

PAVEMENT FORM 4 TRIAL 1 EXAMINATION 2021/2022

Kenya Certificate of Secondary Education (K.C.S.E)

ENGLISH 101/3

MARKING SCHEME

Imaginative composition

1. a) - Must end with the given words.
 - The story must demonstrate a situation where the events that took place show clearly how the choices made brought about results.
 - Deduct 2mks if story exceeds 2 pages.
- b) It must be a story. "the story must illustrate the saying, "Hurry has no blessing.

2.a) Introduction

- a) Lack of money can lead to breakage of marriages. Mrs Linde divorces her husband, Krogstad, because he is financially unstable. She gets married to a rich man. Money can be a source of humiliation.
- b) Krogstad, a money lender, blackmails Nora in order for him to retain his job at the bank. Money can make people to focus on materialism at the expense of humanity.
- c) Torvalds felt discontented dealing with unsavory cases' as a lawyer. For that reason, he decided to get a job in a bank where he would be dealing with money.
- d) When the business of Mrs Linde's late husband collapsed, she was left with nothing to survive on.

Conclusion: Accept a valid conclusion

b) Introduction

Points to consider

- a) Ole Kaelo and his family relocate from Nakuru to Nasila after his retrenchment from Agribix limited. His two daughters, Taiyo and Resian were born and raised up in Nakuru. The idea of leaving Nakuru for a village town, Nasila, is coldly embraced by Taiyo and Resian.
- b) There is change of Nasilian cultural practices. In the past, culture did not allow an elderly man to marry a girl young enough to be his daughter. It was considered an abomination, and the perpetrators risked being fined heavily besides facing a public rebuke and cleansing ceremony. Ole Kaelo is collaborating with Oloisudori, his age mate, to ensure that he marries his daughter, ResianKaelo.
- c) There is environmental change. Mama Milanoi recounts how Nasila Rivers had changed. Nasila water was no longer the same clean water that she and her friends drew when they were girls. The water had been polluted. People were emptying sacks of agricultural chemicals and poisonous pollutants into Nasila River.
- d) There is an emergence of new generational vocal female activists who openly oppose FGM. Minik, a manager of a big sheep ranch and veterinary medicine graduate fights against female circumcision, a practice that is deeply embedded in Nasilian culture. She faces sharp resistance from conservative Nasilans and is christened Emakererei, the wasp.

Conclusion: Accept a valid conclusion

3. QUESTION THREE - Optional Set Texts

Introduction - 2mks

Expect 4 well developed points, mark 3:3:3:3 = 12 marks

Conclusion -2mks

Grammar and presentation – 4mks

Total =20 mks

a) **Introduction:**

Though ambition is good and motivates us to keep working, not being contented with what One has can lead to self-destruction. (Accept any other relevant introduction)

Points of interpretation

- i. Pahom's desire to farm widely and to keep more livestock made him leave his vast land in search of more. He dies in his quest and loses what he owned.
- ii. Pahom's desire for more land renders him restless making him to travel to far lands. He left what he already had and returned.
- iii. Pahom's desire to have land and the best above all people makes him to walk under the hot sun. He had to take off his coat and shoes because of the heat. He also became very thirsty. This caused him a lot of discomfort. Eventually he died out of exhaustion.
- iv. Even after he had walked enough and knew he was supposed to go back, the desire to get more land made him not to turn. He kept going in order to get more land. He was never satisfied. He kept walking without thinking until it was too late.
- v. Even when he realized that his body was drained of all energy, he began to run for fear of losing all. Though afraid of death, he could not stop. He ran on and on. At this point he should have stopped but the thought of gaining more land made him push himself to the end-losing the land and his life.

