**NAME: ………………………………………………**

**101/3**

**ENGLISH**

**PAPER 3**

**DECEMBER, 2020**

**TIME: 2½ hours**

**MARKING SCHEME**

**LANJET JOINT EVALUATION EXAMINATION**

**DECEMBER, 2020**

**Kenya Certificate of Secondary Education**

**ENGLISH**

**Paper 3**

**TIME: 2½ HOURS**

1. **IMAGINATIVE COMPOSITION**

(a) POINTS OF INTERPRETATION

* Expect a story, if not deduct 4 marks AD.
* Must end with the given sentence, in the last paragraph, if not deduct 2 marks AD.
* The story should show the candidates interaction with Kisali before their separation and at last they reunite.
* Should not exceed 450 words, if it does deduct 2 marks AD.
* Give preference to linguistic competence.

(b) POINTS OF INTERPRETATION

* Expect an explanatory composition. If it is not explanatory deduct 4 marks AD for irrelevance.
* The candidate should be able to satisfactorily explain his arguments.
* Deduct 2 marks if length is more than 2 A4 pages.

POSSIBLE ANSWERS

* Create awareness about the nature and forms of corruption.
* Desist from involving themselves in corruption.
* Act as whistle blowers by reporting corruption cases.

**TABLE OF CATEGORIZATION**

**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 communicate. The candidate fails to fit English words he knows into meaningful sentences.

The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors are “Broken English.”.

**D- (01-01) 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 English is often broken and the essay is full of errors of all types one can at least guess what the candidate wants to communicate.

**C CLASS (06-10) -** Generally, there is difficulty in communication.

The candidate communicates understandably but only more or less clearly. He/she is not confident with their language. The language is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow is jerky. There is no economy of language mother tongue influence is felt in spelling; there is direct translation.

**C- (06-07)** The candidate obviously finds it difficult to communicate his ideas. He is seriously hampered by his very limited knowledge of the language structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb 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 weak, incorrect and at times repeated.

**C+ (09-10)** The candidates communicates clearly but in the flat and uncertain manner. Simple concepts and sentences are often strained. There may be an overuse of clinches or unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling.

**B CLASS (11-15)** Generally, there is fluency in communications

This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he/she can use English as a normal way expressing himself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over ambitious i.e the candidate may use too much vocabulary in an effort to impress. There may be items of merit of the one word or one’s expression types. Many essays in this category may be just clean and unassuming but they still show that the candidate is at ease with the language.

**B (11-12)** The candidates communicates fairly and with some fluency. There may be little variety in sentence structure gross errors are occasional.

**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. Some items or merit, economy of language. The candidate seems to express themselves naturally and effortlessly.

**B+ (14-15)** The candidate communicates his ideas pleasantly and without strain. There are few errors and slips. Tenses, spellings and punctuations are quite good. A number of merit of **“whole sentence**” or the “**whole expression”** type are evident.

**A CLASS (16-20) Communication is efficient**

The candidate communicates not only fluently, but attractively, with originality and efficiency. He has the ability to make the reader share his deep feelings, emotions, enthusiasm. He expresses himself freely and without any visible constraint. The script gives evidence of maturity, good planning and a tinge of humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement and felicity of expressions.

**A-(16-17)** The candidates shows competence and fluency in using language. He may lack imagination or originality which usually provides the “spark” in such essays. Vocabulary, idioms, sentence structure, links and variety are impressive. Gross errors are very rare.

**A18 Positive Ability.**

A few errors that are felt to be slips. The story or arguments has a definite impact. No grammar problem. Variety of structures. A definite spark.

**A+ (19-20)** The candidates communicates not only information and meaning, but also and especially the candidate’s whole self, his feelings, taste, points of view, youth and culture, this ability to communicate his deep self may express itself in many ways: wide range effective vocabulary, original approach, vivid and sustained account in case of a narrative, well developed and ordered argument in case of a debate or discussion. A very definite spark.

1. **COMPULSORY SET TEXT**

INTRODUCTION

It is human nature to judge a person from their outlook and not from who someone is from the inside. A well-dressed person, for example may be given special treatment over a shabbily dressed one. The character of a person, however, cannot be judged from how the person appears from the outside. This is well illustrated by Henrik Ibsen in A Doll’s House.

POINTS OF INTERPRETATION

* Nora has an unwavering trust in her husband Helmer. She believes that he really loves her and would come to her defense even when Krogstad publishes information concerning her fraud act. This stems from the way Helmer treats Nora with affection. She is however astonished when Helmer scolds her when he learns of the forgery. He goes ahead to restrict her from involving herself with the children.
* Nora trusts that Christine would put in a word for her and convince Krogstad to recall the letter, unread. This is after Nora had helped Christine secure a job by convincing Helmer to hire her. Once the opportune moment presents itself, Christine asks Krogstad not to recall the letter so that Helmer can read and know what ails the family. This results to disintegration of Helmer’s marriage.
* The marriage between Nora and Torvald Helmer looks perfect yet it is not. Helmer refers to Nora using affectionate pet names and spoils her by giving her more money. He believes that Nora is perfect and could not hide secrets from her yet Nora is hiding the secret of the borrowed loan. Actually, Helmer knows that Nora took money from her father yet she took it from Krogstad and forged her father’s name in order to get the money.
* Nora seems like a spendthrift and a spoilt wife yet she works tirelessly. Both Christine and Torvald accuse Nora of being inexperienced and a spendthrift. She discloses to Christine that she does copy work and has to scrape off every penny in order for her to repay Krogstad. She spent sleepless nights the previous Christmas in order to make ornaments to decorate the Christmas tree.

