**101 / 1**

**ENGLISH**

**PAPER 1**

**MARKING SCHEME.**

1 - This is intended to test the candidates ability to communicate in English writing.

Communication is established at different levels of intelligibility, correctness, accuracy,

fluency, pleasantness and originality. It is the linguistic competence shown by the

candidate that should carry most of the marks. In this 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. It is important to determine first how the essay communicates and in which category A,B,C or D it fits.

**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 English words he knows into meaningful sentences. The subject is glanced at

or distorted. Practically no valid punctuation. All kinds of errors. “Broken English.”

**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 after broken and the essay is full of errors of

all types, we can at least guess what the candidate wants to say.

1. **CLASS (06-10)**

The candidate communicates understandably but only more or less clearly. He 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 tongues 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 may gross errors of agreement,spelling, misuse of preposition, tenses, tenses, verbs agreement and sentence construction.

**C (08) -** 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 candidatecommunicates clearly but in a flat and uncertain manner.Simple concepts, sentence forms are often strained. There may be an overuse of wishes, unsuitable idioms. Proverb are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses, spelling.

**B CLASS (11-15)**

This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he can use English as a normal way of expressing himself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over- ambitions. There may be items of merit of one word or one expression type many essays in this category may be just clean and un assuming, but they still show the candidate at ease with language. There may be a tendency to under mark such essays. Give credit for tore.

1. **(11-12)** – The candidate communicates fairly and with some fluency. These may be little variety in sentence structure. Gross errors are still found occassionally, but this must not be over punished by the examiner.

**B (13)** - The sentences are varied but rather simpler straight forward. The candidate does not strain in on 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 ideals pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of item of merit of the “whole sentence” or the “whole expression” type.

**A CLASS (16-20)**

The candidate communicates not only fluently, but attractively,with originality and efficiency. He has the ability to make us share his deep feelings, emotions, enthusiasms. He expresses 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 date has complete command of the language there is no strain, just pleasantness, clever arrangement, felicity of expression.

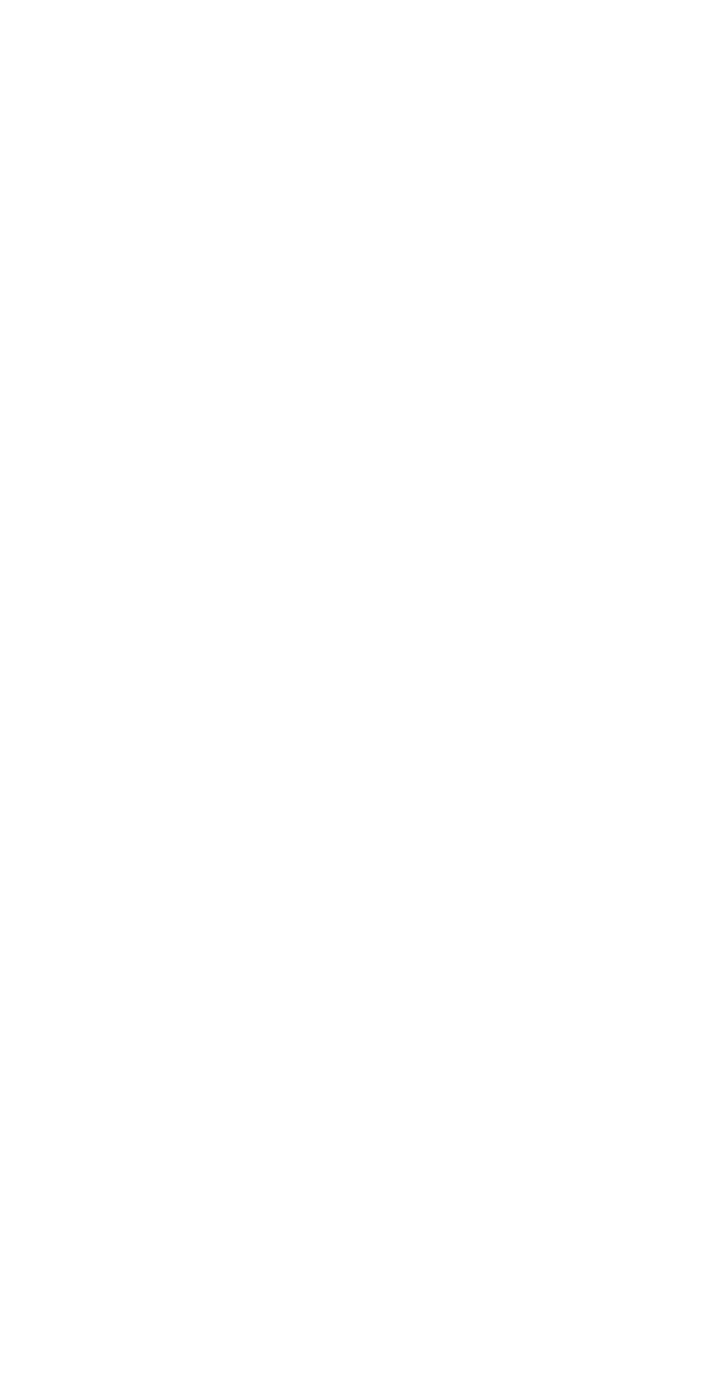
**A- (16-17)** – The candidate shows competence and fluency in using language. He may lack imagination or originality which usually provide the “spark” in such essays. Vocabulary, idioms, sentence structure, links, variety are impressive. Gross errors are very rare.

