**Londiani sub county marking scheme**

**ENG PP3**

1. a) It must be a story

 - Must begin with the given statement if not deduct (2 mks)

 - The statement must be relevant to the story if not deduct upto (4 mks)

1. The story must be illustrative of the saying

The candidate should be able to show in a story how thing(s) are not always good or easy in life. It could be something that could have resulted in a positive outcome but the struggle must be brought out. The meaning of the saying should come out in the story. Do not define or explain the saying

1. 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

##  (b) Write a composition on the topic: "YOUTHS ARE READY TO TAKE OVER LEADERSHIP ROLES."

* It must be a discursive essay. If not, deduct 4 AD.
* The essay should explore the inevitable place of social in our lives. If not, deduct up to 4AD.
* The composition should not exceed 450 words/two pages subject to the font used.

If it does, deduct 2AD(L).

* It is the candidate’s linguistic ability that determines the score, not the number points given.

# THE MARKING EXERCISE

Question one 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.

**Markers would do well to consider the fact that awarding marks in this paper depends on the candidate’s linguistic ability i.e. the command of language**.

 It is therefore important to determine first how each essay communicates and in which category, A, B, C or D it should be placed.

|  |  |  |  |
| --- | --- | --- | --- |
| **CLASS**  | **MARK FOR**  **CATEGORY**  | **MARK FOR**  **EACH** **ESSAY**  | **QUALITY OF ESSAY**  |
| A **PLEASANT** **COMMUNICATION**  | A+  | 19-20  | Excellent complete command of language with few errors that are treated as minor slips. has several merits ticks of **both** **sentence and word type**  Mature script Attractive/ Felicity of expression  |
|   | A (plain)  | 18  | Very good, attractive, no strain. Have 3 or 4 slips. reader does not feel wholly possesses has merit ticks for expression and words  |

|  |  |  |  |
| --- | --- | --- | --- |
|   | A (minus)  | 16-17  | Shows competence and fluency in using language. S/he may lack imagination or originality which usually create a spark. Vocabulary, Idiom, and sentence structure links be impressive. Gross errors are rare  |
| B  | B+  | 14-15  | Communicates his/her ideas pleasantly. Does not strain to communicate. A few errors and slips.  Tenses, spelling are quite good. A number of merits ticks of “**whole sentence** and **expression type.”**  |
|   | B (plain)  | 13  | Sentences are varied but rather simple and straight forward. Fair range of vocabulary and idioms. Some items of merits Economy of language.  |
|   | B(minus)  | 11-12  | Candidate communicates fairly and with some fluency. Little variety in sentence structure. Gross errors are found occasionally.  |
| C **COMMUNICATES** **BUT WITH** **DIFFICULT**    | C+  | 09-10  | Candidate communicates clearly but in a flat and uncertain manner Overuse of cliché’  |
|   | C (plain)  | 08  | Candidate communicate but **not with consistence clarity.**  Little variety or originality. Bookish English  |
|   | C (minus)  | 06-07  | Candidate finds it difficult to communicate his ideas. Many gross errors of agreement, spelling, Misuse of preposition.  |
| D **NO** **COMMUNICATION**  | D+(PLUS)  | 04-05  | English is broken Essay is full of errors. The reader guesses what the writer wants to say.  |
|   | D (plain)  | 03  | Continuous errors The essay is almost impossible to follow  |
|   | D (minus)  | 01-02  | Chaotic. No meaning at all. No order. Candidate has no idea about what should be done (question and or words copied)  |

**ERRORS**:

**GROSS ERRORS (DOUBLE UNDERLINING):**

* Almost all errors of agreement
* Serious tense errors
* Errors of elementary vocabulary, spelling e.t.c.
* Punctuation errors which cause serious lack of communication
* Ridiculous use of idioms that affect communication
* Misuse of capitals(CAPS)

## OTHER ERRORS

* Faulty paragraphing(//P)
* Repetition(R)
* Illegibility(Ill-)
* Vagueness(Vag)
* Wrong word order(WO)
* Illogicality/ contradiction
* Broken English (BR at the margin)

**MARKING NORMAL SCRIPTS:**

* After underlining all errors, decide on the category mark A, B, C and D
* Decide on degree of communication adhered
* Allocate a numerical mark to each essay

## MARKING PROBLEM SCRIPTS

a) Irrelevancy – Deduct up to 04 marks AD if:

1. Consistently writing a totally different subject with a clumsy attempt at connecting the essay to the subject/sentence given
2. The question is given a questionable interpretation

 Length: Penalize the candidate if the essay is too long – 2 AD

**MARKING SYMBOLS**

The main indicate the degrees of seriousness of error.

