

**PRIMARY TEACHERS MOCK EXAMINATION
ENGLISH MARKING SCHEME**

SECTION A: (40 MARKS)

REPORT WRITING

1.0 A REPORT ON TRAFFICKING OF DRUGS INTO ST. JOHN'S T.T.C,
KILIMAMBOGO

1.0 Title of the report: It should report trafficking of drugs at St. John's T.T.C, Kilimambogo
The title / heading should be in capital letters
All the four items should be included to score full mark

(1 x 1 = 1 mark)

1.1 TERMS OF REFERENCE / INTRODUCTION/ PREAMBLE

This report reviews the causes of drug trafficking, when the drugs are trafficked, type of drugs trafficked and those people who traffic these drugs. A task force appointed by the principal to carry out the survey made their investigation on 10th January 2018.

Sub – title (Introduction / items of reference = ½ mark)	
Purpose of the report	= ½ mark
Person commissioned	= ½ mark
Time frame	= ½ mark
Total	= 2 marks

1.2 PROCEDURE

The committee interviewed the college students, lecturers, dean of student and support staff. A questionnaire / interview/ observation/ investigation:

- Sub title (procedure)	= ½ mark
- Method used to collect information	= ½ mark
- People who were interviewed	= ½ mark
TOTAL	= 1 ½ mark

1.3 FINDINGS / CONCLUSION = ½ mark

- The security officers assisted the drug dealers to traffic drugs into the college, and were reluctant to carry out their duties effectively.
- There is indiscipline among college students
- Students lack awareness on the effects of drug and substance abuse.
- Strangers and visitors easily enter the college compound through the main gate without thorough checking and searching.
- These drugs are trafficked on weekends and when students report from holidays.

- Some of the drugs trafficked into the college premises include cocaine, bhang, miraa.
- College students, school children, resident youth and college neighbours are among those who traffic drugs into the college.
- The college does not have a proper fence. Loop holes are used to traffic these drugs into the college.

Any 3 points well explained x 2 = 6 marks

1.4 RECOMMENDATIONS

= ½ mark

- Security officers should be trained and be encouraged to perform their duties effectively. Stiff measures should be taken against those found helping drug traffickers bring in drugs into the college.
- The college administration should intensify discipline of students and disciplinary measures put in place.
- Guidance and counseling programmes on drug and substance abuse should be offered to students.
- Effective and efficient security procedures should be put in place to curb strangers and visitors to traffic drugs into the college (visitors vetted)
- College fence should be strengthened and repaired to avoid students and drug traffickers pass through.
- Thorough search of students' luggage should be done and skilled police officers should be involved in the process.

Any 3 points well explained x 2 = 6 marks

NB: Failure to use correct language, punctuation, spelling, tense and passive voice = deduct 2 marks.

1.5 COMPILED BY = ½ mark

Name = ½ mark

Designation = ½ mark

Sign = ½ mark

Date = ½ mark

Total = 2 ½ marks

TOTAL MARKS = 20 MARKS

2. **Choose one of the following topics and write a composition of not more than 350 words**

a) **Tribalism is a major obstacle to national development. Support this statement.**

- Tribalism leads to hatred, conflicts and war among tribes.
- Voting along tribal lines denies Kenyans a chance to elect good leaders/ good managers.
- Tribal differences make investors shy away or obstacle to national development
- Tribalism leads to marginalization, segregation and alienation.
- Tribal conflicts results in displacement of people (IDPs), diseases and death which are very expensive to the national and county government, NGOs and Red Cross.
- Tribal animosity and enmity makes some tribes chase away other tribes from their areas

- , thus disrupting their economic activities and hinders national cohesion.
- Some tribes think their cultures are more superior to others and want to impose their cultures onto others thus disrupting national development.
- Tribalism does not promote nationalism

NB: Any 5 well explained points x 2 = 10 marks

Grammar = 6 marks

Spelling and punctuation = 4 marks

TOTAL = 20 marks

b) **Write a story that illustrates the saying; “When the deal is too good, think twice.”**

Content a) relevance = 4 marks

b) Organisation = 4 marks

Grammar = 8 marks

Spelling and Punctuation = 4 marks

TOTAL = 20 MARKS

NB:

- The story should illustrate the saying.
- Expect a story that appears positive but turns to be an unfortunate situation.

SECTION B (20 MARKS)

3. a) **According to the passage, what is culture shock?**

- Culture shock is the stress / discomfort/ sensory overload (1mk) that a person experiences when he/ she arrives in a new culture/ environment / country. 1mk
- The two points should come out.