**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 candidates whole self, his feelings, tastes , points of view, youth, culture. This ability to communicate his deep self way express itself in many ways: wide range of effective vocabulary, original approach. Errors and slips should not deprive the candidate of the full marks he deserves. A very definite spark.

**MARKING SYMBOLS.**

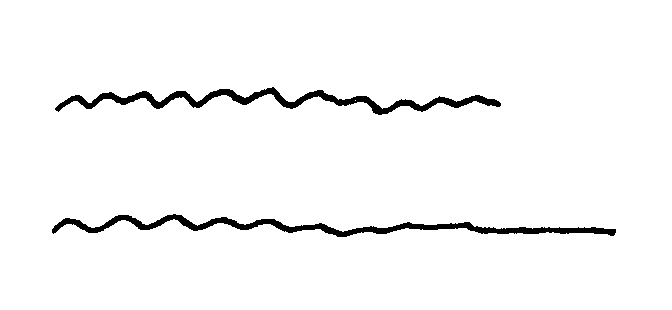
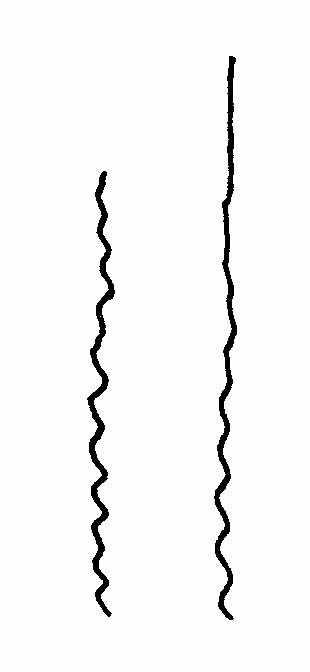
a) Gross Error Omission(gross) For construction in margin

= //

b) Minor error Omission minor construction Error

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1. Minor or possible Error.

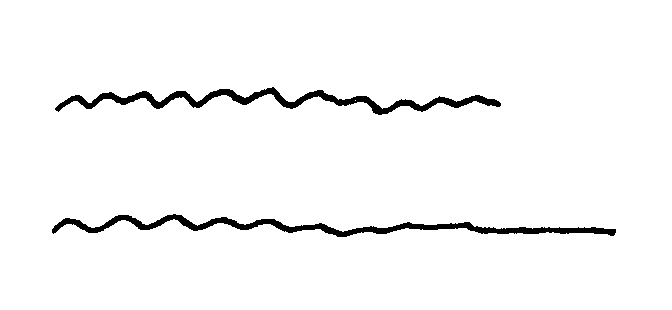
-***This sign on the margin is used when a construction error affects more than one line.***

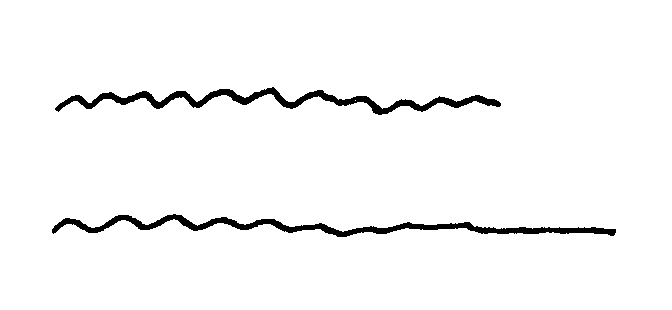
**Other symbols**

Faulty paragraphing //

Repetition – of words - a circle a round the word.

