TANZANIA HEADS OF ISLAMIC SCHOOLS COUNCIL (TAHISCO)

FORM SIX INTER ISLAMIC MOCK EXAMINATIONS

122/1 **ENGLISH LANGUAGE 1**

MARKING GUIDE

YEAR 2026

SECTION A (40 Marks)

1. The student is required to write the phonetic symbol for each of the described consonants.
   (a) /θ/
   (b) /dʒ/
   (c) /t/
   (d) /k/
   (e) /ŋ/
   (f) /z/ ***@02 marks = 10 marks***
   (g) /n/
   (h) /f/
   (i) /w/
   (j) /ʃ/

2. (a) Word formation processes used in the formation of the given words.
   (i) Suppletion
   (ii) Backformation
   (iii)Eponym ***@01 marks = 05 marks***
   (iv)Onomatopoeia
   (v) Blending (Information and commercial)

   (b) Derivational affixes
   (i) The farm<u>er</u>'s cows escaped.
   (ii) Those socks are <u>in</u>expensive.
   (iii)The pitbull has bitten the cycl<u>ist</u>. ***@01 marks = 05 marks***
   (iv)She quick<u>ly</u> closed the book.
   (v) The white rhino has been labelled as an <u>en</u>dangered animal.

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3. Features of language
   (a) Cultural transmission
   (b) Displacement
   (c) Learnability *@02 marks = 10 marks*
   (d) Reflexiveness/Reflexivity
   (e) Arbitrariness

4. Translating from Swahili to English using communicative translation.
   (a) Rahim visited the prince in his palace.
   (b) Your cousin is steadfast and unwavering.
   (c) Critically ill patients need very close monitoring/ Patients in critical condition require very attentive care.
   (d) Wanting to succeed in life without working hard is like building castles in the air.
   (e) My father used to tell me, "If you run after two hares, you will catch neither."

SECTION B (60 Marks)

Questions five (5) and eight (8) are compulsory.

5. The candidate is required to explain the importance of ATMs and mobile phones in our daily lives, such as:
   (i) **Easy access to banking services:** ATM machines allow people to withdraw cash, check balances, and perform other banking activities at any time of day, even in rural areas, reducing the need to visit physical bank branches.
   (ii) **Time-saving:** Both ATMs and mobile phones save time by enabling quick transactions, bill payments, and money transfers without long queues.
   (iii) **Financial inclusion:** Mobile phones and ATMs have brought financial services to previously unbanked populations, especially in remote parts of Tanzania, empowering more people to manage their finances.
   (iv) **Mobile money services:** Mobile phones enable the use of services like M-Pesa, Mixx by Yas, and Airtel Money, which are widely used in Tanzania for sending and receiving money, paying for goods, and accessing micro-loans.
   (v) **Enhanced communication:** Mobile phones make it easy for Tanzanians to communicate with family, friends, and colleagues, regardless of distance.
   (vi) **Business and commerce:** Entrepreneurs use mobile phones to advertise, communicate with customers, and conduct transactions, while ATMs support business withdrawals and deposits.

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(vii) **Emergency services:** In emergencies, mobile phones enable quick calls for help, access to health information, and coordination with authorities.

(viii) **Education and information access:** Mobile phones provide access to educational resources, news, and government information, helping Tanzanians stay informed and continue learning.

(ix) **Security and Convenience**: Carrying less cash is safer, as ATMs allow for withdrawals when needed. Mobile money reduces the risks associated with carrying large sums of cash.

Allocation of marks
Introduction **02marks**
Main body **16 marks** (*@point 02marks*)
Conclusion **02marks**
Total = 20Marks

6. The candidate is required to demonstrate that Kiswahili is an international language.

(i) **Widespread geographic use:** Kiswahili is spoken across several countries in East, Central, and Southern Africa, including Kenya, Tanzania, Uganda, Rwanda, Burundi, the Democratic Republic of Congo, Mozambique, and parts of Somalia, Malawi, and Zambia. Its broad regional reach highlights its international character.

(ii) **Official Language status:** Kiswahili has official language status in multiple countries (notably Kenya, Tanzania, and Uganda) and is an official working language of major regional organisations, such as the African Union (AU) and the East African Community (EAC).

(iii) **United Nations recognition:** The United Nations designated July 7 as World Kiswahili Language Day and recognises Kiswahili's significance in fostering communication across nations.

(iv) **Educational use:** Kiswahili is a medium of instruction in schools; for example, in Tanzania, it is a medium of instruction in primary schools. It is also taught in academic institutions around the world, including universities in the US, Europe, and Asia, reflecting its academic prominence.

