

END TERM 1-2024

ENGLISH

FORM ONE (1)

MARKING SCHEME

1. COMPREHENSION

Read the passage below and answer the questions that follows.

(20 Marks)

Why We Cannot Do Without Prefects

Prefects play a pivotal role in school leadership. As student leaders, their role has evolved with the ever-changing school systems the world over. Incidentally, the more the education set-up changes, the more the duties of this cadre remain the same. Our discussion explores the role of prefects as leaders in a school set-up.

The concept of prefects is historical. It goes back to ancient Roman administrative systems where leaders were powerful, military, judicial and executive people. The word 'prefect' suggests 'one who does things first'. You could, therefore, say that a prefect is a prime mover. In education, the systems of having prefects grew out of 14th century experiments in British centers of academic instruction.

Prefects have considerable **authority** over other students. This is in line with the British and Commonwealth traditions. Prefects, in essence, assist the teachers in running schools. Basically, they deal with discipline and student control in and out of the classroom. The prefect leadership system is **hierarchical** with the head prefect, variably referred to as the school president. In this structure, a class prefect, for example, can refer particularly difficult students to the head prefect. A few years ago, prefects would actually administer corporal punishment. This has now been abolished in most countries, as modern opinion disapproves of enforcing discipline through cruel and degrading treatment.

In Kenya, prefects' bodies link the school administration and student. The democratically elected prefect body is a bridge between the school administration and students. The prefects inform the teachers about

the aspirations and desires of students. This has become an essential **recipe** for the clam prevailing in most schools these days. Prefects also implement the wishes of teachers and the school administration. Furthermore, it has been mooted that these students' leaders may as well sit on school boards and other important organs in the school systems. In India, Malaysia, Singapore, Pakistan and Sri Lanka, prefects enjoy **sweeping** powers, including subtly having a say in the executive running of the institutions.

Prefects are usually students of high and admirable moral demeanor. They are role models for the other students.

They are expected to inspire stubborn and wayward students to change and they have positive influence on their colleagues. History has proved that schools' leaders who perform well and are of good character are highly admired and respected. They eventually carry this trait into their adult lives, hence becoming leaders in the fields of their choice. any respected leader today will probably point out that their background in school leadership was a major contributing factor.

Finally, prefects, particularly in Kenya, can now boast about having a direct input in the formation of education polices. The umbrella association for secondary school head teachers in the country has organized forums for student leaders with the aim of enhancing the participation of students in the management of school affairs. This usually culminates in a national students' council in which students' leaders articulate issues of education importance. This promotes unity among the schools. The first ever national students' council was launched at the Bomas of Kenya on 4th April 2009. It was attended by over two thousand democratically elected student leaders from secondary schools all over the country.

Although the responsibilities of prefects vary from school to school, their role has a huge bearing on the stability of their institution. They are, indeed, prime movers in most of the activities in schools. it certainly would not be a bad idea to have their role strengthened further.

Questions

- a. According to the passage who is a prefect? (2 Mark)

A prefect is a student who has authority over other students. (1 Mark)

- b. What led to the systems of having prefects in education? (2 Marks)

Establishing prefects as student leaders with significant responsibilities in maintaining discipline and assisting teachers.

- c. How do prefects act as a link between the school administrators and the students? (2 Marks)

They inform the teachers about the aspirations and desires of the students while implementing the wishes of the teachers and the school administration.

- d. Give examples of countries stated in the passage where prefects are very powerful? (2Marks)

India, Malaysia, Singapore, Pakistan and Sri Lanka (Any 2)

- e. How many elected student leaders attended 2009 national student's council? (2 Marks)

Over 2000

- f. How does prefects in Kenya contribute to the formulation of education policies? (2 Marks)

They take part in forums organized by the umbrella association for secondary school head teachers.

g. State the functions of prefects in school leadership as highlighted in the passage? (4 Marks)

- **Dealing with discipline.**
- **Controlling students in and out of the classroom.**
- **Linking the school administration and the students.**
- **Inspiring stubborn and wayward students to change.**
- **Having a positive attitude on their colleagues.**
- **Having a direct input in the formulation of educational policies. (Any 4,1 Mark)**

h. Give the meaning of the following words as they have been used in the passage? (4 Marks)

- i. Recipe **Formula**
- ii. Authority **the power to give orders to someone**
- iii. Sweeping **Extensive**
- iv. Hierarchical **system in which people are organized into levels of importance**

2. ORAL SKILLS

a. Fill in the gaps in each of the following sentences with the most suitable word from those given in brackets. (3 Marks)