- of ideas R-usually on the margin.

Ellegibility  ? 

Vagueness  obsecure / vague- in margin.

Wrong word order – underline once and write WO in margin

Illogical or contradictory ILL (in margin)

Broken English –when candidate fails to communicate – BR- in margin

COW- To indicate that a candidate has cancelled or used a pencil to make a correction.

Brackets ( ) to indicate a part of a D script that communicates.

To indicate an item of merit use a tick () either above a word or in the margin or the

above sentence.

i or l can be taken as slips.

**Gross Errors.**

1. Almost any error of agreement.
2. Serious tense error
3. Error of elementary vocabulary, spelling and misuse.
4. Punctuation errors or missing punctuation which causes serious lack of communication.
5. Elementary errors of sentence construction.
6. Ridiculous use of idiom that affects communication
7. Misuse of common prepositions.
8. Misuse of capital letters (caps).

**Minor errors**

* Comma
* Dots on ‘is’
* Word order.

**MARKING NORMAL SCRIPTS.**

(Those that are relevant to question)

1. Decide on degree of communication achieved A-D.
2. After underlining, decide on the mark category.
3. Allocate a numerical mark for each question.

**PROBLEM SCRIPTS.**

All problem scripts must be marked by the examiner and then sent to the Team Leader with comments.

**IRRELEVANCY**

1. 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.
2. The question is given an unacceptable or questionable interpretation.
3. Essay contains long, semi relevant digressions or lack of coherence.

**ACTION.**

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

Irrelevancy. The essay is then passed over to the TL. 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 the for ‘irrelevancy. If dishonesty is suspected , the CE should be informed .Any deduction of 3 marks or more should be referred to the CE

**KENYAN ENGLISH.**

A good number of words and expressions are understood and correctly used by all

Kenyans. They can be used in the essay without any need for quotation marks or

explanation. The following can be included:

***Panga, rungu, shamba, murram, matatu, wananchi, ugali, madarasa, harambee, matoke, maendeleo ya wanawake, salaam, aya, askari, debe, duka, nyayo, boma, sukumawiki, party, manyatta, magendo.***

**AMERICAN SPELLING**

Although “English” spelling is more common than “American” spelling in Kenya,

examiners should accept both spellings but penalize for lack of consistency. Below are some of the words.

**British American**

Honour honor

Colour color

Jewellery jewelry

Travelled traveled

Litre liter

Metre meter

Dialogue dialog

Liquorice licorice

Catalogue catalog

**POINTS OF INTERPRETATION.**

1. Must be a curriculum vitae/ resume, if not deduct up to 4 marks AD. (format)

Should contain all the necessary information in a resume.

i.e.

(i) Personal details

(ii) Education background / history.

(iii) Other qualifications / experience.

(iv) (Hobbies)- optional.

(v) Referees

If any 3 are missing deduct 4 marks AD.

2 - **Answers to close Test.**

1. could

2. deaths

3. revealed / reported

4. they

5. from

6. who

7. circumcision.

8. because / as / since

9. easily

10. environment

***Award one mark each***

***Penalise on the spelling mistakes***.

3 **i)** a) aaa bcbb abbddee (2mks)

b) Regular rhythm (1mk)

c) **Through rhyme** e. g Swing and wing

billows and pillows

**Assonance** e.g. What grace as they swing

The wind in their wings

d) ‘to’ – indicates direction and emphasis

‘sea’ and skies- because they are content words.

e) With a falling tone.

i**i**)a)Thank you sir. I have come to report that our dormitory was broken into last night.

1mk

b) I don’t know sir, but it must have been during prep time because we found the

door broken after prep. 1mk

c) Yes sir, some boxes were found broken and various items missing. 1mk

d) I am not sure sir, but I am told Motieri one of the form four boys, left class for

sometime, and came back towards the end of prep.

e) Motieri is the new boy in form four East. He transferred from Makonkoni High school.

f) Yes sir, am told he was expelled after sealing from the library. 1mk

g) I will sir, but how about those whose items were stolen? 1mk

h) Nothing sir, let me tell Motieri to see you sir (1mk)

**iii)** a) ore / or

b) blue

c) gilt

d) idle

e) prophet

**iv)** - Use of tonal variation,

- Facial expressions.

- Dramatisation and body movement.

- Student involvement in response to capture their attention.

**v)** a) A tongue twister.

b) /p/ in (i)

/b/ and /p/ in (ii)

c) Any tongue twister from any community.

d) - Meaning will be lost

- Sounds stressed.

- Rhythm.