(v) **Media and communication:** Kiswahili is widely used in international media, including radio, television, newspapers, and online platforms. International broadcasters such as the BBC, Voice of America, and Deutsche Welle offer Kiswahili programming, broadening its global audience.

(vi) **Cultural influence:** Kiswahili is used in music, film, literature, and cultural events, reaching audiences beyond Africa and promoting African identity and heritage on the global stage.

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(vii) **Diplomacy and international relations:** Kiswahili is used in diplomatic contexts, international conferences, and meetings, particularly within African and international organisations, facilitating cross-border communication.

(viii) **Growing number of speakers:** Kiswahili is estimated to have over 100 million speakers, making it one of the most widely spoken African languages. Its speaker base includes both native and second-language speakers, contributing to its international status.

(ix) **Translation and multilingual services:** Kiswahili is offered as a language option in translation services and international software, including Google, Microsoft, and various mobile applications. This facilitates access to information, technology, and services for Kiswahili speakers worldwide.

Allocation of marks
Introduction **02marks**
Main body **16 marks** (*@point 02marks*)
Conclusion **02marks**
Total = 20Marks

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7. The student is required to explain the negative effects of social media.

(i) **Cyberbullying:** Social media platforms can be breeding grounds for cyberbullying, where individuals are harassed, threatened, or humiliated online, leading to emotional distress and even mental health issues.

(ii) **Addiction and time wastage:** Excessive use of social media can become addictive, causing people to spend hours scrolling instead of engaging in productive activities or real-life interactions.

(iii) **Mental health issues:** Studies link heavy social media use to increased rates of anxiety, depression, and low self-esteem, especially when users compare themselves to others or experience online negativity.

(iv) **Spread of misinformation:** False news, rumours, and misleading information can spread rapidly on social media, leading to confusion, panic, or harmful actions based on incorrect facts.

(v) **Privacy invasion:** Personal information shared on social media can be accessed, stolen, or misused by malicious actors, resulting in identity theft or other privacy violations.

(vi) **Social isolation:** Spending more time on social media can reduce face-to-face interactions and weaken real-life relationships, leading to loneliness and isolation.

(vii) **Negative impact on academic performance:** Students who spend too much time on social media may struggle to concentrate on their studies, leading to lower grades and academic decline.

(viii) **Body image issues:** Exposure to unrealistic images and beauty standards on social media can lead to negative body image, low self-worth, and unhealthy behaviours, especially among young people.

(ix) **Online predators and scams:** Social media can expose users, especially children and teenagers, to online predators and scammers who exploit their trust and vulnerability.

Allocation of marks
Introduction **02marks**
Main body **16 marks** (*@point 02marks*)
Conclusion **02marks**
Total = 20Marks

8. The candidate is required to explain the importance of effective listening in promoting development in all aspects of life in Tanzania.

(i) **Promotes social harmony:** Effective listening encourages mutual understanding and respect among individuals and groups, reducing conflicts and fostering peaceful coexistence within communities.

(ii) **Enhances political participation:** When leaders and citizens practice effective listening, it enables inclusive dialogue, greater civic engagement, and more responsive governance, strengthening democracy and political stability.

(iii) **Preserves and transmits culture:** Active listening helps accurately learn, share, and preserve oral traditions, stories, and customs, ensuring cultural heritage is respected and passed down through generations.

(iv) **Boosts economic productivity**: In workplaces, effective listening improves communication between employers and employees, minimises misunderstandings, and increases teamwork, leading to higher productivity and better business outcomes.

(v) **Improves health care delivery:** Health care professionals who listen attentively to patients can diagnose more accurately, build trust, and provide better care, improving health outcomes and patient satisfaction.

(vi) **Facilitates quality education:** Teachers who listen to students' concerns and feedback can tailor their teaching methods, address learning difficulties, and create an inclusive, supportive classroom environment.

(vii) **Strengthens community development:** Listening to community members' needs and ideas ensures that development projects are relevant, sustainably managed, and supported locally, leading to more successful initiatives.

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(viii) **Reduces misunderstandings and conflicts:** Effective listening helps clarify messages and intentions, preventing miscommunication that could lead to disputes in various sectors of society.

(ix) **Problem-solving:** Open and attentive listening enables the sharing of diverse perspectives and ideas, which can lead to creative solutions for social, economic, and developmental challenges.

Allocation of marks

Introduction **02marks**

Main body **16 marks** (*@point 02marks*)

Conclusion **02marks**

Total = 20Marks

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