(a) **GROSS ERROR**

## GROSS OMMISION



## MINOR OMMISSION



##  (b) GROSS CONSTRUCTION ERROR

**-**

MINOR CONSTRUCTION ERROR

**(**

**c) MINOR OF POSSIBLE ERROR**

 

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

The following symbols may also be used:

FAULTY PARAGRPHING

 

REPETITION – (of words) a circle around the word.

 - (of ideas) usually in the margin

 

 ILLEGIBILITY



VAGUENESS

(

**Vag**

in the margin)

WRONG WORD ORDER underline once and write **WO** n margin

ILLOGICAL or CONTRADICTORY **ILL** (in margin)

BROKEN ENGLISH when the candidate fails to communicate **BR** in margin (in D scripts)

# FOR PURPOSES OF IDENITFICATION

COW to indicate that a candidate has used a pencil to make a correction or cancelled his/her work.

BRACKETS [ ] indicate a part of a D script that communicates

\*Use an **asterisk** to indicate an item or sentence that the rubrics indicated should be used in question 1(a)

**A DOLL’S HOUSE BY HENRIK IBSEN**

In the text A Doll’s House by Henrik Ibsen, the community prevents/restrains an individual from exercising liberty in their day to day lives as seen when Nora has to work secretly and when she is unable to make independent decisions.

1. The society inhibits married women from taking a loan without their husband’s consent.

During the first year of Nora and Helmer’s marriage, Helmer overworks himself and becomes dreadfully ill. The doctors come to Nora and tell her that Helmer is in a dangerous condition and that they need to live in the South for him to recover. Nora tries all means to persuade Helmer to take them to South without success. She tells him how much she wants to live broad like other young wives. She tries tears and entreaties and that he ought to remember the condition she is in. She hints to him that he might raise a loan and this makes him nearly angry. Helmer calls Nora a thoughtless woman and tells her he cannot indulge in her whims and caprices. With no other option left, Nora devices a way out of the difficulty by taking a loan of 250 pounds from Krogstad without Helmer’s consent. This is against the law as Mrs Linde reminds her that a wife cannot borrow without her husband’s consent. In the process of keeping this as a secret from Helmer, Nora suffers anxiety to the point of contemplating suicide. When Helmer learns about this, he abuses Nora and forbids her from raising her own children. Nora is forced to leave her marriage.

1. Nora has to work in secret in order to repay the loan that she took for Helmer’s treatment.

Nora acquired a loan of 250 pounds through Krogstad which she had to pay in installments. Nora admits to Mrs Linde that it had not been easy for her to meet the engagement on time and many a times she has been at her wits end. she further admits that it has been always so dreadfully difficult to manage the instalments. She has had to save a little here and there by not spending more than half of Torvald gives her for shopping/housekeeping/ she has had always bought the simplest and cheapest things but it was often very hard on her. She had had to go to an extent of devising ways of earning money. last winter she locked herself up doing copying work until quit late at night and desperately tired but it she felt tremendous pleasure to work and earn money. She declares that it felt like a man.

1. Nora lacks financial freedom.

After the Christmas shopping Nora is excited to inform Torvalds what she had got for the children and the maid. However, Torvald is quick to reprimand her by calling her a spendthrift. He asks her if she has been out wasting money again. He tells her that they can’t spent money recklessly. He calls her a featherhead when Nora proposes that they should borrow money until the next quarter when his salary will be due.

1. Nora’s lacks the opportunity to make independent decisions.

 For the Tarantella dance Torvald dictates the kind of dress that Nora should wear during the party. Nora informs Mrs Linde that Torvald wants her to go to the Steinborgs dressed as a Neopolitan fisher-girl and dance the Tarantella that she learnt at Capri. Mrs Linde observes that Nora is going to keep up the character and Nora confirms that that is what Torvald wants of her. Torvald had had the dress made for Nora but now it is all so torn. Mrs Linde offers to mend it as the trimming had come unsewn here and there. When Helmer finds out the truth about Nora’s secret loan and the forgery he is incensed and berates Nora. Nora takes off her fancy dress and puts on her everyday dress, as a sign of liberation. She sermons Helmer to sit down for a talk and tells him that it is a settling of accounts P. 108,109. She highlights the fact that for the eight years of her marriage they have never had a serious conversation on any serious subject because Helmer belittles her for being a woman. Helmer tells her that he could not have shared with her worries that she could not help him to bear, showing his demeaning nature.

