



TANZANIA HEADS OF ISLAMIC SCHOOLS
FORM SIX INTER ISLAMIC MOCK EXAMINATIONS

ENGLISH LANGUAGE 1

MARKING SCHEME

CODE: 122/1

2025

SECTION A (40 MARKS)

1. (a) The Candidate is required to write the correct function of language for each scenario.
- (i) Referential/ideational/informative/representation function.
This is because the language used conveys factual information about the weather.
 - (ii) Emotive/expressive function
The language used expresses the speaker's feelings and emotions.
 - (iii) Instrumental function/Directive function
The child is using language to fulfill a need or desire by making a request.
 - (iv) Metalinguistic/Reflexive function
Language is used to describe itself.
 - (v) Poetic/aesthetic function
Language is used to entertain and showcase its aesthetic qualities.

05 marks @ 01mark

- (b) (i) Befriend
(ii) Bewitch
(iii) Relieve
(iv) Impoverish
(v) Enrich

05marks@01mark

2. (a) Factors for formation of allomorphs

- (i) Phonological factor

➤ This is when rules of pronunciation condition the formation of allomorphs

- The plural morpheme -s has three allomorphs that are phonologically conditioned: /s/, /z/ and /IZ/

e.g. – Books_ /s/
 - Dogs_ /z/
 - Buses /IZ/

- The allomorphs of the past tense or aspect – ed are also phonologically conditioned. /d/, /t/ and /id/

- The allomorphs of the negative morpheme also phonologically conditioned

In-

Im-

Il-

Inr

(ii) Dialectal factor

This is when the morpheme is pronounced differently in different dialects of the same language. Example

The prefix “semi_” = /semI/ in BrE and /semaI/ in AmE

- The prefix “anti-“ = /aent/ in BrE and /aetar/ in AmE

(iii) Grammatical factor

This is when grammatical rules leads to the formation of allomorphs of the same morpheme. For example

The morpheme “be” (The verb to be) has eight allomorphs which are grammatically conditioned:

Is, am, are, was, were, being, been and be.

The personal pronouns in the subjective and objective form:

I gave her a pen

She gave me a pen

I and me, she and her

06 marks @ 02 marks

(b) Formation of diminutive words

(i) By adding suffixes

- -let e.g. booklet, droplet, piglet
- -y. e.g. kitten = kitty, handkerchief=honky
- -ette. e.g. cigarette, statuette, kitchenette
- -i.e. e.g. goalkeeper = goalie, bird = birdie

02marks

(ii) By adding prefixes

- Mini-e.g. minibus, minibike
- Micro-, e.g. microorganism, microchip

(iii) By using lexical elements

Example: - Little
 - Small
 - Tiny

3. The candidate is required to give two (2) words containing the given vowel clusters.

4. The candidate is required to elaborate five contexts or settings in which interpretation is applied in our daily life.

- (i) In international forum. Interpretation enables people from different nations to communicate in meeting/summits.
- (ii) In education: Interpretation is essential in education as it helps students to learn and understand various concepts.
- (iii) In business and commerce/trade: Interpretation helps companies or business people to communicate with customers who speak different languages.
- (iv) In travels: Interpretation is important when travelling to foreign countries whose languages we don't know.
- (v) In legal setting/At the court: In this context, interpretation helps people to understand their right and participate in legal processes.
- (vi) In diplomacy and international relations, interpretation helps diplomatic corps to fulfill their duties.

10marks@ 02marks

SECTION B (60 Marks)

The candidate is required to answer three questions from this section. Question number five and eight are compulsory.

5. The candidate is required to explain the purposes or importance of citation or referencing.

A. Introduction

- Definition of citation/referencing
- Introductory statement
- Thesis statement

02 marks

B. Main body (08 points @ 02 marks)

- (i) Citation helps readers to verify the information
- (ii) Citation makes the work more credible
- (iii) Citation allows the reader to learn more, beginning with your sources
- (iv) Citation gives credit to the people whose words or ideas you are using
- (v) Citation protects from plagiarizing
- (vi) To inform to distinguish your own ideas from those of someone work
- (vii) Citation helps to show that the work is grounded in prior research.
- (viii) Conclusion - **02 marks**

TOTAL = 20 MARKS

6. The candidate is required to discuss eight reasons for language alternation. (Code-switching and code-mixing).

A: Introduction

- Definition of language alternation
- Introductory statement
- Thesis statement

(02 marks)

B: Main body (08 points @ 02 marks = 16 marks)

- (i) Prestige

- (ii) Filling lexical gaps
- (iii) Low language proficiency
- (iv) Seeking privacy (privacy)
- (v) Clarification
- (vi) Translation
- (vii) Quotation
- (viii) Language influence
- (ix) Decision
- (x) Mimicry

C: Conclusion (any relevant conclusion) **02marks**

TOTAL = 20 MARKS

7. The student required to explain the essential components of a good report.

A: Introduction

- Definition/meaning of report
- Introductory statement
- Thesis statement **(02 marks)**

B: Main body (08 points @ (02 marks = 16 marks)

- (i) Heading/tittle
- (ii) Introduction and background
- (iii) Specific objectives
- (iv) Significance of the report
- (v) Methodology
- (vi) Presentation of findings
- (vii) Discussion of findings
- (viii) Recommendations
- (ix) Conclusion

C: Conclusion (any relevant conclusion) **(02 marks)**

TOTAL = 20 MARKS

8. The candidate is required to explain six (06) barriers (obstacles) to listening.

A: Introduction

- Definition of listening/short explanation about barriers of listening
- Introductory statement
- Thesis statement

[03 marks]

B: Main body (06 points @ **[2.5 marks = 15 marks]**)

- (i) Physical/environmental barriers
 - Problems with the hearing aids
 - The chair uncomfortable
 - The room is too hot

- Smells
- (ii) Mental/psychological barriers
 - Anger
 - Own anxiety
 - Negative attitude
- (iii) Physiological barrier
Headache, tiredness, hearing impairment, pain, illness
- (iv) Linguistic barriers
Inappropriate tone, jargons, delivery too fast, accents
- (v) Perceptual, barriers
Mannerism, appearance of the speaker \dressed)
- (vi) Content barriers
 - Subject of the discussion does not interest
 - Content is repetitious (speaker goes for so long)
- (vii) Cultural barriers.
 - Cultural differences

C: Conclusion (any relevant conclusion) **(02marks)**

TOTAL = 20 MARKS

Wabillah Tawfiq