

PAPER 1, TENEJET ONE, 2023 - MARKING SCHEME

THE NATIONAL ENGLISH JOINT EVALUATION TEST, 2023 – TENEJET 101/1 - MS

TENEJET 1, 2023 101/1



MARKING SCHEME

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1. FUNCTIONAL WRITING (20 marks)

❖ It must be a **Confidential Report/Recommendation Letter**. If *not* -2AD

A. FORMAT

- | | |
|--|--------|
| <input checked="" type="checkbox"/> Sender's Address | 1/2 mk |
| <input checked="" type="checkbox"/> Date | 1/2 mk |
| <input checked="" type="checkbox"/> Recipient's Address | 1/2 mk |
| <input checked="" type="checkbox"/> Salutation | 1/2 mk |
| <input checked="" type="checkbox"/> Subject/Reference | 1 mk |
| <input checked="" type="checkbox"/> Closing Tag (Yours faithfully) | 1/2mk |
| <input checked="" type="checkbox"/> Signature & Name | 1/2 mk |

Total F = 4 marks

B. CONTENT

- | | |
|--|-------------|
| <input checked="" type="checkbox"/> Introduction | I = 3 marks |
| <input checked="" type="checkbox"/> Body | B = 5 marks |
| <input checked="" type="checkbox"/> Conclusion | C = 1 mark |

Total C = 9 marks

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PAPER 1, TENJET ONE, 2023 - MARKING SCHEME

NB: Content comprises the following information:

- ☑ **Acknowledgement of receipt of request to give information** about Hillary/**Reason** for writing – **1 mark**
- ☑ **Personal Details** i.e. name of person being recommended, duration/length of time known, capacity (alumnus and member of drama club) – **2 marks**
- ☑ Hillary's **pro prowess** in **drama** – **1 mark**
- ☑ **Experience** (involvement in drama, any plays acted, highest level of participation, roles played, etc.) – **1 mark**
- ☑ **Strengths** (Any 2) – **2 marks**
- ☑ **Weakness** (Any 1) – **1 mark**
- ☑ **Conclusion** (Should bear a concluding statement of recommendation) – **1 mark**
e.g. **I strongly recommend him to the said position; I assure you that he will be a valuable member of your theatre group, etc.**

C. LINGUISTIC ABILITY/LANGUAGE:

GROUP	LANGUAGE MARKS
A	7
B	5-6
C	3-4
D	1-2

- ☑ **GROUP D (01 – 02)**
 - ❖ Candidate does not communicate and their language is so minimal that the examiner has to guess what they intend to write.
 - ❖ Poor use of expressions.
 - ❖ Poor use of punctuation marks.
 - ❖ Hardly any correct sentence.
 - ❖ Spelling errors.
 - ❖ Broken parts must be identified.
- ☑ **GROUP C (03 – 04)**
 - ❖ Lack of confidence.
 - ❖ Very simple sentences.
 - ❖ All manner of broken sentences.
 - ❖ Mother tongue interference.
 - ❖ Errors of tense and construction.
 - ❖ Subject verb agreement.
- ☑ **GROUP B (05 - 06)**
 - ❖ Communicates fluently with ease of communication.
 - ❖ Well-constructed sentences.
 - ❖ Good use of vocabulary.
 - ❖ A few errors considered as slips.

PAPER 1, TENEJET ONE, 2023 - MARKING SCHEME

GROUP A (07 - 08)

- ❖ Ease of expression with no errors of punctuation, spelling and grammar.
- ❖ Good planning/organization of ideas.
- ❖ Clever use of vocabulary and maturity in language use.
- ❖ Definite spark.

NB:

MARKING SYMBOLS

<input checked="" type="checkbox"/> FORMAT	F		- 4 marks
<input checked="" type="checkbox"/> CONTENT	C	I	- 3
		PR	- 1
		EX	- 1
		SW	- 3
		C	- 1
<input checked="" type="checkbox"/> LANGUAGE	L	7	TOTAL = <u>20 MARKS</u>

2. CLOZE TEST:

- (i) which
- (ii) However,
- (iii) provides
- (iv) them
- (v) an
- (vi) important
- (vii) therefore
- (viii) Students
- (ix) crucial/critical
- (x) higher

NB: Check on capitalization and spelling of words.

