



101/1 MS
ENGLISH
Paper 1 (Functional Skills)
December 2022
MARKING SCHEME

**THE KENYA NATIONAL EXAMINATIONS COUNCIL
KENYA CERTIFICATE OF SECONDARY EDUCATION**

ENGLISH

Paper 1

**MARKING SCHEME
(CONFIDENTIAL)**

**THIS MARKING SCHEME IS THE PROPERTY OF THE KENYA NATIONAL
EXAMINATIONS COUNCIL AND IT MUST BE RETURNED TO THE KENYA
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This marking scheme consists of 5 printed pages.

(1) Expect a speech, if not deduct 4 marks upto 2 marks for lack of speech style

Organization (3 marks) 4 marks

- A speech is very similar to an essay; it should have an introduction, body and conclusion.
- The introduction should grab the audience's attention and state the focus of the speech/disclosure of topic.
- Body – Expect points with supporting details.
- The conclusion should let the audience know that the speech is over/give the audience something to think about or call the attention to act.

Acknowledgements in expected order

(1 mark)

Content (6 marks)

The issues specified in the task should be highlighted:

- Discipline — ~~2~~ D — 2
- Academic performance — ~~2~~ A — 2
- Co-curricular activities — ~~2~~ CO — 2
- Students' welfare — ~~2~~ S — 2

Style

(2 marks)

Check for features of spoken language, regular direct address to the audience, use of first person point of view

Language and mechanics of writing

(8 marks)

Descriptions of language at different levels of proficiency are given below. The examiner should place each candidate's work accordingly.

Group D (01 – 02 Marks)

- Candidate does not communicate and their language ability is so minimal that the examiner has to guess what they intended to write.
- Poor use of expressions
- Poor use of punctuation marks
- Hardly any correct sentences
- Spelling errors

Broken usage must be identified to justify the given score.

– For D of 1 mark — no part communicates
– For D of 2 marks — indicate sections of the script that communicate

3. a) (i) The rhyme scheme of the poem is:

- abab cded for the first stanza. (1 mark)
- acae dedc for the second stanza

- It is a regular rhyme scheme. (1 mark)

- It creates rhythm/ musicality *poesy* (1 mark)

- Draws attention to key words (1 mark)

ii) 1.

"I knew he was wrong"

- Louder, ~~faster with an emphasis on "wrong"~~
- Angry facial expression
- Head movement and punching the air for emphasis,
- A rising -falling intonation.

- *faster*

- *emphise 'wrong' 'knew' 'I' and 'he'*

- *punching the air for emphasis*

II. "So he was in the right"

- slowly,
- softly,
- falling intonation,
- reconciliatory tone.

- ~~fast~~

(Any two = 2marks)

b)

-bye	buy	
-knew	new	<i>nu</i>
-pear	pair	

(3 x 2 = 6 marks)

c)

- In.val.id
- Con.trast
- Or.gan.ise

(3 x 1 = 3 marks)

d)

- Maintaining eye contact
- Nodding
- Leaning forward

(3 x 1 = 3 marks)

Group C (03 - 04 Marks)

Lack of confidence in language use:

- Very simple sentences
- All manner of grammatical errors
- Mother tongue interference
- Poor organization of ideas

Group B (05 - 06 Marks)

Communicates fluently, with ease of expression:

- Well-constructed sentences
- Correct punctuation and spellings
- Good use of vocabulary
- Some errors of grammar

- Script is good natural & effort less
- Some items of merit eg vocabulary, phrase

Group A (07 - 08 Marks)

Ease of expression

- no errors of punctuation, spelling and grammar
- Good planning/organization of ideas
- Clever use of vocabulary and maturity in language use
- Definite spark - impressive and unusual
- Used stylistic devices eg dramatic irony

2. (10 marks)

- we
- physically
- of
- as
- addition
- an
- are/get
- triggered/caused
- normal
- such

- Illogicality

- Jerky sentences

- tense and construction errors
eg. SV agreement 'the school how many ppl'

- Dead parts

- poor spellings

- misquoted idioms

- clichés

- simplistic ideas

- vague unclear parts

- Use of humor with ease

- The top B is fairly ambitious
and there are items of merit

- Economy of words
repetition of word signify lack of economy
- fairly ambitious

- many merit items
vocabulary, appropriate
register, relevant
anecdote, appropriate
humor, relevant praise
Sentence variety, correct
tone (conversational),
correct spelling of difficult
words, relevant Victorian
expression
NB: It a difficult word
is misspelt, single
underline

Gross ==

misspelling

repetition

where wavy - underline page
else other pg indicated
A/P at the top

Illogicality: F1

: 1/1

Broken Br/1

paraphrasing P1/1

vague Vag/1

Gross omission

- c) (i) You: Good afternoon, madam. (1mark)
- (ii) You: The caretaker has shown me some vacant flats (1mark) and I am interested in one. (1mark)
- (iii) You: I like the one at the corner, madam. (1 mark)
- (iv) You: Yes, he told me madam, (1 mark) but I would like to ask for a discount. (1mark)
- (v) You: The caretaker said that (1mark), but I thought you would consider that I will stay in the flat for three years or more. (1 mark)
- (vi) You: Thank you very much, madam. (1mark), When can I move in. (1mark)

Accept reasonable responses that capture etiquette in conversation, negotiation skills and anticipation in turn taking.