CONCLUSION

In conclusion, it is true to say that a book should not be judged by its cover.

1. **THE OPTIONAL SET TEXTS**
2. **The short story**

INTRODUCTION

The introductory paragraph could either be general or contextualized or both. It must be an attempt at interpreting the question. Definitions or lifting the question will not score.

E.g. The need to amass more and more in terms of money or property is a vice that

Many people have. However in the pursuit of such, one ends up losing in one way or another.

Or

Pahom who had so many acres of land, and pasture still gets so interested in getting much more at a cheaper price but then had to walk to get as much land as possible. He exhausts himself and collapses dead in his attempt.

POINTS OF INTERPRETATION

G1: Pahom’s yearns to get more land yet he has 123 acres of land and pasture, a big house and five family members.

Gii: The news about 13,000 acres of land all for 1000 roubles excites Pahom.

- Pahom gets strongly attracted due to his greed for land.

- He wonders whether it is true.

- He says he must go and buy that land.

Giii: He is driven by the prospects of owning a large piece of land.

- He is told that the price of the land is always the same: 1,000 rouble a day.

- One had to go round on his feet and that land covered would be his, at 1,000 Roubles a day.

- One had to start at one spot, make around and mark with a spade on the place passed.

- Pahom could not sleep thinking about how much land he would cover.

Giv: He walks regardless of the difficulty.

- Armed with his spade, he waited for the sun to rise and started off.

- He at some point takes off his outer coat and shoes.

- He was sweating and very thirsty.

- He was becoming tired; he ate quickly to save on time, so that he can walk a greater distance.

- It was hot, yet he must return to the place where he started.

- He started walking back in difficulty.

Gv:Pahom ends up losing the land.

- Pahom realizes time to sunset was almost gone and he began running back to the hillock.

- He realizes he had tried too much.

- He felt serious pain but pressed on, yet he was still far from the hillock.

- He threw away his coat, shoes and flask and cap.

- He kept only the spade which he used as support, his shirt and

Trousers stuck to him, his heart beating like a hammer.

- He was seized with terror and he died of strain.

- He fell down and died. Because he lost his whole energy in quest to get more land, when he got to the goal, he fell down and died.

CONCLUSION

From the above illustrations, it is true to say that our desire to get more and more can make us lose even what we have. In his relentless pursuit for more wealth, Pahom ended up dead.

1. **Drama**

**INTRODUCTION**

Everything rises and falls on leadership. Good leaders ensure a nation’s success whereas bad ones lead a nation to its downfall.

**POINTS OF INTERPRETATION**

* King Kutula XV protected Kutula citizens from unnecessary exploitation by the whites. He expresses his displeasure to Bishop Menninger and Thorne Macay because of how the Whites have taken over their land. He leads the natives into a war that sees the departure of the colonialists and Kutula becoming a republic.
* Lacuna’s leadership has propagated tribalism and other forms of stratification in Kutula. Tamina tells Lulu that since Lacuna’s appointment, he has not seen anyone except his tribesmen. The manager at the mines, Mithambo, is a tribesman of Lacuna. He instructs Meshak to comb his backyard and look for loyal men from his tribe. He has given people positions based on tribalism and nepotism something that leaves the others suffering and that is why there is an uprising to overthrow his government.
* Lacuna’s leadership places his people at a vulnerable position to be exploited by foreign powers. He has borrowed a lot in the name of development. At the same time the exports have declined and it is obvious that the state is getting a raw deal from the export of minearls. Lacuna’s government joins the foreign powers in exploiting the people instead of protecting them.
* The government has not invested in infrastructural development. Judah complains of the poor state of roads whereas Tamina has to walk long distances to get water. Instead of purchasing machines to service the mines. Lacuna buys a private plane so that he can fly above the poor people.
* Besides wastage of public resources in parties, Lacuna and his cronies are excessively corrupt. He, himself has stashed a lot of money in foreign banks. He does not effectively supervise his officials who use the opportunity to embezzle funds and pay him something for loyalty.

**CONCLUSION**

The government of Kutula under the leadership of Lacuna bring the economy of Kutula to its mess. It is because of their bad governance that the people undergo untold suffering something that triggers an uprising and Lacuna is ultimately dethroned.

1. **Novel**

INTRODUCTION

When Kino finds the pearl of the world, he sees a bright future both for himself and his family. It is expected that Kino would finally put off the garment of poverty and become rich just like the King of Spain who equally became rich after getting a pearl. This however does not come to fruition as he ends up throwing the pearl back into the sea.

POINTS OF INTERPRETATION

* Out of the pearl, Kino wants Coyotito to be baptized and get educated, he wants Juana and himself to get married in Church and acquire a riffle and replace a harpoon he had lost. He does not attain any of these since he ends up throwing the pearl into the sea after Coyotito’s death.
* When Kino gets the pearl, there are several attempts made by attackers to dispossess him off his pearl. He, however, manages to fight all of them.
* Kino is offered a very low price by the pearl buyers. They only offer 1500 pesos yet Kino wants 50000 pesos. As such, he opts to go and sell his pearl to the capital.
* On his way to the capital, he is tracked down by people intending to take the pearl from him. Though he successfully kills all the trackers, his son Coyotito is shot and he ends up back to La Paz and throws the pearl back to the sea.
* In addition to losing his own son, Kino goes back to nothing since his brush hut had been set ablaze by people in search of the pearl. In addition, his boat had been splintered. The boat was vital as it sustained his livelihood and with it any man would assure the family of food.

CONCLUSION

It is crystal clear that despite Kino’s attempt to better his life and overcome poverty, he ends up more poor than he was initially, losing his property and his only son.

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