**MARKING SCHEME ENGLISH PAPER 101/3**

1. **IMAGINATIVE COMPOSITION**

This question is 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 or D it fits.

D CLASS

The candidate does not communicate at all 01-05 or his language ability is so minimal that the examiner practically has to guess what the candidates want to say. The candidate fails to fit the English words he knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kind 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 then broken and the essay is full of errors of all types we can at least guess what the candidate wants to say.

C CLASS (06-07)

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 digression. Unnecessary repetitions are frequent. The arrangement is week and the flow jerky. There is no economy of language mother tongue influence is felt. Watch for repetition for emphasis.

C – (06-07)

The candidate obviously finds it difficult to communicate his ideas. He is seriously ham petered by his very limited knowledge of structure and vocabulary. This results in many gross errors of 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 week, incorrect, repeated at times.

C+(09-10)

The candidates communicates clearly but in flat and uncertain manner. Simple concepts sentence forms ate 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 can have some merit ticks.

B CLASS (11-15)

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

B-(11-12)

The candidates communicatesfairly 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 t examiner.

B13

The sentence are varied but rather simple and straight forward. The candidate does not himself in an effort 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 meritticks phrasal verbs, inversions, idioms etc variety of sentences, correct vocabulary.

A CLASS

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 has complete command of the language. There is no strain, just pleasantness, clever arrangement, felicity of expression. Contrast, irony.

A-(16-17)

The candidate shows competence and fluency in using the language. He may lack imagination or originality which usually provides 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 felt to the 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 feelings, tastes, points of view, youth, culture.

This ability to communicate is deep self may express itself in many ways wide range of effective vocabulary, original approach, vivid and sustained account 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 spark.

**Table of categories**

|  |  |  |
| --- | --- | --- |
| **Class** | **Mark category** | **Each essay** |
| A | A+  A  A- | 19-20  18  16-17 |
| B | B+  B  B- | 14-15  13  11-12 |
| C | C+  C  C- | 9-10  8  6-7 |
| D | D+  D  D- | 4-5  3  0-2 |

**Marking symbols**

1. The main signs indicate three degree of seriousness of error.
2. Gross Error Omission For construction of margin
3. Minor Error Omission For construction Error
4. Minor for possible Error Minor construction Error

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

The following signs/symbols may also be used.

**Faulty paragraphing**

**Repetition** (of words) a circle around the word (redundancy) (of ideas)

R usually in the margin

**Illegibility**

**Vagueness**  Obscure/vague (in margin)

**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.

**Brackets** ( ): Indicate a part of a D script that communicates.

(VW) marking scheme-English 3

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

1. To indicate an item of merit use a tick ( ) either above a word or in the margin for the whole sentence.

**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 cause 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 –use CAPS underline the first page and use CAPS on subsequent pages where the mistake persists.

**MARKING NORMAL SCRIPTS**

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

**PROBLEM SCRIPTS**

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

**IRRELEVANCY**

1. Consistent distortion of questions, writing on a totally different subject with a clumsy attempt at connecting the essay to the subject given, inclusion of memorized passage etc.
2. The question is given an unacceptable or questionable interpretation.
3. Essays contain long, semi-relevant digressions or lack of coherence.

**ACTION**

The examiner marks the essay, gives a linguistic mark and comments on the nature of the irrelevancy. The essay is then passed over to the T.L who judges whether the irrelevancy should be judged as a deliberate attempt to deceive or should be attributed to the candidate’s poor understanding of the subject. Deduct upto 4mks for irrelevancy in the essay. If dishonesty is suspected, the C.E should be informed. Any deduction of 3mks or more should be referred to the C.E

1. **CONTRAVENTION OF RUBRIC**

Since the rubrics may change from year to year, the points of interpretation that are apart of this marking scheme must be consulted and adhered to faithfully. Here are some general rules that usually apply.

1. **SCRIPTS THAT DO NOT COMMUNICATE**

(Broken language)

1. Decide on the category D+, D or D-
2. Mark the errors on the first page of each essay
3. Read the other pages, if the essay still does not communicate, draw a diagonal line across each page.
4. Teachers should look at a good number of those scripts and ensure that the mark given is fair.