Conclusion

From the above illustrations, it is true to say that desire to get more and more can make one lose even what he/she has. (Accept any other relevant conclusion)

b) **Inheritance**

Introduction

It may be alright when greed is confined to an individual's affairs, but when the leader is the greedy one, the effects are seen in the whole society. This is often to the detriment of the society. (Accept any other relevant conclusion)

Points of interpretation

- i. Lacuna's greed for power goads him to murder his father, King Kutula (XV) so as to become the King. He's persuaded by Menninger and Governor Macay so as to protect their interest in Kutula.
- ii. Out of greed he borrows money (loans) using his subjects name and misappropriates it. Instead of using the money to develop Kutula, he buys himself a private jet. He only buys one machine and declines to service the machines to mine the silver.
- iii. Out of his greed he demands the ministries to give him back 30% of the money meant for development so he's still digging his own grave.
- iv. His greed denies his people the basics. They cannot afford three square meals a day like during King Kutula's reign, education is expensive, there's no employment and people are hungry and can hardly dress themselves as they have no money. Lacuna's greed has left his people destitute. This destitute state causes unrest among his subjects.

v. When his wealth is appropriated by Robert to pay off the debts, his greed for material wealth now shows him that he can only survive by hoarding the salaries of his people. The mistreatment he suffers from the foreign investors is a replica of the suffering he has subjected his subjects to.

Conclusion

Indeed greed is a destructive cancer. It has the potential to destroy both the individual and the society they live in. (Accept any other relevant conclusion)

3. c) The Pearl

Introduction

Throughout the novel, Juana gives sound advice to Kino which he disregards to their detriment. (Accept any other relevant introduction)

Points of interpretation

- i. Juana advises Kino to throw away the pearl back to the sea in vain. Eventually the pearl causes the family a lot of agony.
- ii. When the child is stung by the scorpion and everyone else is lost, it is Juana who suggests that they should take the child to the doctor.
- iii. In their flight into Northern Mountains, Kino in panic suggests that they should split, it is Juana who insists that they stick together.
- iv. During their flight, Kino suggests to Juana that he should give himself up to the three trackers so as Juana and Coyotito could escape and live. Juana reminds him that the trackers will not spare any of them.
- v. Juana advises her husband, Kino, to stay in the cave but he opts to follow the trackers to his disadvantage Coyotito gets killed.

Conclusion

From the discussion above, it is evident that Juana is of sound mind. She provides sound advice to the situations they find themselves in. (Accept any other relevant conclusion).

MARKING SCHEME

Imaginative composition

This question is intended to test the candidates 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.

D CLASS (01 - 05)

The candidate 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 words he knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors "Broken English"

D-(01-02)

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 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 digression. Unnecessary repetitions are frequent. The arrangement is weak and the flow jerky. There is no economy of language; mother tongue influence is felt. Watch for repetition for emphasis.

C-(06-07)

The candidate obviously finds it difficult to communicate his ideas. He is seriously hampered by his very limited knowledge of structure and vocabulary. This results in many gross errors of agreement and sentence construction.

C 08

The candidate communicates but not with consistent clarity. His linguistic ability being very limited, he 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 candidates communicates clearly but in a flat and uncertain manner. Simple concept 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 (11- 15)

This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he can use English as a normal way of expressing himself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over-ambitious. There may be items of merit of one word or one expression type. Many essays in this category may be just be 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.

Merit ticks phrasal verbs, inversions, idioms etc variety of sentences, correct vocabulary.

A CLASS (16-20)

The candidate communicates not only fluently but attractively, with originality and efficiency. He has the ability to make us share his deep feelings, emotions, enthusiasms. He 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 provide the "spark" in such essay. Vocabulary, idioms, sentence structure, links variety are impressive. Gross errors are very rare.

A 18

Positive ability. A few errors that are felt to the slips. The story or argument has a definite impact. No grammar - problem. Variety of structure. A definite spark. Many margin ticks.

A+(19-20)

The candidate communicates not only information and meaning, but also and especially the candidate's whole self, his feelings, tastes, points of view, youth, culture.

This ability to communicate his deep self may express itself in many ways; wide range of effective vocabulary, original approach, vivid and sustained account in the case of a 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 deserves. A very definite spark.

1. Imaginative Composition

This questions is intended to test the candidate's ability to communicate in writing. This is established at the level of accuracy, fluency, pleasantness, intelligence and originality. The linguistic conference shown by the candidate should carry most of the marks.

D class -	01 - 05
C class -	06 - 10
B class -	11 - 15
A class -	16 - 20