

KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE)

**ENGLISH FORM 3
MARKING SCHEME
Paper 3
FEB/MAR 2022
21/2 hrs**

Question 1 (a)

Points of interpretation.

- (a) The sentence given must appear at the end of the composition.
- (b) Mark with an asteric (*) to indicate that the student ended with the given sentence if not deduct (2 mks) AD (automatic deduction)
- (c) deduct 2 marks (AD) if the sentence appears elsewhere else apart from the end of the composition.
- (d) It is recommended that the student uses first person narration where they tell of their own dread . Third person narration reads to irrelevancy.
- (e) Read the composition and decide on the linguistic category i.e. A. B C OR D
- (f) Award a numerical marks based on the linguistic competence demonstrated by the candidate.

Question 1 (b)

Points of interpretation.

- (a) It must be a story illustrating the proverb. If not treat as irrelevant and deduct upto 4 mks (AD)
- (b) Must be a story and not a philosophical statement. If a philosophical statement deduct upto 4 mks (AD)
- (c) Candidates should not begin the story by attempting a definition of the proverb if so deduct upto 2 marks (AD)
- (c) Must include the saying (Almost towards the end of the story) if not deduct upto 2 marks (AD)
- (d) It is the linguistic competence demonstrated by a candidate that carries majority of the marks.
- (e) Read the composition and decide on the linguistic category of the candidate i.e A, B C or D.
- (f) Award a numerical mark based on the Linguistic competence demonstrated by the candidate.
- (g) Deduct (2 marks)AD automatic deduction for compositions where a student uses vulgar language or shows lacks moral values i.e praises vice.

The imaginative composition is marked out of 20 whose final score depending on the linguistic category is assessed as follows.

D CLASS GENERAL CHARACTERISTICS 01-05

The candidate either does not communicate at all or the language ability is so minimal that the examiner has to practically guess what the candidate wants to say. The candidate fails to fit the English words he/she knows into meaningful sentence. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors. "Broken English"

RANGE OF MARKS

D- 01-02 chaotic little meaning whatsoever. Questions paper or some words from it simply copied

D 03 flow of thoughts almost impossible to follow. The errors are continuously.

D+ 04-05 although the English is always broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.

C CLASS GENERAL CHARACTERISTICS 06-10

The candidate communicates understandably but only more or less clearly. No confidence in language use. 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.

RANGE OF MARKS

C- 06-07 the candidate finds it difficult to communicate his/her ideas. Is seriously hampered by the 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 communicate but not with consistence clarity. The linguistic ability is very limited, cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English. Links are weak, incorrect, repeated at times

C+ 90-10 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, tense, spelling.

B CLASS GENERAL CHARACTERISTIC 11-15

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 whole expression type.

Many essays in this category may be first clean and un assuming but they still show that the candidate is at ease with language. There may be a tendency to under mark such essays. Give credit to 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 him/herself in an effort to impress. There is fair range of vocabulary and idioms. Natural and effortless. Some items of merits. Economy of language.

B+ 14-15 the candidate communicates ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. a number of items of merits of the “whole sentence” or the “whole expression” type.

A CLASS GENERAL CHARACTERISTICS 16-20

The candidate communicates not only fluently but attractively with originality and efficiency. Has the ability to make us share his/her deep feelings, emotions, enthusiasms. Expresses his/herself freely and without any visible constraint. The script gives evidence of maturity, good planning and often humour. Many items of merits which indicates that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement, felicity of expression.

A- 16-17

The candid ate shows competence and fluency in using the language may lack imagination or originality which usually provides the “spark” in such essays. Vocabulary, idioms, 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 problems. Variety of structures .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. Feelings, tastes, points of view, youth, culture. This ability to communicate deep self may express itself in many ways: wide range of effective vocabulary, original approach, vivid and sustained accounts in the case of a narrative, well developed and ordered arguments in the case of a debate or discussion. Errors and slips should not derive the candidate of the full marks deserved. A very definite sparks

ERRORS/MISTAKE-(Gross and minor)

GROSS ERRORS interfere /distort communication/meaning while MINOR ERRORS only slightly do so.

TYPE OF GROSS ERRORS

- Joining two different words
- Separating one word
- Wrong spelling of common words/misuse of words-elementary vocabulary
- Vagueness
- Direct translation
- Illogicality
- Word order
- Construction
- Capitalization
- Punctuality marks-misuse/omitted
- Any error of agreement
- Serious tense error.
- Ridiculous use of idioms that affect communication
- Misuse of common prepositions

TYPE OF MINOR ERROR

- Omission of a comma
- Misspelling of a difficult word
- Minor construction error (doesn't distort meaning)
- Slips

ITEMS OF MERIT (✓)

- Correct use of phrasal verbs
- Sayings
- Sentence inversions
- Ellipses
- Correct use of idiomatic expression
- Correct use of vocabulary

