

**Term 2 - 2023**  
**ENGLISH (101)**  
**FORM ONE (1)**  
**Time: 2½ Hours**

## MARKING SCHEME

### 1. IMAGINATIVE COMPOSITION

#### Points of Interpretation

1. (a) - Must be a story if not deduct 4mks AD.
  - Must begin with ‘One look at his face...life.’ If it does not deduct 2 AD for the rubric.
  - The story can vividly narrate extremely disappointing and regrettable encounters.
- Penalize for gross errors such as agreement, tense, spelling, contractions, misuse of CAPS, sentence construction and ridiculous use of vocabulary.
- Check the candidates’ communicative competency (correctness, accuracy, fluency, pleasantness, intelligibility, and accuracy)

This question is intended to test the candidate's ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, fluency, pleasantness, and originality. Linguistic competence shown by the candidate should carry most of the marks. Examiners should not hesitate to use the full range of marks for each essay.

It is important to determine **FIRST** how the essay communicates and in which category **A**, **B**, **C** or **D** it fits.

- D CLASS:** The candidate either does not communicate at all. Their language ability is too minimal that the examiner practically must guess what the candidate wants to say. The candidate fails to fit the English words she knows into meaningful sentences. The subject is glanced at as distorted. Practically no valid punctuation. All kinds of errors. “Broken English”.
- D- (01 – 02):** Chaotic. Little meaning whatsoever. Question paper or some words from it simply copied.
- D (03):** Flow of thought almost impossible to follow. The errors are continuous.
- D+ (04-05):** Although English is often broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.
- C CLASS:** The candidate communicates understandably but only more or less clearly. They are not confident
- (06 – 10)** with their language. The subject is often undeveloped There may be some digressions. Unnecessary repetitions are frequent.
- C (06 – 07):** The candidate finds it difficult to communicate his ideas. He is seriously hampered by very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of propositions, tenses, verb agreement and sentence construction.

- C 08:** The candidate communicates clearly but not with consistent clarity. Their linguistic abilities are very limited, they cannot avoid frequent errors in sentence structure. There is little variety or originality.
- C+(09 – 10):** The candidate communicates clearly but flatly and uncertainly. Simple concepts and sentence forms are often strained. There may be an overuse of clichés and unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors or agreement, tenses, and spelling.
- B CLASS:** This class is characterized by greater fluency and ease of expression. The candidate demonstrates that they can use English as a normal way of expressing himself/herself. Sentences are varied and usually well-constructed. Some candidates become ambitious and even over-ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may be just clean and unassuming, but they still show that the candidate is at ease with the language. There may be a tendency to undermark such essays.
- B- (11 – 12):** The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally. This must not be over-punished by the examiner.
- B (13):** The sentences are varied but rather simple and straightforward. The candidate does not strain himself or herself to impress. There is a fair range of vocabulary and idioms. Natural and effortless. Some items of merit. The economy of language.
- B+ (14 – 15):** The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling, and punctuation are quite good. Several items of merit of the ‘whole sentence’ or the “whole expression” type.
- A CLASS:  
(16 – 20)** The candidate communicates not only fluently, but attractively with originality and efficiency. He/she can make us share his/her deep feelings, emotions, and enthusiasm. He/she expresses himself/herself freely without visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merit indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement, and felicity of expression.
- A- (16 – 17):** The candidate shows competence and fluency in using the language. He/she may lack imagination and originality which usually provide the ‘spark’ in such essays. Vocabulary, idiom, sentence structure, links and variety are impressive. Gross errors are very rare.
- A (18):** Positive ability. A few errors are felt to be slips. The story or argument has a definite impact. No grammar problems. Variety of structure. A definite spark. Many margin ticks.
- A+ (19 – 20):** The candidate communicates not only information and meaning but also and especially the candidate’s whole self, his/her feelings, tastes, points of view, youth, and culture. This ability to communicate his deep self may express itself in many ways; a wide range of effective vocabulary, original approach, vivid and sustained account in case of narrative, and well-developed and

ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he/she deserves.

