-for finality/end of the poem/end of the performance

-a smiling face to show how happy I am at the success/achievement

-happy tone-excited at the victory achieved

3(b)

\*I-to show the emphasis is on the subject/it was I and no one else

\*Bought- shows that the emphasis is on the action/ the action was bought and nothing else.

\*Camera- to emphasize on the object/ it was the camera and nothing else

3(c)

Climb, pact, blue, cereal

3(d)

\*permanent landmarks e.g. rivers, permanent buildings

\*use words like turn left, right

\*physically point out the direction or compass points-north, south

\*give approximate distance e.g. walk for 5 metres

\*give approximate time

\*use colours-buildings, gates etc.

\*repeat the instructions where necessary

\*use clear language

3 (e) I would:

\*start with a relevant anecdote

\*start with shocking/startling/relevant statistics

\*give background information on the topic

\*use a famous quotation

\*refute a misconception

\*use proverbs/wise sayings

\*give a personal testimony

\*ask relevant questions/rhetorical questions

\*use a dramatic skit/statement

\*cite authorities e.g. health experts

\*sing a relevant song

3(f) I would:

\*nodding your head either in agreement or disagreement

\*Stamping your feet

\*clapping/applauding

\*asking relevant questions

\*smiling /laughing

\*answer questions asked

\*raising eyebrows

3(g)

a) -the principal welcomes Felix-welcome Felix

-invites him to sit down-please have a seat

-greetings- Hello

b)-rudely interrupts the Principal-I would like us to have a little chat about...

- quickly jumps to conclusions-...Bruce! I knew that fool couldn't be trusted

c) -shouts at the principal-(shouting)

-speaks rudely to the Principal-Speak louder. I can't hear you

-rudely interrupts the principal- I would like us to have a little chat about...

