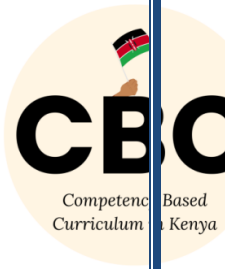




**COMPETENCE BASED CURRICULUM
JUNIOR SCHOOL
FORMATIVE ASSESSMENT
TERM ONE 2024
GRADE 7**



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Name.....

 Centre

 Assessment No.
 Stream.....
 Learner's Sign..... Date:

**ENGLISH
COMPOSITION MARKING SCHEME**

CLASS	The student does not communicate at all. 01-05 or his/ her 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/ she knows into meaningful sentences. The subject is glanced at or distorted. Practically no punctuation. All kinds of errors. "Broken English" is evident.
01-02	Chaotic. Little meaning whatsoever. Questions paper or some words from it simply copied
03	Flow of thought almost impossible to follow. The errors are continuous
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 candidate wants to say.
CLASS	The student communicates understandably but only more or less clearly. He/ she 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 economy of language. Mother tongue influence is felt.
06-07	The student obviously finds it difficult to communicate his ideas. He./ she is seriously hampered by his/ her very limited knowledge of structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.

- 08 The student communicates but not with consistent clarity. His/ her linguistic abilities being limited, he / she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English links are weak, incorrect and repeated at times.
- 09 – 10 The candidate communicates clearly but in a flat and uncertain manner. Simple concepts, sentence forms are often strained. There may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky.
- CLASS This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he/ she can use English as a normal way of expressing himself/ herself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over- ambitious. There may be items of merit of the word or one expression type. Many Essays in this category may be just clean and unassuming, but they still show that the candidate is at ease with the language.
- 11- 12 The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors are still found occasionally.
- 13 The Sentences are varied but rather simple. Straightforward. The candidate does not strain himself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless. Some items of merit. Economy of language.
- 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.
- The candidate communicates not only fluently, but attractively with originality and efficiency. He/ she has the ability to make us share his/ her deep feelings, emotions, enthusiasms. He/ she expresses himself/ herself 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.
- 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 essays. Vocabulary, idiom, sentence structure, links, variety are impressive. Gross errors are very rare.
- 18 Positive ability. A few errors that are felt be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin ticks.

- + 19- 20 The candidate communicates not only information and meaning but also and especially the candidate's whole self: his / her feelings, tastes points of view, youth, culture. This ability to communicate his/ her deep self may express itself in many ways: wide range of effective vocabulary, original approach, vivid and sustained account in the case of narrative, well- developed and ordered argument in the case of a debate or discussion. Errors and slips should not deprive the candidate of the full marks he/ she deserves a very definite spark.

level	Expectations	scores
1	BE	1-8
2	AE	9-13
3	ME	14-17
4	EE	18-20

NO LEARNER SHOULD SCORE 0

Points of interpretation

- ❖ Must be a story
- ❖ Must start with the sentence given
- ❖ Must present a credible scenario suggested by and leading to/ culminating in the starting sentence given

CLOZE TEST

- | | |
|---------|---------------|
| 1. Are | 6. And |
| 2. Us | 7. Or |
| 3. And | 8. Expression |
| 4. Have | 9. Of |
| 5. Our | 10. Called |

COMPREHENSION

1. He was making fast his boat because of the fear of the thunderstorm

2. Because the storm was almost coming as the clouds were very dark and that it would be dangerous to take his small rowing boat out of the lake
3. Because they never wanted the chief Ullin to find them. He was well known for his fiery temper and how he would kill the young man if he caught him.
4. This is because he had admired their courage and love they had. He was totake them free.
5. Could be because of the love he had for his father and maybe too he was touched by the story of the couples because the son Eric is seen sympathising with the couple.
6. Because he wanted the daughter toget married to another chief who was their neighbor .
7. Jackline was ready toface the turbulent waters than meet the wrath of her angry father, she further protested that she will never get married to a man she never loved.
8. Capsized.....overturned accidentally...the boat
Turbulent.....characterised by unrest, disorder or insubordination.
Bellowedshout loudly and without restrain.

GRAMMAR

Possessive pronouns

1. Mine
2. Hers
3. Hers

Indefinite articles

1. A
2. A

Pronunciation

Know.....no
Father..... farther

Tailtale

- b) i) arrived
 ii) Comes
 iii) We could

plural forms

Goose geese

Mousemice

Radius.....radii

Sheep.....sheep

ORAL SKILLS

- i. Oral literature is spoken, acted and performed art whose media of communication is the word of mouth.
- ii. Oral narratives.....examples: myths, legends, dilemma, tricksters
 Oral songs/poems.....examples: love,wedding,praise, sacred, initiation
 (must be stated and examples given to score a complete mark)

Short forms.....examples: proverbs, riddles, tongue-twisters.

iii should not be shy or timid

should be interested in other people's culture

should be creative

should tell a new story each time