

# **FORM FOUR TERM ONE EXAM 2017**

## **ENGLISH PAPER 3 MARKING SCHEME**

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# ENGLISH PAPER 3

## MARKING SCHEME

### Question 1

Paper 101/3 intended to test the candidate's 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.

Examiners should not hesitate to use the full range of marks for each essay

It is important to determine FIRST how each essay communicates and in which category A,B,C and D it fits (The marks indicated below are for question one

D CLASS (01-05)	:The candidate either does not communicate at all or his language ability is so minimal that the examiner practically has to guess what the candidate wants to say The candidate fails to fit the English –words he knows into meaningful sentence . The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors “Broken English”.
D -01-02	Chaotic, copied .Question paper or some words from it simply
D03	Flow of thoughts 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 full of can at least guess what the candidate wants to say.
C class (06-10)	The candidate communicates understandably out only more or less clearly. He is not confident with his language . The subject is often underdevelopment. 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 is seriously hampered by his 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.
C08	The candidate communicates but. Not with consistent clarity. His linguistic abilities being very limited, he cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English, Links are weak, incorrect, repeated at times.
C+ 09-10	The candidate communicates clearly but in a flat 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 and spelling.
B CLASS (11-15)	This class is characterized by greater fluency and ease of expression. The candidate demonstrates that the use of English as a normal way expressing himself. Sentence 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 m. Many essays in this category may be just clean and unassuming but they.
B-11-12	The candidates communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally, but this must not be over punished by the examiner.
B13	The sentences are varied but rather and straight forward. 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. Tense ,spelling and punctuating are quite good. A number of items of merit of the “whole sentence “ or the “whole expression” type.
A CLASS (16-20)	The candidate communicate not only fluently, but attractively, with originality and efficiency. He has the ability to make us share his deep feelings, emotions enthusiasts. He express himself 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,
A-16-17	The candidate show competence and fluency in using the language . He may lack imagination or originality which usually provide the “spark” in such essay. Vocabulary, idioms , sentence structure ,links , variety are impressive . Gross errors are very rare
A-18	Positive ability. A few errors that are to 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 candidates not only information and meaning, but also and especially the candidate's whole self: his feeling ,tastes,points of view, youth ,culture.effective vocabulary, original approach ,vivid sustained account in the case of a narrative,well developed and ordered in the case of a debate or

discussion. Errors and slips should not deprive the candidate of the full marks he deserves. A very definite sparks.

### TABLE OF CATEGORIES

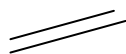
CLASS MARKS CATEGORY  
EACH ESSAY

A	A+	19-20
	A	18
	A-	16-17
B	B+	14-15
	B	13
	B-	11-12
C	C+	09-10
	C	08
	C-	06-07
D	D+	04-05
	D	03
	D-	00-02

### MARKING SYMBOLS

The main signs indicate three degrees of seriousness of error.

(a) GROSS ERROR OMISSION FORCONSTRUCTION IN MARGIN



(b) MINOR ERROR OMISSION MINOR CONSRTRUCTION ERROR



(c) MINOR OR POSSIBLE ERROR



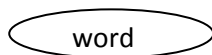
This sign in the margin is used only when a construction error effects more than one line.

FAULTY PARAGRAPHING



REPETITION -(of words ) a circle around the word\

- (of ideas)



R usually in the margin

ILLEGIBILITY



Obscure/vague (in margin)

VAGUENESS



WRONG WORD ORDER Underline once and write W.O in margin

ILLOGICAL or contradictory

ILL (in margin)

BROKEN ENGLISH when the candidate fails to communicate BR in margin

FOR PURP[OSSES OF IDENTIFICATION

COW to indicate that a candidate has used a pencil to make a correction

BRACKETS[ ] indicate apart of a d script that communicates

\* Use an asterisk to indicate an item or a sentence that the rubrics indicate should be used

II TO INDICATE AN ITEM OF MERIT use a tick(✓) either above a word or in the margin for the whole sentence.

### GROSS ERRORS

- (a) Almost any error of agreement
- (b) elementary errors of sentence construction
- (c) Ridiculous use of idiom that affects communication
- (d) Misuse of common prepositions
- (e) Misuse of capital letters – Use CAPS underline the first page and use
  - CAPS on subsequent pages where the mistake persists

### MARKING NORMAL SCRIPTS

- (a) Decide on the degree of communication achieved ,A-D
- (b) After underlining decide on the mark category
- (c) Allocate a numerical mark to the essay

### PROBLEM SCRIPTS.....

All problem scripts must be marked by the examiner and then set to the Tea leader with comments

#### 1. IRRELEVANCY,/

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

#### AACTION

The examiner marks the essay , gives a linguistic mark and comment on the nature of the irrelevancy

The essay is then passed over to the team leader who judges whether the irrelevancy should be judged as a deliberate attempt to deceive or should be attributed to the candidates poor understanding of the subject.