2 x 1 = 2 marks

b) **Identify any three features that characterize a person in the worst state of culture shock.**

- Food
- Language
- Varied ways of doing something e.g shopping / transport systems.
- Social behaviour/ customs
- Mode of dressing

- Seeing new eyelets

Any 3 x 1 = 3 marks

c) What evidence does the author give to show that one does not understand the social customs of the new culture.

- (i) The person has negative feelings about everything / critical.
- (ii) The person actively reflects the new culture / suspicious / people are unfriendly/ teachers do not like you / your land lord is trying to cheat you.
- (iii) Irritability / that food makes you sick / stomachaches.

Any 2 x 1 = 2 marks

d) Features that characterize a person in the fourth stage of culture shock.

- You are already able to socialize easily ask help.
- Confidence improves / learn the language
- Adapt to new environment / have positive attitude towards the culture.

Any 2 x 1 = 2 marks

e) Why is making friends helpful in overcoming culture shock?

- It helps one to stop feeling lonely and isolated.

(2 marks)

f) How one can overcome the difficulties and frustrations of adapting to life in a new land.

- Stay in touch with friends and family
- Keep positive attitude
- Learn the language as soon as possible.

Any 2 x 1 = 2 marks

g) Explain the meaning of the following words as used in the passage.

(i) Alive

- Aware / alert / responsive / active / jovial

(ii) Overload

- Crowding / too much of something

(iii) Obsession

- Preoccupation/ addictive / something you like a lot / fixation

(iv) Negotiating

- Communicating fluently / convincingly.

- (v) Adapting
- Modify adjust, transform accommodate/ conform/ make something suitable.
- h) Suggest a suitable title for the passage.
'Culture shock'

Any other relevant 1/1 = 1 mark.

SECTION C: SUMMARY (20MARKS)

4.

- a) **Make notes on the reasons for the decrease in the number of high quality students going into teaching.**
- Many end up in the classroom as last result.
 - Teachers salaries among the lowest in the professional world.
 - Teacher no longer command much respect in society.
 - Teacher training curriculum may not offer enough challenges to bright students.

Each 2 marks x 4 = 8 marks

NB: Answer MUST be in note form. Mark only the first 4. Answer in prose should be marked out of 4 marks.

- b) In not more than 70 words, write a summary of what the writer considers should be done to ensure that "the best possible people" with a "professional attitude" will teach in our schools
- Teacher trainees more subject matter.
 - Include professional aspects in the curriculum to enable teacher handle the difficult pupil, the exceptional child, encourage self esteem etc.
 - Increase teaching practice element during training
 - Consider overall intelligence during selection to a person with a social academic background, a person who thinks and is aware of what is going on in the world.
 - Subject the trainees to minimum competence examinations.

Any 4 x 3 = 12 marks

NB: Count up to 70 words. Do not mark beyond 70 words.

Subtract a maximum of 2 marks for grammatical error.

Subtract 2 marks for lack of cohesiveness (flow of content)

Answer written in point form (notes) should be marked out of 6 marks.

SECTION D: GRAMMAR (20 MARKS)

5. a) Below is part of a composition written by a pupil. Underline all the mistakes of language, punctuation and spelling. Above each mistake, write the correction.

a beautiful – omit a
good habit – bad habit
belongs – belonged
bees-hive – beehive
money – honey
those days – Those days
sting – stung
Hey – Hey,
for me – mine

NB: ½ mark to be deducted for miscorrection.

Since she (begun, **began**) riding horses, Susan says the thought of quitting (**has**, have) never crossed her (**mind**, path). (he, **she**) however used to play (**tennis**, tennis) which she now says will be easy to put in the back banner

- c) **Rewrite the following sentences according to the instructions given after each. Do not change the meaning.**
- I. It started raining as soon as they arrived home. (Begin, No sooner).**
No sooner had they arrived home than it started raining.
- II. Edith studied nursing. Her sister too studied nursing. (Rewrite as one sentence using ... and)**
Edith and her sister studied nursing
- III. Mercy couldn't take it any more. (Add a question tag).**
Mercy couldn't take it anymore, could he?
- IV. The dog caught a hare. (Write in passive voice).**
A hare was caught by the dog.
- V. Both John and Tom did not attend the meeting. (Rewrite using, Neither nor).**
Neither John nor Tom attended the meeting.