1. Imaginative Composition (Compulsory) (20 marks)

**Either**

1. Write a composition about an abrupt journey and in it, involve a quarrel with a matatu conductor and a good Samaritan.

**Or**

Describe a person you admire or one you dislike.

**Points of interpretation**

1. a)– Must be a story –**if not deduct 4mks**

- Must have the three items: **abrupt journey, a quarrel with a matatu conductor** and **a good Samaritan** appropriately embedded in the story; ***If not, deduct two marks (-2AD)***

- The story must demonstrate a situation where the events that took place show clearly the benevolent role of the Good Samaritan.

**- Deduct upto 4mks for irrelevance**

b) – Must be a DESCRIPTION through a story or discussion –**if not deduct 4mks**

- It MUST bring out ADMIRABLE or DETESTABLE qualities – **if not deduct up to 4mks**

***Questions 2&3***

**For all the essays:**

***Introduction – (2mks)***

***Body: Points of interpretation;***

***(Any 4 well explained points 3:3:3:3)=12mks***

***Conclusion – 2mks (tied to the body: 1-5 = 1; 6-12=2)***

***Language 9-12 - 4***

***7-8 - 3***

***5-6 - 2***

***0-4 - 1***

**Question 2**

***H.R. Ole Kulet, Blossoms of the Savannah***

“As bad as it may be, every culture has a good side. Closely referring to the treatment of the girl child”, write a composition in support of this; drawing your illustrations from *H.R. Ole Kulet’s*

*Blossoms of the Savannah.*

**Introduction**

Traditional cultures though condemned have been of great help in caring for the interest and safety of the girl child against wayward/predatory men. This is evident in Nasila culture in Blossoms of the Savannah.

**C i - Elder’s court**

Mama Milanoi laments Oloisudori’s obnoxious act of demanding her daughter Ressian for a wife. Oloisudori is the age mate of Parsimei – Mama Milanoi’s husband. Mama Milanoi recalls that such a thing would have never happened in the past. She says that in those old good days, had her husband tried to enforce such an abomination, she would have appealed to the Elders court which would have ruled him out of order, possibly fined him together with his purported son in law. A public rebuke and cleansing ceremony conducted by the fearsome Oloiboni would shamed the culture – abusers and their collaborators; a deterrent act. **(without mentioning of elder’s court, it is thin)** page 113-114, 115

**C ii.** - **Women’s court**

Culture also gave aggrieved women room to call for mass action-swift, vindicive and decisive. It was most feared by men. Mama Milanoi recalls an incident of a mannerless old man who got infatuated with a fourteen-year-old daughter of his daughter of his agemate and started stalking her. The man seduces the girl while milking her mother’s cows. The girl reports the incident and her mother appealed to the women’s court for the culprits, let out the calves. No cow was milked no fire was lit in the hearths. Then they attacked the homestead of the accused using firewood, husband’s knobkerries. The old man is beaten thoroughly, stripped naked; teased and paraded naked in all the homesteads. The aggrieved girl would question him and he would be forced to give a certain response. The women’s cry would send all men scampering for safety up in the hills. The accused would be beaten to death. All the men would be denied food and milk till they called the Oloibon to cleanse the homestead and restore peace, love and unit. Such punishment deterred men from offending the sensibilities of Maa. (**without appeal to women’s court - thin**)Pg 115-117

**C iii.** - **Patureishi**

Joseph Parmuat cultural lessons and dances helps Ressian and Taiyo understand the various kinds of love that young people in Nasila were involved in. Such love include the conventional and the Patureishi. Those involved in conventional were considered betrothed. Should the betrothed misbehave or offend the sensibilities of the Nasula culture and lose the favour of the girl’s parents, he would forfeit right to marry the girl. Patureshi – institution also checked the conduct and behavior of young people and keep them discipline. The young man who violated it or engages in disgraceful act, disrespect for women, the Paturesihi would shame him. A young man who balanced conventional and Patureishi earned respect and was regarded as a potential leader and of the future of Maa. This safeguarded the girl child. (**Role of Patureishi must come out clearly, failure - thin**) Pg 125-127

