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# KENYA NATIONAL EXAMINATION COUNCIL

## KCSE 2007

### ENGLISH PAPER 1 MARKING SCHEME

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## English Paper 1

Paper 101/ 1 is intended to test the candidates' ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks. In a factual essay, attention must also be given to the format, tone and ability to follow instructions.

Examiners should not hesitate to use the full range of marks for each essay. In a two-essay paper, it is the final, total mark that counts. It is important to determine FIRST how each essay communicates and in which category A, B, C or D it fits

D CLASS	The candidate does not communicate at all. His/ her language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit English words he /she knows into meaningful sentences. The subject is glanced at or distorted. Practically no punctuation. All kinds of errors. <b>"Broken English"</b> is evident.
D- 01 -02	Chaotic. Little meaning whatsoever. Question paper or some words from it simply copied
D 03	Flow of thought almost impossible to follow. The errors are continuous.
D+ 04-05	Although the English is often broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.
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C CLASS	The candidate communicates understandably but only more or less clearly. He/ she is not confident with his language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language. Mother tongue influence is felt.
C- 06-07	The candidate obviously finds it difficult to communicate his ideas. He/ she is seriously hampered by his/ her very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.
C 08	The candidate communicates but not with consistent clarity. His/ her linguistic abilities being very limited, he/ she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English. Links are weak, incorrect and repeated at times
C + 09- 10	The candidate communicates clearly but in a flat and uncertain manner. Simple concepts, sentence forms are often strained There may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses, spelling.
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B CLASS	This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he /she can use English as a normal way of expressing himself/ herself. Sentences are varied and usually well constructed. Some candidates become

ambitious and even over-ambitious. There may be items of merit of the one word or one expression type. Many essays in this category may be just clean and unassuming, but they still show that the candidate is at ease with the language.

- B- 11 -12      The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally.
- B 13            The sentences are varied but rather simple. Straightforward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless. Some items of merit. Economy of language.
- B+ 14 -15      The candidate communicates his ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of items of merit of the "whole sentence" or the "whole expression" type.

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A CLASS      The candidate communicates not only fluently, but attractively, with originality and efficiency. He /she has the ability to make us share his/her deep feelings, emotions, enthusiasms. He/she expresses himself/herself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement, felicity of expression.

- A- 16 -17      The candidate shows competence and fluency in using the language. He/ she may lack imagination or originality which usually provides the "spark" in such essays. Vocabulary, idiom, sentence structure, links, variety are impressive. Gross errors are very rare.
- A 18            Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin ticks.
- A+ 19-20      The candidate communicates not only information and meaning, but also and especially the candidate's whole self: his /her feelings, tastes, points of view, youth, culture. This ability to communicate his/ her deep self may express itself in many ways: wide range of effective vocabulary, original approach, vivid and sustained account in the case of a narrative, well-developed and ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he /she deserves. A very definite spark.

### Question 1

#### Points of Interpretation

Must be a formal letter. The format of the letter must include the following:

- Sender's address;
- Addressee Address;
- Forwarding Address (through Headteacher);
- Date;
- Salutation;
- Reference/Topic/Subject;
- Body;
- Closure;
- Signature/Name of writer;
- Designation of writer

(10 marks)

The body of the letter must have the following;

- Mention of Title and Name of author. (2 marks)
- Synopsis of winning entry (book) (4 marks)
- Appeal for publication and formal request to publisher (4 marks)

### Question 2

- 1) acquire/develop/perfect
- 2) over
- 3) easier
- 4) ranging
- 5) But
- 6) indifferent
- 7) too
- 8) steps/initiative/measures
- 9) little
- 10) by (10 marks)

### Question 3

- (a) (i) In a low, conspiratorial tone; and use a pointing gesture with the right hand. (1 mark)
- (ii) Considering the excitement in the girl, he should have given more landmarks, including types of trees, to assist her, just in case she forgot to turn right. (1 mark)
- (iii) In a deep, guttural, evil-sounding tone. The first question in a falling intonation (question starts in a wh-word). The second question in a rising intonation with finger-pointing, threatening gestures. (2 marks)
- (iv) The first four lines in a soothing tone to lull the ogre into waiting and the last line a higher pitch so that the warrior's lover can hear. (2 marks)
- (v) The first part before the comma said in a lower, more subdued tone; the second part said more quickly, more forcefully and at a higher pitch - to show that the rescue has come. (2 marks)
- (vi) With a sigh of relief; clapping; celebration; jubilation; applause. (1 mark)
- (b) plain bury you father see bread  
plane berry ewe farther sea bred (Any 5 x 1 = 5 marks)
- (c) (i) suc.cess  
(ii) chal.lenge  
(iii) ad.vice  
(iv) ap.proach (4 marks)
- (d) In order to capture the audience's attention, I would do the following:
- Maintain eye-contact.
  - Adopt a posture that is authoritative because this might elicit a positive response.
  - Do something unexpected like referring to a specific person by name without embarrassing them.
  - Begin with a surprising question.
  - Clap or ring a bell.

- Start by telling a joke or relating an anecdote
- Begin with a famous quotation or a proverb.

*(Any 4 x 1 = 4 marks)*

(e)

- Does not prepare to listen; does not adopt a listening posture.
- Interrupts several times; does not adhere to the rules of turn-taking in the conversation.
- Does not empathize or put himself in the shoes of his daughter in order to appreciate where she is coming from.
- Full of his own self-importance; this prevents him from reaching out to his daughter.
- Absent-mindedness; changes the topic abruptly, thereby interrupting the flow of the conversation.
- Preconceived ideas about chemistry; doesn't give daughter chance to explain.
- Unwilling to see his own shortcomings as far as listening skills are concerned; when he says "I heard you", he believes he was listening.
- Insensitive; does not realize he has hurt his daughter by not listening to her.

*(8 marks)*