**ENGLISH PAPER 3**

**KCSE MOCKS 2017**

**MARKING SCHEME**

Paper 101/3 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 doe not communicate at all or his language ability is so

(01-05) minimal that the examiner practically has 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

05-02 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 + Although the English is often broken and the essay is full of errors of all types we can at

 least guess what the candidates wants to say

C CLASS The candidates communicates understandably but only more or less clearly.

(06-10) 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 very limited knowledge of structure and vocabulary

 This results in many gross errors of agreement, spelling 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 ease of expression. The

(11-15) 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 is

 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

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

efficiency. He/she has 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, lever arrangement, felicity of expression

A-16-17 The candidate shows competence and fluency is 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 + 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, and culture. The 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.

**TABLE OF CATEGORY**

**CLASS MARK CATEGORY**

**EACH ESSAY**

A A+ 19-20 C C+ 09-10

A 18 C 08

A- 16-17 C- 06-07

B B+ 14-15 D D+ 04-05

 B 13 D 03

 B- 11-12 D- 01-02

MARKING SYMBOLS

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

GROSS ERROR OMISSION FOR CONSTRUCTION IN MARGIN

 C

MINOR ERROR OMISSION MINOR CONSTRUCTION ERROR

 C

The following symbols may also be used

ELIGIBILITY PARAGRAPHIC P

REPETITION – (of words) a circle around the round

* + - * ( of ideas) R usually in the margin

ILLEGIBILITY

VEGUENESS obscure /vague (in margin)

WRONG WORD ORDER underlines once and write W.O in margin

ILLOGICAL or CONTRADICTORY ILL ( in margin)

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 a correction

Any cancelled work to be referred to the TL to sign

\*Use an asterisk to indicate an item or a sentence that the rubrics indicate should be used 19

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

NB No other symbol is allowed

GROSS ERRORS

1. Almost any error of agreement
2. Serious tense error
3. Errors of elementary vocabulary: spelling and misuse
4. Punctuation errors or missing punctuation which causes serious lack of communication
5. Elementary errors of sentence construction.
6. Ridiculous use of idiom that affects communication
7. Misuse of common prepositions
8. Misuse of capital letters - Use CAPS underline the first page and use CAPS on subsequent pages where the mistake persists.
9. Contracted forms/short forms –didn’t wasn’t etc
10. Use of numerical
11. Splitting and compounding of words

 MARKING NORMAL SCRIPTS

1. Decide on the degree of communication achieved A-D
2. After underlining decide on the mark category
3. Allocate a numerical mark to the essay.

PROBLEM SCRIPTS

All problem scripts must be marked by the examiner and then sent to the Team Leader with comments

1. IRRELEVANCY
2. Consistent distortion of question, evasion of question, writing on a totally different subject with a clumsy attempt at connecting the essay to the subject given, inclusion of memorized passages, etc.
3. The question is given in unacceptable or questionable interpretation
4. Essays contain long, semi-relevant digressions or lack coherence

ACTION

The examiner marks the essay, gives a linguistic mark and comments on the nature of the irrelevancy. The essay is then passed over to the team leader who judges whether the irrelevancy should be judged as a deliberate attempt to deceive or should be attributed to the candidate’s poor understanding of the subject. Deduct up to 4 marks for irrelevancy in the essay. If dishonesty is suspected, the Chief Examiner should be informed. Any deduction of 3 marks or more should be referred to the Chief Examiner.

1. CONTRAVENTION OF RUBRIC

Since the rubrics may change from year to year, the POINTS OF interpretation that are part of this marking scheme must be consulted and adhered to faithfully. Here are some general rules that usually apply.

1. SCRIPTS THAT DO NOT COMMUNICATE ( BROKEN LANGUAGE)
2. Decide on the category D+ D or D-
3. Mark the errors of the essay
4. Team leaders should look at a good number of those scripts and ensure that the mark given is fair.