**C iv.** - **Punishment of the vagabonds**

Another incident where sensibilities of Nasila was breached is when Taiyo and Resian are returning home from their father’s shop. Two young men accosted and attempted to rape them. They dragged them to the bush and Olarinkoi’s appearance and has intervention saved them. This was a serious violation that left the girls traumatized. When they reported to the family, the entire clan is enraged, and a search for the culprit ensures. When they were caught they were clobbered until they bled profusely. They pleaded for mercy and fearfully hid under the legs of and old man. One of them –Ntara Muyo was their first cousin. The other was Lante-son of Kanyira. Elaborate cleansing ceremony is planned and Ole Kaelo is compensated. Taiyo and Resian went to be paid two heifers each. The tenets of Nasila culture ensured justice for the girls. (**without punishment, compensation and cleansing ceremony - thin**) Pg 140, 156-164

**C v.** - **Olarinkoi’s Exile**

Olarinkai offers to evacuate Resian to Ntare Naaju Ranch – the home of Minil-ene -Nkotoi-

Emakererei to escape a forcible circumcision and marriage to Oloisudori. Resian who was at the verge of committing suicide saw a savior in Olarinkoi and accepts the offer gratefully. However, he takes her to Inkiito where he goes drinking and comes in at night and attempts to rape her. She bites his thumb and he hurts her until she passes on. Nabaru who nursed her tells her that the mono eyed woman – Olarinkoi’s mother had prophesied her marriage to his son but the attempted rape diluted everything. Olorinkoi is banished into exile for days and later the marriage fails to materialize pg 232 – 234

**C vi.**  **- Ill-intent men**

Resian blames her father for the tension in the family for being forced to stay behind to host Oloisudori against her will – Resian opines that this is the neo-culture. Girl child was always protected and shielded from males who ogled and stare at them with no good intentions. Where there were male visitors, the girls were taken to their aunt’s houses to avoid meeting some of these ill-intent fellows. The aunts would instead serve the guests. Fathers too had minimum interaction with their daughters and guarded jealously their privacy and guaranteed them security(**without the shielding of girls from men; taking them to aunt’s place, score thin**). Pg 174-175

**Conclusion**

It is therefore clear that most traditions of the people have a way of ensuring that its daughters’ security was guaranteed and there is need to perpetuate them.

Question 3.a)

The Short Story

***Moran (Ed.) Memories We Lost and Other Stories***

Write a composition in support of the statement: “One who holds onto hope in the face of affliction will pull through.” Use *Siddhartha Gogoo’s “The Umbrella man”*

**Introduction**

Many people are faced with serious challenges that tend to dampen their spirits and dim their hope. However, those who believe that things will get better always overcome. Such a case is seen in the character of Umbrella man.

**Hi** - **Limited liberty**

The umbrella man’s obedience and calm disposition makes the doctors to grant him limited liberty unlike the other confined inmates. This particular inmate is the only one permitted to go out of the gate and spend some time in the streets nearby. Before he was granted this, it had taken him many months. We are told that the compound is fortified and therefore no inmate could get out of the large brick and stone perimeter wall. The umbrella gives him hope which is later realized when he is released pg 46. (**Without calm disposition, it is a thin**)

**Hii - Umbrella**

The umbrella man is optimistic that it will rain he has a long and lacerating wait for the clouds and the rain. Every evening with clouds forming, number 7 unfurls his umbrella and leave his wave hope in his heart, thinking of the rain, expecting it to come down. The umbrella becomes inseparable companion of the number 7. This help lessen the loneliness of the inmate in such a desolate confinement. It is noted that the umbrella was the most beautiful thing in the entire asylum – more than bed of wild flowers along the wall of the compound. The narrator says the very sight of it in the mornings brought a smile on his lips. Pg 46, 48 (**Hope for the rain, unfurling umbrella, beauty of the umbrella in the entire asylum is the basis**)

**Hiii - Imaginary child**

During the most lonesome nights, the umbrella man, summons an imaginary child to keep him company in his sell. In nervy sleep, he would wake up to watch and comfort the imaginary child who is disturbed by a dream. This helps him overcome the oppressive loneliness of the cell. He would even pray in silence with conviction that some powers would heed to his prayers. He grows old but the child never grows. He had greyed with little strength in his bones but always keeping hope. It is hope that sustains him through his lonely life in the cells of the asylum. (**the presence of imaginary child, vulnerability – must come out – and how the umbrella man helps it must come out to score a fair**)

