
KENYA NATIONAL EXAMINATION COUNCIL
REVISION MOCK EXAMS 2016
TOP NATIONAL SCHOOLS

KAPSABET BOYS HIGH SCHOOL
ENGLISH
PAPER 3
MARKING SCHEME

SCHOOLS NET KENYA
Osiligi House, Opposite KCB, Ground Floor
Off Magadi Road, Ongata Rongai | Tel: 0711 88 22 27
E-mail: infosnkenya@gmail.com | Website: www.schoolsnetkenya.com

KAPSABET BOYS HIGH SCHOOL KCSE TRIAL AND PRACTICE EXAM 2016

Paper 3

Marking Scheme

Paper **101/3** is intended to test the candidate's ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, fluency, pleasantness and originality. Within the constraints set by the question, it is the linguistic competence shown by the candidate that should carry most of the marks.

1. (a) Imaginative Composition.

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.

GROSS ERRORS

- (i) Almost any error or agreement.
- (ii) Serious tense error.
- (iii) Errors of elementary vocabulary: spelling and misuse of words.
- (iv) Punctuation errors or missing punctuation which causes serious lack of communication.
- (v) Elementary errors of sentence construction.
- (vi) Ridiculous use of idiom that affects communication.
- (vii) Misuse of common prepositions.
- (viii) Misuse of capital letters

PROBLEM SCRIPTS

1. **IRRELEVANCY**

- (a) Consistent distortion of question, evasion of question, writing on a totally different subject with a clumsy attempt at connecting the essay to the subject given, inclusion of memorized passages, etc.
- (b) The question is given an unacceptable or questionable interruption.
- (c) Essays contain long, semi-relevant digressions or lack coherence.

ACTION:

- Mark the essay and give a linguistic mark and comment on the nature of the irrelevancy.
- Deduct up to 4 marks for each irrelevancy depending on the intensity of the irrelevancy.

- If the candidate does not answer the compulsory question in this paper, he should be penalized for irrelevancy.

Points of Interpretation

1. (a)

- Must be a story if not deduct 4mks.
- Must end with the given statement. If not deduct 2AD for rubric contravention.
- Must be a maximum of two pages, if more deduct 2AD for length.
- The story should give an experience that due to its nature, magnitude of occurrence, manner and level of impact, the writer keeps on remembering it or cannot be erased from writer's mind.
- The experience however must have had negative results so as to have undesirable effects. (scar)

(b)

- It must be in an argumentative essay if not deduct 4AD for irrelevancy.
- The candidate must either support or oppose. If a candidate supports and opposes at the same time deduct 2AD for semi irrelevancy.
- The arguments must be supported by facts / proven information

2. The River and the Source presents African cultures that are in conflict / clashes / with the White man values that are unavoidable

The community clings to traditions until Europeans make their first contact with the community.

- The whiteman with his new form of government and Christianity / present alternatives for the harsh community's culture as dictated by chik e.g. Otieno vs Akoko.
- Institution of wife inheritance with all its social high sounding reasons does not really cater for the widow. Nyabera rebels and joins Christianity (God) which made meaning out of sorrow and suffering of the orphan, poor and widow e.g. Nyabera Akoko.
- Society's obsession with the continuity of the family and clan through children. Women who are unable to conceive are neglected. They, however, get solace from Christian mission in Aluor e.g. Nyabera, the barren woman.
- Traditionally, in marriage, one had to dig as much about one's partner's relatives. Change comes and marriage becomes a bond between two people e.g. Akoko, Nyabera vs. Awiti and Mark Sigu.
- Bride price previously seemed as a source of wealth is reduced to a mere token of Awiti's time e.g. Awiti, Mark vs. Oyange Silwal, Mark Sigu's relatives.
- Traditionally, marriages across the boundaries of religion, race or tribe were disapproved. Later the resistance changes e.g. Rebecca vs Courtney, Aoro vs. Wandia.
- For a woman to remain unmarried was unheard of. However, Vera joins the opus dei as a single woman.
- At death, a woman was traditionally buried in her husband's ancestral home. Akoko is however buried in a Christian way.
- Strictly defined role and place of the woman at home changes though with resistance e.g. Mark Sigu assists Elizabeth.

CONCLUSION

- The traditions are gradually overwhelmed by the whiteman's values and taken up by this community.
3. (a) Different characters in the story leave Tanzania due to allures / attractions which are not found in the home country.

(2mks)

- Limited career opportunities / educational establishments.
- Prestige associated with going to US.
- Talented / bright students are enticed with scholarships.
- The syllabus in home country is narrow.
- Poverty.
- Bureaucracy / corruption.

(Mark 3:3:3:3 = 12 marks)

CONCLUSION

Many reasons as indicated above force people leave their home country in search for greener pasture.

- (b) It is not only those locked up that are denied freedom to dictatorship states those outside have no freedom either as indicated in Betrayal in the City.
- Doga and Wira.
 - Adika and University students.
 - Mosese (as a lecturer)
 - Jeer (as a soldier)

- Kabito
- Writers / publishers.
- Jusper
- Boss's wife – Mercedes (mark 3:3:3:3 = 12 marks)

CONCLUSION

- Lack of freedom is widespread in Kafira as shown above, (2mks)
- (c) Change interferes or interrupts with the way things are done among the Maori people. The change revolves around Kahu. (2mks)
- Inheritance / leadership.
- Chieftancy – Kutuku kutuku.
- Muriwai legend.
- The Whale Rider
- Role in saving the community.
- Nani flowers – outwits Kovo.
- Boys are unable to retrieve the curved stone.
- Kahu's academic abilities – Not well received. (Mark 3:3:3:3 = 12 marks)

CONCLUSION

- There is resistance to change as it destabilizes the male roles in the society / among Maori people and provides opportunities for women.

NB: For question 2 and question 3

Introduction	=	2 marks
Content	=	12 marks
Grammar	=	4 marks