

ENGLISH
Paper 1

MARKING SCHEME
(CONFIDENTIAL)

POINTS OF INTERPRETATION (12 MKS)

1.

1. Internal Memo

Sample Memo

QUICK SAFARIS TRANSPORT COMPANY LTD	<u>F ½</u>
Serve All, Serve Best.	<u>F ½</u>
<u>Internal Memo</u>	<u>F ½</u>
REF/NO: 651/3/2015	<u>F ½</u>
To : All the Drivers and Conductors	<u>F ½</u>
From : The Manager	<u>F ½</u>
CC : The Assistant Manager	<u>F ½</u>
Date : 25 th March, 2015	<u>F ½</u>
Subject : Discipline and Code of Ethics	<u>F ½</u>
<p>It has come to my attention that most drivers and conductors are of late displaying a lot of indiscipline. Majority of these workers arrive <u>late</u>, ^{C-1} use <u>foul language</u> ^{C-2} to the passangers and <u>lack courtesy</u> ^{C-3} even among collegues.</p> <p>Sadly, others have been caught giving bribe to the police, and receiving the same from our clients. <u>Overloading</u> ^{C-4} , overspeeding and failure to wear uniform are all issues that are againstt our code of ethics.</p> <p>You are therefore <u>sternly warned</u> ^{C-5} that failure to change your behaviour and attitude will lead to dire consequences.</p> <p>Remember your company is your lifeline.</p>	
The Manager	<u>F ½</u>

Format	F = 4
Content	C = 5
Language	= 3
	<u>12</u>

1.

a) Internal memo

Language Interpretation

- 3 mks** - The learner communicates with ease. No tense, or spelling errors.
- Subject- verb agreement rule observed
 - -good paragraphing.
 - Good use of sentence structures.
 - A flawless writing.
- 2 mks** - A few spelling and tense errors present. A few errors in sentence construction.
- Has a number of general errors but the student still communicates.
- 1 mk** - Has all types of serious errors in tenses, spelling and poor paragraphing.
- The learner can't communicate and one has to guess what he means.

NB: Do not award 0 (zero) mark for language.

2. Sample Card

<p>QUICK SAFARIS TRANSPORT COMPANY LTD</p> <p>GUIDANCE COUNSELLING & DEPARTMENT</p>		<p><u>F ½</u></p>
<p>Cordially invite,</p>		<p><u>F ½</u></p>
<p>Mr/Mrs/Miss.....</p>		<p><u>F ½</u></p>
<p>To a <u>motivational</u> ^{C-½} talk that will be held on <u>28th March, 2015</u> ^{C-½} in <u>the Bidii Hall</u> ^{C-½} at <u>10.00am.</u> ^{C-½}</p>		
<p>The Guest Speaker will be:</p>		
<p>B 1</p>	<p><u>Mr. Nicholas Buteti</u>, ^{C-½} the C.E.O, Keya Roads and Transport Authority.</p>	
<p>The <u>theme</u> ^{C-½} of the talk will be: Behaviour and Attitude change.</p>		
<p>Kindly observe punctuality.</p>		
<p>R.S.V.P</p>		
<p>The Manager, Quick Safaris Transport Co. Ltd, OR P.O BOX 10000-111101 NAIROBI TEL NO: 0727722700</p>		<p>The Head of Department, Guidance and Counselling Quick Safaris Transport Co. Ltd, P.O BOX 10000-111101 NAIROBI MOBILE: 0700722727</p> <p style="text-align: right;"><u>F ½</u></p>

Format F = 2

Content C = 3

Tone T = 1

Borders B = 1

7

2. Cloze test

1. becoming
2. but
3. posing
4. attempts/efforts
5. stamp
6. down
7. poaching
8. are
9. up
10. in

3.

a) i)

- nipples/ripples
- air/hair
- pressure/pleasure
- strong/long **(any 2 × ½) = 1mk**

ii) Alliteration **1 mk**

iii) sweet sensation sound/s/
sleep whispers softly **(2mks)**

iv) I would dramatize **1mk** by lowering **1mk** my tone. I would also say it in a slow pace, to create the onset **1mk** of the approaching sleep.

i.e Non-verbal (dramatize) **1mk**
 Verbal (pace or tone) **1mk**
 Effect **1mk**

b)

- i. Maintain eye contact.
- ii. Adopt a posture that is authoritative because this might elicit a positive response
- iii. Do something unexpected like referring to a specific person by name, without embarrassing them.
- iv. Begin by clearing the throat.
- v. Clap or ring a bell.
- vi. Begin by telling a joke.
- vii. Begin with a famous quotation or a proverb.
- viii. Greet the audience.
- ix. Sing a relevant chorus.

(Any 5 points × 1= 5mks)

c)

- i. Riddle
- ii. Personification $\frac{1}{2}$ **mk** (Identification)
- iii.
 - i. To entertain
 - ii. To help the child in language acquisition.
 - iii. To help the child appreciate and learn about his/her environment.
 - iv. To sharpen the wit.

(Any 2pts ×1= 2mks)

d)

- i. Success
 - ii. advice
 - iii. challenge
 - iv. observe
- (1mk × 4 = 4mks)**

e)

- i. muscle – mussel
- ii. worn - warn
- iii. come- cum
- iv. which- witch

f)

- i. The father does not prepare to listen, i.e does not adopt a listening posture.
- ii. He interrupts severally i.e does not adhere to the turn-taking rule.
- iii. He is not empathetic – he does not put himself in the shoes of his daughter in order appreciate where she is coming from.
- iv. He is full of self-importance / self-praise. This prevents him from reaching out to his daughter.
- v. He is absent-minded – he changes the topic abruptly thus interrupting the flow of the conversation.
- vi. He has pre-conceived ideas about Chemistry. He doesn't give the daughter a chance to explain herself.
- vii. He is unwilling to see his own shortcomings as far as listening skills are concernrd. e.g he says, "I heard you" – he believes he was listening.
- viii. He is insensitive – he does not realize he has hurt his daughter by not listening to her.

(Any 6 points ×1=6pnts)