**Hiv - Company**

The umbrella man engages the barber once every month during his sharing. This chat helps him lessen the mental agony and it helps him in his recovery journey. The barber uses humorous ancedots about the rain. This brightens up the umbrella man, raising his hopes. He would also sit in his favorite bench near the asylum gates and the wall where the lane ended. This is where the puny little fellow gave him company. He tells the puny men to stop being a pessimist, to look around at the bountiful nature. Bees, the flowers, the beehive, the leaves. He asks the puny fellow to belief in Hope and Nature’s miracles. He has hopes that it will rain and the earth will turn moist and smell of wild flowers. These conversations give hope to the umbrella man making the asylum conditions bearable. (**Barber’s humorous comment about the umbrella and possibility of rain must be brought out to score a fair**)

**Hv - The release**

Number 7 is soon released. A team of two doctors come to his cell, smiled at him and breaks the good news to the inmate. He is told his papers are ready and that the committee is convinced he has recovered. He goes to his sleep, and wakes up in the morning to a strange fragrance. It had rained! When the orderly brings him extra-clothes, a small tin case and some money his gait remains confident. Even as he leaves, umbrella in his hand, he avoids the mud and pool of stagnant water. He is accompanied to the gate, to his freedom. There he sees an opening in the bush that lead to a road he had never seen. He holds his umbrella and walks towards the road on the other side…… He has recovered. (**The two doctors, the orderly and the rain must come out clearly. The road he had never seen should come out to score above - thin**) Pg 50-51

**Conclusion**

There is no permanent condition. It is the hope that sees one through the seemingly insurmountable challenge to the final conquest.

**Question 3b)**

***David Mulwa, Inheritance***

‘In whatever you do, whether good or bad expect a pay.’ Write a composition in support of the statement using illustrations from the *Drama, Inheritance*.

**Introduction**

What goes around comes around. /Such characters as Lacuna Kasoo, Chipande, Reverend Sangoi and the colonialists receive a pay for their actions. / Leaders who are loved like Rev. Sangoi are rewarded with good smile while Lacuna who is ruthless is rewarded accordingly.

**P (i) Colonialists**

**P3,5 -** The colonialists who had occupied Kutula by forcefully grabbing the natives’ land (p8) are forcefully/violently overthrown. They accused the natives of breach of trust – attacking farms, factories, and businesses – leaders walk tails tucked p.46. Thorne complains about colonial office banning the use of whip on natives. He refers to them as idiots. Meninger says African natives are full of utter confusion. Kutula natives rise against the colonial government leading to independence. They are forced out without Kutula paying their debt. (p135-136) They are embarrassed.

**P (ii) Lacuna’s brutality**

Lacuna who leads Kutula with iron fist (p15,41,45, 49) is overthrown by the citizens (p132, 133, 136) and leadership handed over to Rev. Sangoi. Many people who felt that Sangoi was more qualified for leadership post than him disappeared mysteriously. He is inhuman and corrupt and he oppresses the people. He too gets his dues accordingly. He takes loans and makes the people pay very high taxes. He oppresses them and uses martial law to rule them as he is the commander in Chief (p115). He puts people who are illiterate in offices just because they are his clansmen. *(****The overthrowing of Lacuna must come out.****)*

**P (iv) Tamina’s land**

Chipande forces Tamina to sell her land in Bukelenge to him for peanuts but later suffers for it. He also makes sure no one gets licence to grow coffee. She is forced to be a casual laborer at the farm. Chipande is accused of taking all farms on the mountains after the exit of whites – (p24, 29). When Lacuna’s government is overthrown, Chapande, Lacuna and Malipoa are seized and confined amid cheering and jeers – embarrassment - as they wait to face charges for their crimes.

(***The underlined parts, if well brought out will allow the candidate transit to a fair***)

**P (v) Lulu**

Lacuna who forcefully takes Lulu Zen Melo, a school girl as his second wife is dethrone. She is rescued from confinement within the palace during the revolution. She refuses to marry him. When she is free, **she slaps him** for confining her against her wish for one month. P. 117, 118, 119, 120-121, 129-130

(***Without slap, do award beyond a thin***)

**P (vi) Leadership**

Sangoi who does good to the people of Kutula is repaid with leadership and love by the people. During the commemoration they shout down Lacuna and ask Sangoi to be their rightful leader. The elderly leader even addresses Sangoi as the president and swore his unwavering loyalty. He forces the school children to sing his praises yet he knows that the people do not like him. Eventually, they choose her to lead them into rebelling against Lacuna Kasoo as she is still a good leader.

