

101/1

ENGLISH (Functional Skills)

TIME: 2 HOURS

FORM 3

MARKING SCHEME

1. FUNCTIONAL WRITING

SAMPLE OF THE LETTER

P.O BOX 125-10305,
NANYUKI. 1mk

20/7/2019. 1mk

The Human Resource Manager,
Kariti Location
P.O BOX 120-10305
NANYUKI. 1mk

Dear Sir, 1mk

RE: Application for the post of a supermarket attendant 1mk

I am a young 1mk man aged 21 years. 1mk

I completed my secondary school course 1mk last year at Anwani Boys. I scored an aggregate of B+. 1mk I am waiting to join Moi University in late October this year. While reading a newspaper, I saw an advert Ref No. KNC/17/2019, 1mk declaring a vacancy of a supermarket attendant 1mk

I have also completed a course in computer packages. 1mk

I hereby apply 1mk for the supermarket attendant's vacancy. I promise to work with 1mk I have enclosed my certificates.

I look forward to your positive response.

Yours faithfully, 1/2 mk

signature
Joakim Wachira 1/2 mk

MARKING SCHEME GUIDELINES FOR QUESTION 1

Format – 6

Content – 8

Language – 6

Total - 20MRKS

Under content, expect the following:

- Student must state hi/her gender and age – 2mks
- Must state that he is through with K.C.S.E – 1mk
- Must state the grade attained - 1mk
- Must quote the reference number of the advert- 1mk
- Must apply eg(I hereby apply or I hereby request, etc)- 1mk
- Look for any other relevant information as a conclusion. 2mks eg any other course done etc.- 2mks
- Total 8mks

(NB: Follow the sample letter as a guidelines)

Language 6mks

5 – 6 mrks = The student writes very elaborately, and expresses himself clearly. No mistakes.
-merit ticks for new words or expressions.

3 – 4 mrks = Student communicates with ease but No merit ticks. No special idiomatic expressions. A few errors noted.

1 – 2 mrks = The student has difficulty in communication. A number of mistakes of all types; spellings, tenses, punctuation, etc.
-Poor language ability

2. CLOZE TEST

1. that
2. can/could
3. than
4. age
5. just
6. capacity/ability
7. at
8. which
9. often/may
10. and

3. i) I would introduce the story by conventional formula understood by my audience e.g I am going to tell you, take you, story is coming.

- ii) I would be clapping hands
 - iii) I would clear the throat
 - iv) I would use a relevant riddle
 - v) I would use a relevant proverb
- (mark any 2×1=2)

b) Facial expressions: I would use facial expression of the head monkey as he instructs them –“he feels wise,” and also use it to show agreement on the part of the other monkeys.

- iv) Gestures: I would show the way the monkeys pulled the trees before watering them.
v) Body movement: Imitating the way a monkey jumps about
(Mark any two well explained points) (2 x 2 = 4 mks)

c) Indicators of attention in the audience:

- Eye contact with the narrator
 - Body language e.g nodding, smiling, sitting posture that shows alertness.
 - Appropriate emotional responses that shows alertness- eg clapping, laughing.
 - The general response at the end of the story- eg an applause
- Mark any two of the above. (2 x 2 = 4 mks)

d) i) I'm sorry - Excuse my clumsiness (2mks)

ii) Sorry, you were saying something/proceed please. (2 mks)

iii) I beg to differ/allow me to give a different opinion/what if we looked at it from this angle...../That's a good point, but/fair enough, but (2mks)

(Must give 2 parts of an answer)

e) i) b

ii) t

iii) w

iv) b

(f) i) Carry out research on the topic

ii) Rehearse before a mock audience

iii) Write short notes

iv) Prepare your visual aids Think of length of time Consider your audience

Any 3 points = 3 marks

(b) - use of verbal cues

Verbal

- i) Tonal variation
- ii) being audible/voice projection
- iii) intonation/stress
- iv) proper articulation (any 2×1)= 2mks

(g) a.

(i. He does not greet the secretary back.

(ii. He does not identify himself.

iii. He uses impolite language..."I want..."

iv. He behaves rudely –bangs the telephone receiver.

v. He shouts at the secretary

vi. He displays impatience. (Any 3×1=3mks)

(b) i) She responds to the caller by greeting him..."good morning"

ii) She introduces the name of the institution.

iii) She remains calm

iv)She asks if she may take a message.(Any 3×1 = 3mks)

Grammar

(a)

- i. Of
- ii. Beyond
- iii. Out

(b)

- i. No sooner had we alighted from the car than it began raining
- ii. Under no circumstances should mothers abandon their babies
- iii. Not until I had cleared the outstanding balance was my title released

(c)

- i. He
- ii. Me
- iii. I
- iv. Him