Deduct up to 4 marks for irrelevancy in the essay. If dishonesty is suspected, the Chief examiner should be informed. Any deduction of 3marks or more should be referred to the Chief Examiner

#### 2. CONTRAVENTION OF RUBRIC

Since the rubrics may change from year, the POINTS OF INTERPRETATION that are of this MARKING SCHEME must be consulted and adhered to faithfully. Here are some general rules that usually apply.

#### 3. SCRIPTS THAT DO NOT COMMUNICATE (Broken language)

- (a) Decide on the category D+ D or D-
- (b) Mark the error on the first page of the essay
- (c) Read the other pages, if the essay still does not communicate , draw a diagonal line across each page.
- (d) Team leaders should look at a good number of those script and ensure that the mark given is fair.

#### 4. BREVITY

- 5. It should be remembered that the main quality of an essay is how effectively it communicates. If an essay looks too short, the examiner should take the time to count the exact number of words

#### KENYAN ENGLISH

A good number of words and expressions are understood and currently used by all Kenyans . They can be used in essays without any need for quotation marks or explanations . We can include among those Pnga, rungu ,shamba , murrain, matatu

Wananchi, ugali, madadrasa, harambee , matoke

Maendeleo ya Wanawake , salaam aya, askari

Debe, duka ,Nyayo, boma sukumawiki, goal party, manyatta.magendo

#### AMERICAN SPELLING

Although “English” spelling is more common than American” spelling in Kenya ,examiner should accept both spelling and no penalty should be given for such various. Penalize for lack of consistency in usage of either.

#### POINTS OF INTERPRETATION

##### 1. (a) –Must be a discursive essay

- Marks should not be based on the no. of points discussed but on linguistic competency
- If not discursive in nature or merely a philosophical argument, deduct upto maximum 4mrks
- Deduct 2mrks if essay exceeds 450 words i.e more than one three- quarters foolscap pages ; consider the font (size of the candidate handwriting) before penalizing

(b)- Must be a descriptive essay; rich in descriptive aspects e.g. use of vivid description as a style ; descriptive aspects of the essay should earn more marks.

-Candidates must be involved in the essay if not deduct 2mrks

- Linguistic competence should carry the bulk of the mark awarded

-If not descriptive in nature or is just a mere philosophy argument, treat as irrelevant and deduct upto a maximum of 4mrks

2. "THE CAUCASIAN CHALK CIRCLE" by Bertolt Bredit

(a) Introduction(2mrks)

-Candidate should bring out a correct and clear interpretation of the statement –quaestion without repeating the words used in the question unless necessary.

-If the candidate's interpretation fails to capture all the key ideas, the statement /question, award fair i.e

-Award no mark if the candidate recapitulate word by word the statement /question

(b) The body 12mrks

(c) –Challenges

(i) **Discouragement** to abandon the body Michael in the palace during the coup. 1mrk relevant and complete illustration 1mrk relevant comment.1mrk total 3mrks

(ii) Escaping from who were after the baby michael's life the iron shirts 1mrk relevant and complete illustration 1mrk relevant comment 1mrk total 3mrks

(iii) **Limited means of taking care** of the needs of Michael 1mrkrelevant and complete illustration 1mrk relevant comment 1mrk total 3mrks

(iv) Overcoming the **harsh weather** that prevailed during the coup and the flight.1mrk relevant and complete illustration 1mrk relevant comment 1mrk t.3mrks

(v) The Rotten bridge 1mrk relevant and complete illustration 1mrk relevant comment 1mrk

(vi) The case in court against seasoned lawyer over the ownership of Michael

(viii FORCED MARRIGAE TO THE PEASANT MAN.

(Viii) Emotional attack from the judge and the Governor's wife during the law suit

2c Conclusion 2mrks

-Recap

-Relevant proverb

-Relevant own conclusion

(d) Grammar: upto 4mrks ;grammar marks should be pegged on the score in the body

Summary: 2+3+3+3+3+2=20mrks

3. The short story "The Guilt" by Rayda Jacob

(a) Introduction 2mrks refer to Q 2a

(b) The body 12mrks

O – oppression

i The African woman with her children seeking help at nine in the night 3mrks

ii The woman who forced Lilian to buy flowers and later on overplanted the flowers herself 3mrks

iii The man who demanded for fare back home 3mrks

iv The man who demanded to clean Lilians compound 3mrks

N:B For candidate to score marks ,they must recollect the complete scenarios for each point and demonstrate the oppression meted out to Lilian by the African ,.Award no mark or mark as pointed if oppression is not clearly brought out

(c) Conclusion

(d) Grammar :ward upto max.4mrks Grammar marks should be pegged on the score in the body.