**Conclusion**

In conclusion, no good or bad goes unpaid.

1. **C) One’s negative personality can be the cause of their downfall. Referring to Kino in John Steinbeck's The Pearl, write an essay to validate this statement. (20 Marks)**

**(The candidate is expected to develop the two parts of the question adequately PERSONALITY and DOWNFALL; giving clear textual details to score a fair and full. For merely mentioning any one part, award thin.)**

**Introduction**

Kino’s greedy, violent, chauvinistic and over-ambitious natures are some of the personalities that makes not only him but the family suffer. This is discussed herein.

**D (i) Coyotitos death**

Due to **over-ambition**, Kino loses his son Coyotito. When Kino finds the pearl his desire to change his life blinds him. He hopes to take Coyotito to school. He says that his son will go to school and learn writing. That he will know and they will know through him. They will be free. Even when he **suffers attacks and physical pain** because of the pearl his ambition clouds his reasoning. He refuses to let go off the pearl. He flees the village with Juana and Coyotito with a view to protect and sell his pearl, hoping to use the funds to educate his son. **Coyotito is killed** by one of the 3 trackers at the mountains as they were fleeing to the north. Kino suffers the pain of losing his only son.

***(Kino’s wild thoughts of the great achievements after finding the pearl MUST be clearly explored; not mentioned for a candidate to score beyond a thin)***

***D* (ii) Physical pain**

Kino’s **cruelty** makes him **suffer physical pain** because of the pearl. Kino suffers attack after attack. He is determined to get his hands on new material possession. He suffers in the process. When someone tries to steal his pearl, he injures his forehead while trying to protect it. It his sole hope of new wealth. The night they came from the dealers, Kino is attacked outside his hut and slashed. There is a deep cut on his cheek from his ear to his chin. Juana pleads with him to get rid of the evil pearl but he refuses since is so ambitious to give Coyotito education and to acquire wealth. He is attacked again after striking Juana. He manages to kill the man but is left with injuries. Too much ambition causes pain.

***(To score beyond a thin, a candidate MUST clearly describe any one episode that Kino acts cruelly.)***

***D (iii) Cold relationship***

Because of his **chauvinistic nature**, Kino would do anything to protect his pearl and acquire wealth. Juana suffers this violent nature when she tries to throw the pearl away. He strikes Juana in the face with a clenched fist. She falls among the boulders. He then kicks her in the side. This **destroys their peaceful co-existence as a poor but happy (contended) family**. This is despite Juana’s constant plea with him to destroy the pearl or throw it back to the sea for it was evil ***– It will destroy us all.*** P59-60 Disregarding Juana’s advice, he says he is a man.

***(To go beyond a thin, the candidate MUST describe Kino’s insistence that he is a man and disregard for Juana’s counsel)***

**D (iv) Pearl buyers**

Kino being **naïve** in matters about value of the pearl made him not to know how to bargain for the real value of the pearl. Kino supposed the pearl buyers were individuals acting alone, bidding against one another for the pearls the fishermen brought in. little does he know there was only one pearl buyer with many hands. Little was it known to him that the price had been agreed upon. P64-76

***(To score beyond a thin, the candidate MUST describe the one pearl buyer synchrony giving clear textual details)***

**D (v) Resist views**

Kino’s **racist** views make him hate the doctor even before he presents his case. **He thought that the doctor was not of his people. He was of the race that for nearly four hundred years had beaten and starved and robbed and despised his race.** (p26)He suffers self-inflicted pain when he thinks of the doctor as belonging to that other race. He struck the gate a crushing blow with his fist – his knuckles split and blood flowed down between his fingers. P29

***(To move beyond a thin, the candidate MUST contextually describe Kinos hatred of the doctor.)***

**Conclusion**

To sum up, Kino’s greedy excessive ambition causes pain/misery/suffering.