

TERM 2 2025
ENGLISH FORM 4
PAPER 3 MARKING SCHEME

1. Imaginative composition

Paper 101/3 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 ability. Within the constraints set by each question, it is the linguistic competence shown the candidate that should carry most of the marks.

Examiner 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 as it is (marks indicated below are for question one)

D CLASS
(01-05) The candidate either does not communicate at all or his language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English word into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kind of errors "Broken English."

Chaotic, little meaning whatsoever. Question paper or some words from it simply copied.

Flow of thought almost impossible to follow. The errors are continuous

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.

C CLASS
(06-10) 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 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 candidate obviously finds it difficult to communicate his/her ideas. He/she is seriously hampered by his/her limited knowledge of structure and vocabulary. This results in many errors of agreement, spelling, and misuse of prepositions, tense, verb agreement and sentence construction.

C-08 The candidate communicates but not with consistent clarity. His/her linguistic abilities being very limited, he/she cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English, links are weak, incorrect, repeated at times.

C+ 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. There are some errors of agreement, tenses and spelling.

B 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 one 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. There may be a tendency to under mark such essays. Give credit for tone

- B- 11-12 The candidate communicates fairly 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 the examiner.
- B 13 The sentences are varied but rather simple and straight forward. 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
- 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
- A CLASS 16-20 The candidate communicates not only fluently, but attractively with originality and efficiency. He/she has the ability to make us share his deep feelings, emotions, enthusiasms. He/she 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.
- 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 essays. Vocabulary idiom, sentence structure, links, variety are impressive. Gross errors are very rare
- A 18 Positive ability. A few errors that are felt to be 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 communicated 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 is deep self may express itself in many ways, wide range of effectiveness vocabulary, original approach, vivid and sustained account in the case of narrative, well developed in the case of a debate or discussion. Errors and slips should not deprive the candidate the full marks he deserves. A very definite spark.

TABLE OF CATEGORIES





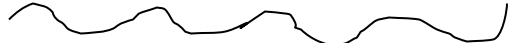
CLASS MARK CATEGORY

EACH ESSAY

A	A+	19-20	C	C+	09-10
	A	18		C	08
	A-	16-17		B-	06-07
B	B+	14-15	D	D+	04-05
	B	13		D	03
	C-	11-12		D-	01-02

MARKING SYMBOLS

1. The main signs indicate three degrees of seriousness of error.

(a)			
(b) GROSS ERROR CONSTRUCTION	OMISSION	FOR	
		IN MARGIN	
(c) MINOR ERROR	OMISSION	MINOR CONSTRUCTION	
		ERROR	
(c) MINOR OR POSSIBLE ERROR			
			

This sign in the margin is used only when a construction error affects more than one line. The following symbols may also be used

FAULTY PARAGRAPHING 

REPETITION (of words) a circle around the word (of ideas) usually in the margin

ILLEGIBILITY Obscure/vague (in margin)

WRONG WORDS ORDER Underline once and write W.O. in margin

ILLOGICAL or CONTRADICTORY ILL (in margin)

VAGUENESS 

BROKEN ENGLISH when the candidate fails to communicate BR in margin.

FOR PURPOSES OF IDENTIFICATION

COW to indicate that a candidate has used a pencil to make correction

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

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

TO INDICATE AN ITEM OF MERIT use a tick (✓) either above a word or in the margin for the whole sentence

GROSS ERRORS

- Almost any error of agreement
- Serious tense error
- Error of elementary vocabulary, spelling and misuse
- Punctuation errors or missing punctuation which causes serious lack of communication
- Elementary errors of sentence construction
- Ridiculous use of idioms that affect communication
- Misuse of common propositions
- Misuse of capital letters use CAPS underline the first page and use CAPS on subsequent pages where the mistake persists.

1. Imaginative composition

Points of Interpretation

(a) Must be a story, if not deduct up to 4 marks AD

-Must end with the given statement; if not deduct 2 marks AD

-The story must be connected creatively and apply with the closing sentence

b. It must be expository, if not, deduct 4mks AD.

Que 2. (Compulsory set text): Fathers of Nations by Paul Vitta

Sometimes, the poor decision we make in life may end up affecting us negatively later. This is illustrated by character such as Prof. Kimani comrade Melusi among others. (Any other relevant introduction (2mks))

CI Professor Kimani's decision to attack Newborn Walumi, a member of parliament, causes him pain and humiliation. After the accident that claimed their only daughter Tuni, Asiya ran away to be married to Newborn. Kimani arrived at Newborn's office where after a bitter exchange of words, he confronted him with a blow that missed. The two engaged in a fight. Professor Kimani is arrested and jailed for six months. He is also demoted to a position of a senior lecturer which causes him humiliation.

CII Comrade Melusi's decision to attack the president when he was given an opportunity during the summit caused him suffering. During the Gukurahundi attack comrade Melusi lost his wife and his home. He is left lonely and bitter. He had vowed to avenge his wife and also teach his president a lesson for ordering the killing of his wife and leaving out the Ndebele tribe which had fought together with Shona tribe for independence. He is however whisked away and was absent when the summit resumed.

CIII Engineer Tahir's poor decision to attack Rahma made him suffer both psychologically and physically. Tahir had offered Rahma a tomato soup date. Rahma had turned down the offer with a sweet no but Tahir interpreted it as a sour no. During the week of heritage Tahir slaps her accusing her of disregarding their culture by removing a veil. Rahma retaliates by gorging out Tahir's left eye with a letter opener. Due his poor decision he ended up losing his left eye and this causes him mental torture.

CIV Dr. Afolabi's decision to allow his relatives spend in his house causes his separation with his wife Pamela. The couple had arrived home from Washington to meet Femi, a cousin to Afolabi and a girl who had been proposed by Afolabi's relatives to be his second wife. Pamela demands Femi and the girl to leave their home immediately but Afolabi insists they spend a night. Pamela packs and leaves. A week later, Afolabi receives divorce papers.

CV The leader of Zimbabwe decision to leave out the Ndebele tribe when constituting a government made him unpopular and causes untold suffering to the Ndebele tribe. This is after the Ndebele decided to fight back the betrayal and ended up being killed in masses.

CVI Rahma's decision to retaliate Engineer Tahir's action of slapping her causes her both emotional and physical suffering. The court Hamurabbi Vedit of an eye for an eye and a tooth for a tooth leaves her without one left eye and she cries bitterly in court.

Accept any four well illustrated points 3:3:3:3=12marks

Grammar + Presentation = 4marks

Conclusion

In conclusion, we should be careful when making decisions since poor decisions cause suffering.

Accept any other valid conclusion = 2marks