2. Read the passage below and answer the questions that follow.

20 Marks

### A Matter of Wife or Death!

The idea was ludicrous. Arnold and Linda Karomaindo stood a few feet from the front door listening to Harry. Looking at Harry standing there in desperation made Arnold want to cry and laugh all at the same time. He wanted to cry because he knew he would probably consent to Harry's crazy proposal. He also wanted to laugh because it was not the first absurd idea Harry had sprung on them. Linda did not find anything funny in Harry's proposition. As a matter of fact, she was very cross and wanted him to go away. She clung on to her husband's left hand which remained akimbo the entire time that Harry **babbed** on.

'So, let me understand this. You want to borrow my wife!' Amusement and disbelief weren't lacking in Arnold's tone. 'She is not a bowl of sugar, Harry,' Arnold continued with a touch of seriousness this time. 'She is a human being and my wife for that matter.'

Linda turned to face her husband. The look in her eyes was murderous enough to **curdle** milk. She didn't like where the conversation was going one bit. Arnold understood but kept his cool. Linda had not taken a liking to Arnold's college friends and Harry was no exception. Her tolerance was regulated by the simple fact that she was married to Arnold. According to her, Arnold had very little in common with his college mates yet after four years of marriage, he still had a baggage of parasitic friends orbiting his life. The worst of them was Harry. What **irked** Linda most about Harry was that he lived next door.

'It's crazy, Harry. I'm not doing it!' Arnold opposed, slowly shaking his head.

Linda smiled. Harry was losing.

'Arnold, please! I won't bring you any more trouble. I promise,' Harry pleaded.

'That's what you said last month with the tiger incident,' Arnold reminded Harry.

How could Harry forget the incident? Only a month and a half ago, he had Arnold and Linda babysit a baby tiger he claimed to have adopted during the trip to Shanghai. Linda had wanted nothing to do with it but her husband gave in to Harry. Their tattered furniture was nothing compared to the court case that followed two weeks later. The Chinese government reported kittens missing from one of their zoos for endangered species. Amnesty from the government had saved Harry from a prison sentence, but Linda had sworn not to let him **meddle** with their lives again.

Right now, Harry's fix did not involve a baby tiger. It involved a fully -grown tiger-his mother. Unlike the Chinese government, Harry's mother would grant no amnesty to a lying son who claimed that he was married to a lovely girl from Kilifi for two months now. Harry had sent home false details of the splendour of the wedding and the honeymoon in Zanzibar. He claimed that he had not wanted to inconvenience the entire family by having them travel to the city for a wedding around Christmas time.

Harry had been under pressure to be the all-providing relative who never went broke. Financial leeches are what he called his relatives. His motive was to avoid a family gathering

at his house for the next two years. He told the wedding lie, hoping the family would give him time to bond with his wife. Harry's mother, however, would have none of it. She decided that she would travel to see the bride herself.

Harry now stood at his best friend's house with one need. His mother was in a taxi fifteen minutes away. He needed to borrow a wife. It was a matter of *wife* or death!

(By Ernest Wamboye Wakhusama)

**Questions.**

- a. What is the name of Arnold's wife? 1 Mark

**The name of Arnold's wife is Linda Karomaindo.**

- b. Where had Harry claimed to have got the baby tiger? 2 Marks

**He claimed to have adopted the baby tiger during his trip to Shanghai, China.**

- c. Why is Harry's mother travelling to the city? 2 Marks

**She was travelling to the city to meet her daughter-in-law.**

- d. What was the reason that motivated Harry to tell a wedding lie? 2 Marks

**He wanted to avoid a family gathering at his house for the next two years or so.**

- e. What, in the first paragraph, signals the fact that Harry is likely to win? 2 Marks