3. ORAL SKILLS:

(a) Narrative:

(i) Preparation for delivery of an oral narrative:

- Prior recitation before the day of performance in order to master the content.
- Have prior information about the audience.
- Prepare appropriate costumes and accompaniments.
- Stage a mock narration before an imaginary audience in order to boost confidence.
- Choose conventional/ standard ways of attracting the attention of the audience; clapping of hands, clearing throat etc.
- Practice the use of facial expressions, tonal variation and gestures.

(ii) How I would say the words of the hunter, “*Perhaps the meat of the unknown creature was very sweet.*”

- Verbal cue** 1mk, **Non-verbal cue** 1mk e.g. **with a thoughtful look in my eyes and lick my lips as I say “very sweet”**√. **Using a reflective tone**√/In a slow manner to emphasize the message.√ **With stress on the content words,** √ etc

(iii) **Indicators of attentive listening:**

- Maintaining eye contact with the speaker.
- Nodding in agreement.
- Clapping their hands.
- Keenly observing and responding to verbal and non-verbal cues used in the story.
- Sitting in an upright manner.
- Leaning in/towards the narrator. (Any 2 appropriate answers)

(b) **Words with similar pronunciation:**

(i) Bite **Bight/byte**

(ii) Fore..... **Four/for**

(c) **Stress syllable:**

- (i) his.**tor**.ic
- (ii) a.**bout**
- (iii) mis.be.**have**
- (iv) ad.**dress**

(d) Sound features in short forms:

(i) **Tongue Twister**

- Alliteration* – Betty bought some bitter butter /b/

(ii) **Pun**

- Assonance* – miss a kiss... kiss a miss /i/
- Consonance* – miss a kiss /s/

(e) **Debating skills:**

i) **What to do before a debating contest:**

- I will research thoroughly/ extensively on the topic of discussion for adequate content.
- I will make short notes on important points I will raise.
- I will rehearse before my friends to master content appropriately etc.
- I will time myself.
- I will identify appropriate verbal and non-verbal cues you will use.
- I will consult experts for technical advice.
- I will dress smartly/ decently for the occasion to build confidence. (3x1)

ii) **Three (3) reasons for losing points:**

- ☑ I failed to do adequate research.
 - ☑ I lacked confidence during delivery.
 - ☑ I had poor tonal variation; I may have used a monotone.
 - ☑ I may have been inaudible.
 - ☑ I failed to maintain eye contact with the audience.
 - ☑ I had poor grasp of concepts.
 - ☑ I lacked eloquence/fluency during presentation.
 - ☑ I lacked facts to support my points.
 - ☑ I might have been talking too fast.
 - ☑ There was poor use of gestures to elaborate on my points. (3x1)
- (Award only the first three answers)

f) **Dialogue:**

i) **Identify and explain two negotiation skills portrayed by the chairman:**

- ☑ The chairman uses *polite language* – “I would like to suggest...”
 - ☑ He *exercises patience* and *tolerance* despite the irrational nature of some panelists. He maintains composure. When Mr. Odhiambo asks what is there to be discussed about the text, the chairman calmly says ‘I thought we would discuss key thematic issues..’
 - ☑ He *accommodates the views of all the panelists*. He says “I thought we could...”
- (Any 2 well illustrated points 2x1)

ii) **Identify and explain two shortcomings in the conversation**

- ☑ Kimani *rudely interrupts* the chairman – “That is not necessary at all
 - ☑ Odhiambo uses *impolite language* – “What is there to be discussed...”
 - ☑ There is *lack of willingness to compromise/cede ground*. “You can’t be serious, Cherop”
- (Award only the first 2x1)

iii) **Appropriate responses to ensure good conversation skills:**

- ☑ “What is there to be discussed in Blossoms of the Savannah?” **I am not very comfortable with Blossoms of the Savannah, could we discuss a different book? / Can we discuss something else please?**
- ☑ “That is not necessary at all.” **Do we really have to discuss this?”**
- ☑ “You can’t be serious, Cherop.” **“I beg to disagree with you, Cherop.”/ I am of a contrary/different view/opinion.**
- ☑ “For heaven’s sake, Odhiambo, be sensible.” **“Please Odhiambo, we agreed to respect each other’s opinions/ Please, order.**