**BURAMU 2 JOINT EXAMINATIONS**

**ENGLISH PAPER 1 MARKING SCHEME**

**Question 1A**

**Title**

Washika Dau High School (1mk)

Young farmers club

Notification for a meeting (1mk)

**Content** (4mks)

-use of phrase of notification (2mks)

-date, time, venue

-agenda (2mks)

**\*any two relevant items for the club**

\*AOB

Language (2mks)

Sign (1mk)

Name

Designation (secretary) (1mk)

**(0 if order is wrong)**

2B]

**REPORT**

Title

A report on (½mk) the young farmers club (½mk) end year meeting (½mk)

Content…………2mks

Language……………2mks

Introduction…………. 1mk

Body …………………1mk

Conclusion……………1mk

Recommendations ……….. ½mk

Compiled by………………. ½mk

Name and designation…………. ½mk

3A)

(i) aabb ccdd eeff gghh

-regular rhyme scheme

-the pattern formed is predictable

(ii)identify and explain two sound patterns

-alliteration…..burn **b**urn, for food

-assonance……silver fish

-consonance…..shimmering shinning

(iii) write another word which is pronounced the same as the following words used in the poem

For- four

You- ewe

Red-read

All -owl

(B) Rabala ruo rabuon –Luo

(A **baldheaded man swallows potatoes – English**)

1. Classify the above item

A tongue twister

1. Style

- alliteration - Rabala ruo rabuon

- assonance - Rabala ruo rabuon

1. Effects

Alliteration and assonance is lost hence ceases to be a tongue twister in the translated version

1. Functions

-For entertainment

-Sharpens language skills

-For speech therapy

-Pronunciation skills

-Serve as an introductory session of a narrative.

(C) Group the words below under the column containing the sound that the highlighted letter(s). (4marks)

Tis**su**e Cauca**s**ian Divi**sio**n pas**s**ion Cau**ti**ous

Solu**ti**on Vi**sio**n Expo**su**re **Ch**ef Lei**su**re

|  |  |
| --- | --- |
| / / | /3/ |
| Tissue | Caucasian |
| Passion | Division |
| Cautious | Leisure |
| solution | Vision |
| Chef | Exposure |

(D) Your mother who stays in the village wants to visit you in Nairobi. She has never visited you before. Your house is not far from the stage.

Mention four ways you would specify to her the direction from the stage to your house. (4marks)

**-Time taken from your stage to your home e.g walk for 5 minutes**

**-in meters or kilometres e.g. 100 meters from the stage**

**-mention landmarks**

**-specific/turn direction such as left, right, straight etc**

**-compass direction such as north, east ..etc**

(e) Your school is participating in a debate and the motion is : “Parents should let children decide their own destiny”

How would you ensure that your argument is convincing?(4marks)

**-I would make effective use of tonal variation**

**-I would use effective facial expression**

**-I would make effective use of gestures**

**-I would do effective research and preparation for the debate**

**-I would rehearse before the mock audience**

**-I would speak fluently and eloquently during the preparation**

**-I would employ the ability to state facts and statistics to back my arguments**

**Any 4 points**

(Must begin with the phrase I WOULD)

(f) Read the following conversation between two Form Four candidates and then answer the questions that follow.

Judy: Mali, I am worried my performance in English is not encouraging.

Mali: Ah! I am happy with my performance in English. I got a clean A last term.

Judy: I really don’t know what to do about Mathematics, maybe…..

Mali: I don’t like our Geography teacher. He thinks he is the only one who owns a Prado. My dad told me he will buy one soon.

Judy: (Trying to bring him back to the conversation) Tell me, Mali, how do you revise Mathematics?

Mali: Oh! Is that David? He has promised to bring me a Nigerian movie (calling) David! David! (Then runs after him)

(i)Identify FIVE shortcomings in Mali’s listening and speaking skills. (5marks)

**-Mali fails to empathize with Judy.**

**-He deviates from topic of discussion with Mali**

**-He rudely interrupts Mali (I don’t like…)**

**-He is easily distracted ( is that David)**

**-He is insensitive ( doesn’t care what Judy thinks)**

**(do not trait the participants)**

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