**English Form 3, term 2 Marking scheme**

1. **Functional writing**

**Format 6mks**

Sender’s address – 1 mk

Date in full – 1 mk

Recipient’s address – 1 mk

Salutation – 1 mk

Re – 1 mk

Signing off – 1mk

**Main body: 6mks**

Interest in the position of guard – ½ mk

KCSEmean of C- and above – 1mk

C- in English and Swahili – 1 mk

Fluent in Eng and Swa – 1 mk

At least 22 yrs of age – 1mk

Relevant experience – 1 mk

Conclusion: Optimism – ½ mk

**Language – 8 mks**

Place learner in appropriate linguistic ability as per the rubric provided below and award marks accordingly.

**Group D (01 – 02 mks)**

Candidate does not communicate and their language ability is so minimal that the examiner has to guess what they intend to write.

Poor use of expressions

Poor use of punctuation marks.

Hardly any correct sentences.

Spelling errors.

**Broken usage must be identified.**

**Group C (03 – 04 mks)**

Lack of confidence in language use.

Very simple sentences.

All manner of grammatical errors.

Mother tongue interference.

Poor organization of ideas.

**Group B (05 – 06 mks)**

Communicates fluently with ease of expression.

Well-constructed sentences.

Correct punctuation and spellings.

Good use of vocabulary.

Some errors.

**Group A ( 07 – 08 mks)**

Ease of expression with no errors of punctuation, spelling and grammar.

Good planning/ organization of ideas.

Clever use of vocabulary and maturity in language use.

Definite spark.

TOTAL : 20 mks

1. **Cloze test**

To nip the menace of burning schools in the **1 bud**, school administrations must **2 invest** more in intelligence gathering. From what has been **3 witnessed** in the recent past, the **4 era** of taking learners in secondary schools as mere boys and girls should be a closed **5 chapter**. Burning of schools is no longer a spontaneous occurrence **6 but** rather the result of serious planning. Administrators, besides other interventions, should apply the **7 art** of intelligence gathering to forestall **8 this** despicable behavior. Team work in the institutions at the administration **9 level** should be strengthened. The wanton **10 destruction**of schools is intolerable.

1. **EXTRACT**
2. **Doll’s house**
3. Krogstad asks Christine if she still has the courage to have him back after what he has done. He regrets that he cannot undo what he had done. Christine tells him that the letter is still in letter box. (2 marks)
4. He had re-united with Christine and is very happy. He does not want to ruin the Helmer’s marriage who are friends to Christine by revealing to Nora’s husband the forgery secret. (2 mark)
5. She once sacrificed her love for the sake of her bed-ridden mother and two young brothers. By saying that, it means that she cannot be doing it the second time for another person because that experience was enough. (2 marks)
6. Selfless - sacrificed for another person, has mother and brothers. She says ‘A woman who has once sold herself for another’s sake doesn't do it a second time.

***Any one well illustrated - 2 marks***

***e.g. opportunistic, traitorous, scheming.***

1. It is surprising that Krogstad can change his mind about revenging against Helmer. He was much determined to have his own way with them and his change and readiness to withdraw the letter catches the reader by surprise. (2 marks)
2. Krogstad writes Nora a letter that sets free Nora and her husband. He also returns the bond that had all the evidence of forgery. (2mks)
3. Never have I had such an amazing piece of fortune in my life! (1 mark)
4. Christine had left him for a richer man who would help her support her sick mother and her two young brothers. She had given him another chance for she want to have somebody to live and work for. (2 marks)

1. i) At any cost - No matter what or despite the danger involved.

ii) Recall - ask for or call back retrieve.

iii) Incredible things - unbelievable things.(4 marks)

1. Krogstad goes out through the other door and leaves Mrs. Linda tiding up the room. Mrs. Linde is excited that she has someone to work for and live for and a home to bring comfort into(2 marks)
2. **Blossoms excerpt**
3. Before the excerpt, Taiyo and Resian go to the River to fetch water. They remember their discussion with their aunt and admire Minik’s fight against women oppression by men. They muse that men must be very angry with her for snatching five hundred girls from them. After the excerpt, Taiyo sings the song she has composed about three women whom she refers to as mice silently in her heart. One of those women is the *enkamuratani* chasing a woman with a knife.
4. Flashback- Resian recalls fifteen years back when she and Taiyo accompanied their father to the Nakuru agricultural show and she saw sheep for the first time.

