

**FORM ONE
END OF TERM 3 EXAM
2019
ENGLISH**

MARKING IMAGINATIVE COMPOSITION

GENERAL GUIDELINES

Creative writing is intended to test the student's ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraint set by each question, it is the linguistic competence shown by the student that should carry most of the marks. In a factual essay, attention must also be given to the format, tone and ability to follow instruction. 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 -01-05- The student either does not communicate at all or his language ability is so minimal that the examiner practically has to guess what the student wants to say. The student fails to fit the English words he knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuations. All kinds of errors "Broken English."

D- 01-02 –Chaotic. Little meaning whatsoever. Question paper or some words from it are 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 student wants to say.

C class 06-10 – The student 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 tongue influence is felt.

C- 06-07 – The student obviously finds it difficult to communicate his ideas. He is seriously hampered by very little knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, mis-use of prepositions, tenses, verb agreement and sentence construction.

C 08 –The student communicates but not with consistent clarity. His linguistic abilities being very limited. He cannot avoid frequent errors in sentence structure. There is very little variety or originality. Very bookish English. Links are weak, incorrect, repeated at times.

C+ 09-10 – The student communicates clearly but in a flat uncertain manner. Simple concept forms are often strained. There may be over use 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 influence and ease of expression. The student demonstrates that he can use English as a normal way of expressing himself. Sentences are varied and usually well constructed. Some students become ambitious and even over-ambitious. There may be some items of merit of one word or one express type. Many essays in this category may be just clean and unassuming, but they still show that the student is at ease with the language. There may be a tendency to under mark such essays. Give credit for tone.

B- 11-12 – The student communicates fairly and with some fluency. There may be a variety in sentence structure. Gross errors are still found occasionally, but this must be over punished by the examiner.

B 13 – The sentences are varied but rather simple and straightforward. The student does not strain himself/ herself in an effort to impress. There is fair range of vocabulary and idiom. Natural and effortless. Some items of merit. Economy of language.

B+ 14-15 – The student 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 of the whole expression type.

A class – The student communicates not only fluently, but also attractively, with originality and efficiency. He has the ability to make us share his deep feelings, emotion and enthusiasm. 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 indicates that the student has complete command of the language. There is no strain. Just pleasantness.

A- 16-17 – The student shows competence and fluency in using the language. He may lack imagination of originality which usually provide the “speak” in such essay. Vocabulary, idiom, sentence structure links and variety are impressive. Gross errors are very rare.

A 18 – Positive ability. A few errors that are felt to be slips. The story or arguments had definite impact. No grammar problem, variety of structure.

A+ 19-20 – The student communicates not only information but also meaning and especially the students whole self, his feeling, tastes, point of view, youth, culture. This ability to communicate his deep self may express itself in many ways; wide range of effective vocabulary, original approach, vivid and sustainable account in the case of a narrative, well developed and ordered argument in the case of debate or discussion. Errors and slips should not deprive the student of the full range of marks he deserves. A very definite spark.

Marking process – (normal script)

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

Marking problem script

1.Irrelevancy

(a) Consistent distortion of question, evasion of question, writing on totally different subject with a clumsy attempt at connecting the essay to the subject given, inclusion of memorized passages etc.

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- (b) The question is given an unacceptable or questionable interpretation.
- (c) Essay contains long, semi- relevant digressions or lack of coherence.

2. Action

The examiner must mark the essay and give a linguistic mark then comment on the nature of irrelevancy. Deduct up to 4 marks for each irrelevant essay.

3. Brevity

It should be remembered that the main quality of an essay is how effectively it communicates. If an essay looks too short, the examiner of words. If the essay is shorter than half the length specifies, a 2 marks penalty should apply whatever the quality of the essay presented. If the essay is on one page, deduct 4 marks AD.