**The fact that Arnold knows that he will probably consent to Harry's proposal made him feel like crying.**

- f. Do you find Linda fair in her attitude towards Arnold's friends? 2 Marks

**Yes. Arnold's friends do not seem to realize that he is married and that he can no longer get involved in all their activities.**

**(Either 'yes' or 'no' with supporting reasonable response scores.**

- g. If you were Harry, how else would you have handled the situation without adding a lie to another lie? 2 marks

**I would have told my mother the truth and apologized for the earlier lie. (Note that lying is a vice that should be discouraged, let student's responses be in that line)**

- h. Harry is portrayed as a deceitful character in this story, identify two instances from the story which illustrate it. 2 Marks

**He lied to Arnold and Linda that he adopted a baby tiger on his trip to Shanghai, China.**

**He told a wedding lie to his family to avoid family gatherings.**

- i. For how long was Arnold and Linda married? 1 Mark

**They were married for four years.**

- j. Explain the meaning of the following words as they have been used in the passage. 4 Marks.

- i. Babbled **spoke in a confused manner**
- ii. Curdle **make a liquid separate into solid and liquid parts/ferment.**
- iii. Irked **annoyed or irritated**
- iv. Meddle **interfere**

### 3. ORAL SKILLS

- a. Read the poem below and answer the questions that follow.

**To My Sister by William Wordsworth**

It is the first mild day of March:

Each minute sweeter than before

The redbreast sings from the tall larch

That stands beside our door.

There is a blessing in the air,

Which seems a sense of joy to yield

To the bare trees, and mountains bare,

And grass in the green field.

My sister! ('tis a wish of mine)

Now that our morning meal is done,

Make haste, your morning task resign;

Come forth and feel the sun.

**Questions.**

- a) Who is the speaker/persona, illustrate your answer with evidence from the poem. 2 Marks

**Sibling/brother/sister-the title suggests it, ‘to my sister’, ‘my sister I (‘tis a wish of mine)**

- b) Describe the rhyme scheme of the poem. 2 Marks.

**abab cdcd efef- it is regular since it has a pattern making it predictable.**

- c) Give two instances of alliteration. 2 marks

...mild...march

...seems a sense...

...grass...green...

make...morning...

...forth...feel....

**Students must underline to score.**

- d) Give two instances of Assonance from the poem. 2 Marks

...your morning...

wish ...sister ...

- e. Identify any two pairs of rhyme/rhyming words from the poem. 2 Marks

**March/larch      air/bare      mine/resign**

**Before/door      yield/field      done/sun**

- f. Give another word pronounced the same as 2  
Marks

- i. Bare    **Bear**
- ii. March    **Match**
- iii. First    **Fast**

- g. Underline the silent letters in the following words. 4 Marks

- i. Debrig

- ii. Ballet
- iii. Isle
- iv. Depot



- h. During a private study reading session in class, your deskmate notes that you have poor reading habits. State four reasons that may have made him/her say so.

4 Marks

**I may have been pointing at the words while reading.**

**I was regressing.**

**I may be lip-reading,**

**I was sub-vocalizing and vocalizing the words.**

**I was reading each word at a time.**

#### 4. ORAL NARRATIVE

- i. Classify the above narrative. Give two illustrations to support your answer.

(2 mks)

**Trickster story.**

**Hare tricks Lion into killing his wife.**

**Hare tricks Lion into jumping into the fire and getting burnt to death.**

- ii. Give an example of each of the following features used in the story. (4mks)

**a. Opening formula – Long time ago**

**b. Closing formula – That is the end of my story**

**c. Repetition – Lion screamed and screamed. Hare tricks Lion twice.**

**d. Personification – Lion and Hare are speaking e.g. “My wife will know who I am today.”**

- iii. What lesson do we learn from this story? Explain your answer clearly by giving an illustration from the story. (2mks)

**The brain is better than brawn/ Intelligence is better than bodily strength. The hare is small but can trick the much bigger lion, twice or any other relevant lesson.**