V. Nora has to bear with Helmers domineering nature for the sake of peace in their home.

 During the settling of accounts, Nora informs Torvald that she had greatly been wronged, first by her father and then by him. She tells Torvald that her father told her his opinion about everything and she never differed from him because he would not have liked it. He called her his doll child. She feels that she was transferred from her father’s hand into Torvald’s. She has now acquired his taste and arranges everything according to his taste. She argues that she had been living with Torvald like a poor woman, just from hand to mouth for she merely exists to perform tricks for him. She feels that a great sin had been committed against her by Torvald and her father and it is their fault that she has made nothing of her life.

In conclusion, it is evident that societal limitations can hinder someone from fulfilling their obligations.

***Memories we lost* by Chris Wanjala(Ed.)**

Drawing illustrations from *Window Seat* by Benjamin Branoff, show the truthfulness in the observation that “Travellers are sometimes subjected to pathetic travelling conditions on most of the Kenyan roads.”( 20mks)

Introduction

Candidates should show the difficulties associated with public transport

Accept:

General

Both general and contextual

An outline/ summary (2 mks)

Points of Interpretation

1. It is uncomfortable to use public means of transport on Kenyan roads as one is exposed to uncouth conditions such as Air/noise pollution….endless dirt drifts through the window ….it finds crevices on my body… and sneaks into the stitching of my clothes pg63/65

Air pollution seen when he says …the rancid smell from the burning garbage oozing into the vehicle from nearby rots . pg 65

Noise pollution… when they reach the bus stop, they are exposed to the smelling bodies of the passengers.

1. The roads are unworthy hence they are in pathetic conditions. The narrator says he is uncomfortable in the vehicle he is travelling in sitting at the window seat. This does not help as his head knocks on rusty ceiling many times.
2. They are sometimes pickpocketed by pretty thieves. There are many people who engage in pretty stealing, pickpocketing like the kanga woman who pretends to be an innocent traveller but ends up stealing from the mzungu. He is left without money to pay for his fare.
3. The roads are poorly maintained…while travelling the narrator says : The black asphalt is a slick and old and wise and grabs the dirty grass with confidence.
4. The indifferent police officers that are bribed yet the vehicle is full. At chou, there is a sentry guard who although stops the overloaded vehicle does not make any effort to correct it…he was bribed but smiles instead.

Accept any other relevant point. Expect any four areas. Mark 3:3:3:3= 12 mks

Conclusion

Using public transport can be frustrating sometimes.

Accept any other relevant conclusion. (2 mks)

**Drama**

***Inheritance* by David Mulwa**

Closely referring to David Mulwa’s text *Inheritance*, illustrate how most citizens in most African countries suffer because of the behaviourof their leaders. (20 mks)

Accept:

General

Both general and contextual

An outline/ summary (2 mks)

Accept any relevant introduction

1. Most leaders engage in senseless extra judicial killings to silence their opponents. Kasoo organizes for Judah to betray his brother and when he refuses, he is exterminated.
2. They suffer from poverty. Basic commodities are not easy to find due to leaders poor planning and not prioritizing country’s needs
3. They exploit the masses by manipulation for example: Chipande , Kasoo buys off Tamina’s coffee farm for a pittance. He becomes the only licensed coffee farmer so as to wardoff competition in the sector.
4. Most leaders have plunged their countries to poverty by incurring huge debts by overborrowing in the name of the country and stashing borrowed cash in the same accounts abroad ( Lakuna Kasoo)
5. Most leaders are lustful and constantly harassing women for sexual advance like Lulu a young girl whom Kasoo lusts suffers when detained in the palace.
6. Leaders make life for the conman very expensive hence basic amenities like education are out of reach for the masses in Kutula, Lakuna kasoo raises school levies leading to school dropout like Lulu.

Expect any four well illustrated points

Mark3:3:3:3

Conclusion

In conclusion, leaders should not be selfish but should selflessly serve their subjects by working for the benefit of their subjects for that is what their mandate is.

Accept any other relevant conclusion. ( 2mks)

THE PEARL, john steinbeck

* It brings about physical injury to Kino as he attempts to fight off his enemies.
* Murder – Kino kills four men to save the pearl
* Violence – He hits his wife
* Loss of property – His boat is destroyed and his house burnt down
* Family conflict and turbulence in the once calm home.
* Loss of their child Coyotito

 (any other valid points)