Vivid description-The sheep are vividly described as big, docile tawny wooly animals.

Metaphor-She calls the three women who collaborated with men to oppress women as Nasila’s three blind mice.

1. Theme of Determination or optimism. Resian is full of optimism that one day she would join Egerton university.

Women as their own enemies. The three Nasila women collaborated with men to oppress women.

Negative cultural practices. The three women propagate negative cultural practices against women such as F.G.M.

1. Resian is visionary. She thought how wonderful it would be, had she a chance to enroll at the Egerton University. She dreams of going to university.

Taiyo-critical-she wants to compose a song ridiculing three Nasilian women who collaborated with men to oppress women.

1. With a painful exhaustion, the straps that supported the containers pressed down their heads.
2. Later, she is rescued from a planned marriage by Nabaru and is taken to Minik’s ranch. There, she is given a house and a job. Minik also helps in securing their admission at Egerton University. She also gives a scholarship. The novel ends when she and Taiyo are going to University.
3. Meaning of words and expressions
4. Reminisced – Recalled
5. Collaborated - Worked together
6. Dreaded - Feared
7. **Oral narrative**
8. Trickster - chameleon tricked bush baby by clinging onto its tail and won the race.1
9. Opening formula - Along time ago

- Closing formula - and there ends my story ......

- Personification/ Fantasy - “hey my friend don’t sit on me” (animals converse like human beings.

- Simile - set off line lightning / He clung to it like a magnet.

*Award any 2 well illustrated points.*

1. Bold- he got into a race with the fastest known animal in the forest.

Cunning / calculating / clever - he clung to the bush baby’s long hairy tail.

*Award any other relevant character quality.*

1. Racing competition - The animals organized for a racing contest.

Holding meeting - All the animals of the forest called a meeting.

1. Boldness can yield good fruits.
2. Don’t judge a book by its cover.

*Any other relevant lesson.*

*NB - Should not be stated in the negative i.e using ‘not’.*

1. **Oral skills (15mks)**
2. **Poem**
3. Spun, tossed,Whirled, clattered, clicked, popped and blinked (Any 2X1= 2)
4. neon

lights

time

* Coin/horizon
* Slot/popped
* Memorize the poem.
* Rehearse in front of a mock audience
* Ensure I have any props I may need such as a coin, a watch/clock etc
* Familiarize myself with the venue where the recitation will take place.

1. In each of the following groups of words, three words begin with the same (identical) consonant sound while one does not. Underline the words that begin with a different consonant. (3 mks)
2. Knight know gnaw - **Kleptomania**
3. Wrist write rattle – **Wasp**
4. Fish **psychology**phantom physics
5. List **two**important social conventions to be observed when making introductions. (2 mks)

* Giving of names of each other
* Show acknowledgement by shaking hands or smiling or maintaining eye contact.
* Engage in small talk
* Express pleasure at meeting. Any 2 x 1 = 2

1. Provide another word that is pronounced as each of the following words. (2 marks)
2. Some – Psalm
3. Genes – Jeans
4. **Grammar**

a i. few

ii. a little

iii. little

iv. a few

b. i. turned down

ii. put up with

iii. make up

iv. took to her.

c. i intransitively

ii. intransitively

iii. transitively

d. i. in

ii. from

iii. on

iv. by

1. Articles
2. a
3. a
4. an

(f)i) The room was already empty.

ii) The room which had items was found empty.. (Things had been removed)