- iv. Apart from the above type of story, list four other types of narratives. (4mks)

**Monster narratives; Myths; Legends; Explanatory/Aetiological, Dilemma;**

**Any 4XI=4**

- v. Give three functions of oral literature. (3mks)

- Entertainment
- Education
- Socialization
- Imparting language skills
- Preservation of culture
- Displaying/ Developing artistic creativity

vi. Explain the meaning of the following in storytelling:

a. Active audience (1mk)

**They are active and lively throughout the storytelling exercise. They comment, laugh, ask/answer questions, sing, etc.**

b. Passive audience (1mk)

**They remain passive but attentive throughout the storytelling exercise. Their attentiveness acts as a source of motivation to the artist/ narrator.**

vii. If you were to narrate the above narrative before your classmates, state any three qualities of a good storyteller you should have. 3 Marks

- i. **Should be able to recreate the story anew each time he tells it, making it a memorable and meaningful experience for each particular audience.**
- ii. **Should be interested in the culture of their people, rooted in it and feels a sense of belonging and pride in their culture.**
- iii. **Should be pleasant person who enjoys entertaining people and sharing the knowledge they possess with others.**
- iv. **A good narrator has a good memory, imaginative and creative.**
- v. **Should be an open-minded person who is not shy since they may use words which may be considered obscene.**
- vi. **Should not only know about the past of their people but also be keen to observe what is happening today.**  
(Any 3 answers)

## 5. GRAMMAR

1. Fill in the blanks with the plural form of the noun provided in brackets. 3 Marks
  - a. All his **sheep** died during the dry season. (sheep)
  - b. There are many active **volcanoes** in Japan. (volcano)
  - c. My neighbour keeps a flock of **geese** in his compound. (geese)
2. Fill in the blanks in the following sentences using the correct articles 'a', 'an' or 'the.' 3 Marks
  - i. Nyabuti is **an** honest man.
  - ii. You don't know **the** trouble I have got myself into.



- iii. I need to buy **an** umbrella before the rainy season.
3. Use the correct reflexive pronouns to fill in the blanks in the sentences below. 3 Marks
- The rat hid **itself** in the cupboard.
  - Kamanda hurt **himself** badly in the game.
  - The principal said we should behave **ourselves** well at the fair.
4. Choose the correct alternatives from the brackets to fill the gaps. 3 Marks
- Every child **deserves** a good education. (deserve/deserves)
  - Mr Semba and his wife do not **play** loud music. (play/plays)
  - Kayleigh does not **drive** once it is dark. (drive/drives)
5. Fill in the following gaps using the simple past tense form of the verb in brackets. 3 Marks.
- Gael **chose** to read rather than go for a walk. (choose)
  - They **finished** the assignment on time. (finish)
  - The child who **drank** the dirty water has been taken ill. (drink)
6. Complete the following sentences using the correct comparative form of the adjectives given in the brackets. 3 Marks
- He was the **fiercest/most fierce** warrior of all time. (fierce)
  - She is the **tallest** girl in the school. (tall)
  - A cat is **more intelligent** than a dog. (intelligent)
7. Use 'or', 'but' or 'and' to combine the pairs of sentences. 3 Marks
- She is poor. She is honest.  
**She is poor but honest.**
  - Our basketball team played well. Our basketball team lost the game.  
**Our basketball team played well but it/we lost the game.**
  - You can wait for me. You can go on your own.  
**You can wait for me or go on your own.**
8. Complete the following sentences using 'in', 'on' or 'at'. 3 Marks
- It gets very cold here **in** June and July.
  - Our examinations begin **on** Thursday next week.
  - I celebrate my birthday **on** 29<sup>th</sup> February every four years.
9. Form the adverb from the adjective in the brackets and use them to complete the sentences. 2 Marks.
- Kalmin speaks French **fluently**. (fluent)
  - Kwamboka walked **quietly** past the sleeping dog. (quiet)