**REVITY**

It should be remembered that the main quality of an essay is how effectively it communicates. If an essay looks too short, the examiner should take the time to count the exact number of words

KENYAN ENGLISH

A good number of words and expressions are understood and currently used by all Kenyans. They can be used in essays without any need for quotation marks or explanations .We can include among those:

Panga, rungu, shamba, murram, matatu

Wananchi, ugali, madarasa, harambee, matoke

Maendeleo yawanawake, salaam, ayah, askari

Debe, Duka, Nyayo, Boma, Sukumawiki, Goat Party, Manyatta, Magendo

AMERICAN SPELLING

Although, “English” spelling is more common than “American” spelling in Kenya, examiners should accept both spelling and no penalty should be given for such variations, penalize for lack of consistency in usage of either.

**POINTS OF INTERPRETATION**

1. a. Must be a discursive essay. If not deduct upto 4 marks AD.A candidate must clearly indicate whether he/she is supporting or opposing the proposition and proceed to adduce the points for their position. If candidate discusses both sides, they must take a stand.

If a candidate does not take a stand otherwise treat as a minor irrelevancy and deduct (2mks)

b. Must be a story if not deduct (2mks)

* understanding of the saying i.e story where one suffers from the consequence of his actions
* may be personal encounter or a narration of someone else’s experience
* written in past tense

Introduction: tied to the set text

1. ‘’

Body – Natella Abashiwili, the biological mother of Michael abandons the child as she feels the city .She is more interested in her fine linen and shoes as well as horse carriages

* It takes the motherly instinct of the kitchen maid Grusha to retrieve the body and fide with it offering protection and nourishment
* Grusha adopts the body and risks being captured by the soldiers and crosses the dangerous and rotten bridge to save the life of Michael from the iron shirts
* The mockery of Grusha’s sister-in-law concerning the illegitimate child, Michael does not affect her affection for the young boy
* Vashnadze endures an arranged and difficult marriage on paper to a “dyigman, jussup: for the sake of the child
* A mere kitchen (Grusha fights for the custody of Michael in court and does not pull him to her side in the test of the chalk circle so as not to tear him up. She fears to destroy the boy she has nurtured and brought up expensively as a real mother.

Conclusion: General Views

Generally mothers are suppose to be motherly for one to be accredited a real mother of a child .This world mean not all the biological /mothers are a sincere parents as to claim the ownership, however the soul that would nurture brings up responsibly deserves the ownership as portrays in Grusha vashnadze.

**Question 3**

Short stories

1. There is the se of e-mail as a form of communication e.g. the e-mail sent by Tatha to the narrator
* E-word internet café in Lundazi
1. There is a faster means of transport e.g. the narrator travels by plane from Zambia to Johannesburg ,S.Africa
* Malawi airlines
1. The ability to have a common currency. It is easy to change Malawi Kwacha to South African Rand.

**3b Introduction**

The face of a nations administration a rises from the manner its leaders are conducting its businesses. If the leadership is poor that would be the image however, if it is good then the image would be attractive.

Accept any other valid introduction. Definition should not be considered as an introduction

Body

1. Dictatorial governance by boss produces negative image .The subjects are fearful e.g. Tumbo
2. Nepotism giving of tenders to malili instead of Kabito
3. Nepotism – relatives are give employment opportunities –Cadet in army ,commandant relative –Malili boss cousin
4. Oppression and mistreatment
* Protesting university students are killed when they are protecting against injustices e.g. Adika, Juspers parents were also killed
1. Corruption expatriates brought into the country unfairly
* Many meeting so as to get more money (allowances)
* Money gives to best winner but given without advert so that they share the money

**3c Introduction**

The things that happen around us impact on our lives and make us behave in a particular pattern. This takes place in the whale rider.

Body

1. Being able to speak with the sea creatures gives an extra-ordinary identity e.gKahuKhutia TC Rangi
2. Non flowers believed that women are equal to men. She is able to see Kahu differently.
3. Koro Apirana does not belief women’s leadership so he recognize Kahu
4. Community’s belief in the ancestors they make a lot of refer to save the whale

Conclusion

Any scrap of the points in the body