- i. The lorry **rolled** down Limuru road. (lolloed, rolled)
- ii. We sing songs to **praise** God. (praise, please)
- iii. The lorry was quite **long**. (wrong, long)

b. Imagine you are preparing to make a presentation in class during the English lesson. How will you use your voice effectively in order to make a powerful presentation. (2 Marks)

- **I will emphasis important ideas.**
- **I will read audibly.**
- **I will pronounce words correctly.**
- **I will vary the tone of my voice.**
- **I will practice or rehearse well. (Any two)**

c. Give other words that have same pronunciation but are spelt differently as the ones provided below. (5 Marks)

i. Ore **awe**

ii. One **won**

iii. Hole **Whole**

iv. Queue **Cue**

v. Flower **Flour**

d. During a class reader reading session, your teacher of English notes that some students have poor reading habits, what makes him/her to come to that conclusion? (5 Marks)

- **The students were pointing while reading.**
- **They were lip reading.**
- **They were vocalizing while reading.**
- **They were subvocalizing while reading.**
- **They were moving their head from side to side.**
- **They were regressing. (Any 5)**

e. Read the following short form item and answer the questions that follows.

“The shortest soldier shot the second shortest soldier’s shoulder.”

- i. Identify the short form item above? (1 Mark)

Tongue Twister- it makes use of similar sounding words that are easily confused.

- ii. Identify one feature of the item? (2 Marks)

Repetitive, 'shortest', 'soldier', etc. are repeated.

Alliterative, repetition of /s/ sound at the beginning of words.

- iii. Give two functions of the item above? (2 Marks)

- They are used for entertainment.
- They are used for socialization.
- They are helpful for early language training. / Educate
- They enhance creativity.

3. WRITING

- a. Rewrite the following paragraph in good handwriting correcting the misspelt words. (10 Marks)

I feel **confident** that I will find my mother at home. The **messenger** she had send to me arrived in good time and brought me the good news. He is a responsible person. My mother works with good people. She has no **enemies**. I love her very much. She works **quite** hard and **lets** me do my homework. There is **usually a lot** of schoolwork to be done at home. My mother has made our home a **convenient** working place.

(Award one mark for correctly shaped letters)

- b. Use commas where necessary in each of the following sentences. (5 Marks)
- i. Well, I hope you learnt a lesson from this.

- ii. Kayleigh, show the visitor the principal's office.
- iii. After the mother left, the child began to cry.
- iv. The long rains failed. Consequently, there was crop failure.
- v. 'Jesus is the son of God,' said the pastor.

c. Use the appropriate final or end punctuation marks in the following sentences. (5 Marks)

- i. What a wonderful animal a Kangaroo is!
- ii. Sunday is the first day of the week.
- iii. Which is the tallest mountain in the world?
- iv. Did Adam have milk teeth?
- v. Is it true to say that boys are superior to girls?

5. GRAMMAR

a. Use the list provided in the box below to group the nouns into common and proper nouns. (4 Marks)

Man	College	Kiriani
Basweti	Afraha Stadium	
Country	President	
Kenya	Barrack Obama	

Common Nouns

Proper Nouns

Man

Basweti

Country Kenya

President Arafha Stadium

College Kiriaini

b. State whether the following nouns are concrete or abstract. (4 Marks)

Kindness	Smell	Goat	Health
Table	Seat	Love	Mat

Concrete _____ **Abstract**

Table

Kindness

Goat

Smell

Mat

Love

Seat

Health

c. Fill in the blanks with the plural form of the word in brackets. (4 Marks)

- i. All of Kenyatta's **sheep** died because of the very cold weather. (sheep)
- ii. The police produced three **knives** as exhibits. (knife)
- iii. Why do you live in a house that attracts **mice**? (mouse)
- iv. Semba consulted many **chiefs** before responding to the commissioner. (chief)

d. Use 'a', 'an' and 'the' to fill in the blanks in the following sentences. (4 Marks)

- i. I am just going to **the** post office. I won't be long.

- ii. How often do you go to **the** dentist?
- iii. She is **a** useful person most **the** time.
- e. Fill in the gaps in each of the following sentences with the appropriate reflexive pronouns. (2 Marks)
- i. Nancy blamed **herself** for the accident.
- ii. When I went to college, I supported **myself** by working in the institution cafeteria.
- f. Underline the possessive pronouns in the following sentences. (2 Marks)
- i. This colourful shirt is **yours**.
- ii. All I know is that **theirs** is just a joke.

