
KAPSABET HIGH SCHOOL

Marking scheme

English paper 1

Functional writing (20mks)

Format (3mks)

- i. acknowledge those present in order of seniority f1
- ii. Greetings f1
- iii. Conclusion –thank the audience for listening f1

Body/ content (10 mks)

- i. Should have preamble after greetings – I’m privileged to give this talk.... C1
- ii. Include the purpose of the speech C2
- iii. Discipline C2
- iv. Academic excellence C2
- v. Importance of sports and games C2
- vi. any other relevant information C1

Language (7 mks)

6-7 A

4-5 B

2-3 C

2. CLOZE TEST

10 MARKS

The dictionary defines integrity as ‘the state of being completely unified.’ When I have integrity, my **1 words** and my deeds match up. I am who I am, no **2 matter** where I am or who I am with. Sadly, integrity is a vanishing commodity today. Personal standards are crumbling in a world that has taken to hot pursuit of personal pleasure and short cuts **3 to** success. A person with integrity does not have **4 divided** loyalties nor is he or she merely pretending. People with integrity are ‘whole’ people; they can be identified by **5 their** single-mindedness. They have nothing to hide and nothing to fear. Their lives are open **6 books**. They have **7 established/ developed** a system of values against **8 which** all their life is judged. Integrity is not what we do so much as who we are. And who we are in **9 turn** determines what we do. Our system of values is so much a part of us that we cannot separate it from **10 ourselves**

3. ORAL SKILLS

30 MARKS

a) Read the following poem and answer the questions that follow.

When to the sessions of sweet silent thought
I summon up remembrance of things past,
I sigh the lack of many a thing I sought
And with old woes new wail my dear time’s waste
Then can I drown an eye, unused to flow,
For previous friends hid in death’s dateless night,
And weep afresh love’s long since cancelled woe,

And moan the expense of many a vanished sight.
Then can I grieve at grievances foregone,
And heavily from woe to woe tell o'er.
The sad account of fore-bemoaned moan,
Which I now pay as if not paid before.
But if the while I think of thee, dear friend,
All losses are restored and sorrows end.

William Shakespeare

1. Describe the rhyme scheme of the poem above. (2mks)

aaaababacdceff

Regular rhyme scheme

2. Identify the most dominant sound patterns used in this poem. (2mks)

Alliteration – sessions of sweet silent

- **With old woes new wail**

- **grieve at grievances**

3. Which words would you stress in the last line and why?(2mks)

Losses, restored, sorrows, end – 1mk

the persona feels relieved from sad experience now that he/she has a friend to share the problems with. 1mk

Must pick out the 4 words to score a full mark.

b) Read the following dialogue between Portia and the principal then answer the questions that follow.

Principal: Welcome Portia, please have a seat.

Portia: (After sitting down) Sir, why did you call me?

Principal: I would like us to have a little chat about...

Portia: I have not done anything wrong; you can even ask Ejidiah, the class prefect I was with her the whole day yesterday.

Principal: Actually, the reason I called you is because...

Portia: Speak louder. I can't hear you.

Principal: (in a louder voice). The reason why I sent for you is because I have just received news from...

Portia: (shouting). Jacky! I knew that fool could not be trusted with a secret.
Okay, its

true that Ejidiah and I sneaked out of school yesterday but we were hungry, really hungry. All we did was buy a loaf of bread and then came back to school.

Principal: Portia, I wish you could listen to me. The reason why I called you here is because I have received news that you have won an award in the creative writing contest that you entered last year. I have a cheque here for you. However, you have raised a matter that I would love to attend to without further delay. Please go and call Ejidiah. By the time you get back I will have decided on the best punishment for you two.

a) How does the principal establish rapport with the student? (2mks)

● **The principal addresses the student by name.**

● **The principal welcome the student and offers her a seat.**

b) What evidence is there in the dialogue to suggest that Portia demonstrates lack of etiquette in her speech? (4mks)

● **The student is disrespectful- commands/ orders the principal to speak louder.**

● **The student is rude- asks the principal " did you call me?"**

● **The student is abusive- calls one of the classmate a fool**

● **She shouts at the principal/ in the principal's office – "Jacky." Shouting**

c) Prove that Portia is a poor listener. (2mks)

● **Portia interrupts the principal several times**

● **Jumps to conclusion ...fails to listen to the principal instead say that she knew.....**

d) Pick out the word in which the underlined part is pronounced differently. (4mks)

a) **Empty** free key quay

- b) Arch march search **monarch**
 c) **shepherd** tough phase Physiotherapy
 d) Cortege montage siege **seizure**

e) Slipperiness knows no king.

i. Identify elements of musicality contained in the proverb above. (2mks)
Alliteration – *knows no*

ii. Explain how the audience would be involved in reciting to the proverb. (2mks)

● **I would say ‘Slipperiness knows...’ and leave the audience to complete by saying ‘no king’**

iii. Cite two things that would make you know that an audience has understood the proverb cited. (2mks)

- **When they complete the proverb correctly**
- **When they nod their heads**
- **When they wear/show bright faces**
- **When they smile**

Any 2 points

f. You are having a group discussion with your colleagues on the set text ‘Blossoms of the Savanna.’ One of your group mates is contributing to the discussion but you are eager to chip in with something. State any three cues that would tell you that it is your turn to make a contribution. (3mks)

- **If a question is directed to you.**
- **If the other party pauses –a pregnant pause**
- **Use of body language e.g the speaker beckons you/ raises eyebrows/ or any other acceptable sign.**

g. Imagine you have been invited to give a speech on the topic “Devastating effects of Covid-19.” State **three introductory strategies** of your speech. (3mks)

- **Use a rhetorical question e.g Did you know that this pandemic has affected lives all over the world?**
- **Use an anecdote e.g a sad personal story or assume you are a victim of covid-19**

- **Cite startling /shocking statistics e.g Do you know how Covid-19 has claimed over a million?**
- **Sing a song about the precaution against the pandemic e.g wash, wash your hands...**
- **Cite authorities such as doctors and other health experts eg doctors have warned....**

Any 3 points