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**CEKENAS END OF TERM TWO EXAM-2022**

**FORM FOUR EXAM**

*Kenya Certificate of Secondary Education. (K.C.S.E)*

**English paper 1**

**101/1**

**MARKING SCHEME**

**Question 1**

Format 05mks

Senders address ½mk

Date ½mk

Recipient’s address ½mk

Salutation ½mk

**R.E: 2mks include nature of meeting ½, date½ venue ½, time ½**

Signature ½mk

Name

Position ½mk

Content 8mks

A notice is hereby issued i.e.

Nature of the meeting ½mk

Date ½mk

Venue ½mk

Time ½mk

Business of the day

i) Read the notice convening the meeting ½mk

ii) Read and confirm the minutes of the previous meeting½mk

iii) Matters arising from the previous AGM½mk

iv) The agenda of the day at least 3 e.g.

* Costumes to be used 1mk
* Rehearsals for various plays 1mk
* Payments of the members 1mk

Any other business ½mk

Adjournment ½mk

Language 7mks

**Group D (01-02mks)**

The candidate does not communicate and their language ability is so minimal that the examiner has to guess what they intended to write. E.g.

* Poor use of punctuation marks
* Hardly any correct sentences
* Spelling errors

**Group C (03 -05)**

* Lack of confidence in language use
* Grammatical errors
* Mother tongue interference
* Poor organization of ideas

**Group B (05-06)**

* Communicates fluently
* Well-constructed sentences
* Good use of vocabulary
* Minor errors

**Group A (07mks)**

* Ease of expression with no errors of punctuation spellings and grammar.
* Good planning/ organization of ideas
* Clever use of vocabulary and maturity in language use
* Definite sparks

F – 05Marks

C- 08 Marks

L- 07 Marks

**Cloze test**

1. has
2. transmission
3. living
4. prevalence
5. attain
6. revelation
7. campaign
8. attributed
9. less
10. its

**Question 3: Oral skills**

i. a) Alliteration – clasps crag crooked – to enhance rhythm in the poem, enhance memorability etc.

Rhyme 1mk – hands and stands, claws and walls ½ mk – to make the poem interesting, enhance rhythm.

**NB: The candidate should identify, illustrate and give effectiveness.**

b) I would ensure that I am audible enough.

I would pronounce the words in the poem appropriately to avoid confusing the audience.

I would vary my tone e.g. last line of stanza 1.

I would start with a rising intonation to capture the attention of the audience and end with a falling intonation to mark the end of the poem.

I would stress the words appropriately to give the intended meaning etc.

**NB: (any 3 well-illustrated verbal cue)**

c) I would fold my hands into a fist to vividly show how the eagle grasped.

ii) Pro.se.cute

Mark.book

Con. dition

Ap.proach

iii) Moor

Urn

Torque

iv) **Before**

I would ensure that all my documents are well organized.

I would ensure that I arrive at the venue before the said time to avoid anxiety.

I would ensure that I am well groomed.

I would research on the organization and its venue before.

**During**

I would ensure that I am audible enough

I would maintain meaningful eye-contact with the interviewers.

I would use polite language etc.

**NB: (Must start “I would …)**

v) I would mention various landmarks

I would give them approximate distance

I would give the approximate time depending on the means of transport.

I would guide them using compass directions, route numbers

I would use turns while giving them the directions e.g. right, left etc.

vi) **Before**

They should settle on appropriate venue a way from distractors.

They would appoint one person among themselves to act as a group leader to moderate the discussion.

They should ensure every member has read through the play before to avoid time wastage during the discussion.

**During**

They should ensure that they observe turn taking skills to avoid rude interruptions

They should ensure that disagreements are expressed politely to avoid hurting each other’s feelings.

They should ensure that every member is given a chance to deliver their points to ensure that every member owns the group.

Ensure that the possible interruptions are given through the group leader.

vii) The principal addresses the student by name, Carol.

The principal welcomes the students and offers her a seat.

b) She fails to thank the principal after being offered a seat.

She uses a commanding language to the principal to speak louder.

She abusively calls her classmate a fool

She rudely asks the principal “Why did you call me?”

She arrogantly shouts at the principal.