**30.0 THE YEAR 2008 KCSE EXAMINATION SAMPLE MARKING SCHEMES**

**30.1 ENGLISH (101)**

**30.1.1 English Paper 1 (101/1)**

Paper 101/1 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.

(The marks indicated below are for question one.)

D CLASS The candidate either does not communicate at all or his/her language ability is so

(01 – 05) 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***" is evident.

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.

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C CLASS The candidate communicates understandably but only more or less clearly. He/she is (06 – 10) not confident with his/her 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 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.

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 cliches, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling.

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B CLASS This class is characterized by greater fluency and ease of expression. The candidate

(11 – 15) demonstrates that he 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 overpunished by the examiner.

B 13 The sentences are varied but rather simple and straight forward. The candidate does not strain himself/herself 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/her 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.

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A CLASS The candidate communicates not only fluently, but attractively, with originality and

(16 – 20) 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.

A - 16 -17 The candidate shows competence and fluency in using the language. He/she may lack imagination or originality which usually provide the "spark" in such essay. 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 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 is deep and 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/she deserves. A very definite spark.

**Question 1**

**Points of interpretation**

1. (a) **Notice**

* Must appear below the logo or within it
* Must be a notice.
* Must bear the label **NOTICE**.
* The name of the club issuing the notice must appear at the Head/Top.
* Must state that it is meant for the members of the named club.
* Must state the date (and day) and time of the meeting.
* Must state the venue of the meeting.
* Must be written in formal, precise language.
* Must bear indication of who issued the notice, that is, the secretary. (need not be signed).
* Borders/Inset to give it enhanced/attractive appearance

***SAMPLE***

**NOTICE**

**UPSTART DRAMA CLUB**

Notice is hereby given/issued of the second meeting of the Upstart Drama Club members to be held on (Friday) the 26th of October, 2008 in the School auditorium at 4.30 pm to consider the matters on the agenda attached herewith.

**SECRETARY**

**(UDC)**

***(10 marks)***

(b) **Agenda**

* Must be an **agenda**.
* Must have the heading of the club.
* Must have an indication that it is an **agenda**.
* Must list all the items to be covered, those given and those implied (for example:- matters arising, AOB).

***SAMPLE***

**UPSTART DRAMA CLUB**

**Note**/**Agenda**

1. Preliminaries

2. Confirmation of previous minutes

3. Matters arising

4. Appointment of director of the play.

5. Date of selection of cast/auditioning.

6. Budget for the production of play.

7. Dates for rehearsals.

8. Date of final performance.

9. Any other business (AOB).

**SECRETARY**

**(UDC)**

***(10 marks)***

**Question 2**

**Cloze test**

1. greatest

2. involve

3. and/but

4. a

5. towards/toward

6. away

7. continually, usually, frequently, often

8. others

9. terms

10. However ***(10 marks)***

**Question 3**

(a) (i) mail

(ii) cue

(iii) higher

(iv) blew

(v) eight ***(5 marks)***

(b) (i)

* + - pay, day
    - grief, relief
    - end, friend
    - release, peace
    - bought, thought
    - best, interest ***(3 marks)***

(ii) This is a poem in which the persona expresses regret and despair for something foolish he or she has done in a moment of reckless excitement. Whatever it was has resulted in a lifetime of suffering and gloom. The tone should bring out the sorrow, desperation as well as resignation. The tone is likely to be solemn or sombre or poignant. ***(3 marks)***

(iii) The punctuation in the second stanza indicates three types of pause. The ***dash (-)*** represents a significant pause, which creates suspense because it is not easy to anticipate what the persona will say next. The ***comma (,)*** is a short pause which gives the speaker time to catch his or her breath. The ***full stop (.)*** is a final punctuation mark and in this stanza, it seems to tell us that the speaker’s fate is sealed, final. There seems to be no possibility for appeal. Ironically, only death will bring some relief. ***(3 marks)***

(iv) The last line of the poem would be said in a voice that expresses surprise or even shock at the realisation of the price the persona has to pay. Perhaps the voice would be raised, the eyes wide open and the words “***God***” and “***interest***” articulated with a lot of emphasis. The exclamation marks show that this line would reveal the fact that the persona still cannot believe what has happened. ***(2 marks)***

(c) (i) The audience’s behaviour would indicate that the speech has been going on for too long, or that the people think they will be late for something else, or that they are tired, bored or uncomfortable. The behaviour would be a signal to the speaker to end the speech. The speaker could be inaudible, inconsiderate or boring. ***(3 marks)***

(ii) In order to continue listening attentively, I would try to mentally summarize the speaker’s key points, remind myself of the importance of the talk and how the information can help me, take notes and try to paraphrase what the speaker says. I could also try to anticipate what the speaker would say next. Maintain eye contact with the speaker. Avoid daydreams and distractions. ***(3 marks)***

(d) (i) To establish rapport, to set the stage for negotiations, to break the ice given that both the seller and the buyer are strangers. ***(1 mark)***

(ii) Feigns a lack of interest in the commodity and even says he can go to another seller. This is intended to encourage the seller to negotiate more seriously and not take advantage of what might be the seller’s desperation. The buyer is being tactful by adjusting his price gradually to meet the buyer.

* He listens to the seller and he is willing to meet her halfway.
* He apparently empathizes with/understands where the seller is coming from and her need for money i.e her need to pay fees and maintain her business.
* Creates goodwill, becomes friendly towards the seller/creates a good atmosphere for business negotiations and even for longer lasting relationships. ***(3 marks)***

(iii) That business negotiations in particular and negotiations in general require give and take; and this happens in this transaction.

This particular transaction generates goodwill between the buyer and the seller.

* + - Negotiations should result in a win-win situation: The seller gets a reasonable price for her chickens and the buyer gets the chickens he is looking for, also at a reasonable price.
    - The two are ready and willing to meet half way. As a result of the goodwill, the two people have become friends, they get to know each other’s names and apparently look forward to another interaction.  ***(4 marks)***