MARKING SYMBOLS

GROSS ERROR 

OMISSION  

FOR CONSTRUCTION IN MARGIN

MINOR ERROR 

MINOR OMISSION

MINOR CONSTRUCTION ERROR 

MINOR OR POSSIBLE ERROR

FAULTY PARAGRAPHING REPITITION-(OF WORD)

-OF IDEAS

ILLEGIBILITY

VAGUENESS 

WRONG WORD ORDER underline once ad write W.O in the margin

ILLOGICAL or CONTRADICTORY-ILL (in margin)

BROKEN ENGLSH when the candidate fails to communicate –BR in margin

FOR PURPOSE OF IDENTIFICATION USE:

- COW (candidate own writing) to indicate that a candidate has used a pencil to make a correction
- BRACKETS [] indicate that a part of 'D' script that communicates
- Use an ASTERICK (*) to indicate that an item or a sentence that the rubrics indicate should be used
- To indicate an item of merits use a tick (✓) either above a word or in the margin for the whole sentence.

MARKING NORMAL SCRIPTS

- Read through first to get a feel
- Decide on the degree of communication-A-D
- After underlining decide on the mark category
- Allocate a numerical mark

PROBLEMS SCRIPTS

A) IRRELEVANCY

- Consistent distortion of questions, evasion of questions, writing on a totally different subject
- The question is given an unacceptable or questionable interpretation
- Essays contain long, semi-relevant digressions or lack coherence

ACTION

- Mark the essay and give a linguistic mark and comment on the nature of the irrelevancy.
- Deduct up to 4marks

CONTRAVENTION OF RUBRIC

- If the candidate answers both Q1a and (b only, mark the first
- If an essay is too short (less than 150 words) deduct up to 2mks
- But if too long (more than 450 words) deduct up to 2mks
- If note form used, deduct up to 2marks
- If the opening/closing sentence not used, deduct up to 2mks

*advice candidate to generally avoid vulgarity and praise of vice.

KENYAN ENGLISH

Panga, rungu, shamba, murram, matatu, wananchi, ugali, madarasa, harambee, matoke, maendeleo ya wanawake, salaam, aya, askari, debe, duka, nyayo, boma, sukumawiki, manyatta, goiat party magendo, safari.

AMERICAN SPELLING

Accept American spelling provided it is consistently used in a certain word.

Question 2

Compulsory essay

The candidate is expected to organize his/her essay into

- Introduction (2 mks)
- Body – 4 well illustrated points (3 x 4) = 12 marks)
- Conclusion (2 mks)
- The remainder (4 mks) to be awarded for Language.

- Award language marks depending on the candidates score in the body as follows.
i.e. 1 – 3 - 1
4 - 6 - 2
7 - 9 - 3
9 - 12- 4

Introduction

- Marked out of (2 mks)
- Should be the first paragraph of the essay.
- Should demonstrate that a candidate has correctly interpreted the questions.
- Definition of the terms used in the question does not amount to an introduction.
- Award the marks for introduction as follows
 - 2 marks (full) for a relevant and fitting introduction
 - 1 mark (fair) – for a fairly done introduction
 - 0 mark – for an irrelevant or missing introduction.

Body

- Each point answering the question should be in its own paragraph.
- Candidate should demonstrate skills in writing a well organized paragraph.
- Grading of paragraph is done as follows.
 - (a) Full – for a well illustrated and relevant paragraph (3 mks)
 - (b) Fair – A paragraph that is fairly explained and fairly illustrated (2 mks)
 - (c) Thin – An attempt to answer the question. (1 mk)
 - (d) Unpointed – A paragraph that shows misunderstanding of the question or answering the question wrongly (0 mks)
 - (e) Textual error- Confusion of the plot, style, theme or character (0 mks)
 - (f) Narration – Key words and points are missing in a paragraph the angle of answering not detected (0 mks)
- A well written paragraph expected to be organized in terms of :-
 - (i) a topic sentence (main point)
 - (ii) illustrations from the text.
 - (iii) Clincher (concluding sentence)

Conclusion

- Treat the conclusion as either valid or invalid.
- Award of conclusion marks depends on score on the body i.e

Body score	Conclusion
1-6	1
7 - 12	2
Invalid conclusion	0

NB it is important to note that the above marking instruction apply to the essays in question3
- Suggested response for question 2

The suggested responses only give the gist of the points to be discussed. The students expected to provide enough support and evidence for each point

Suggested response for question 2

Introduction

It is true that appearance can be deceptive. One's initial judgement of a person or an issue may turn out to be the opposite in the end. Several characters and issues in the play **A Doll's house** turn out to be the opposite of what they had appeared to be.

Body

Nora who at first appears to be naïve and incapable of making decisions in life turns out to be the opposite she had made a decision to acquire a loan that helps to save her husband's life. At the end of the play she makes a decision to quit her marriage and develop herself independently.

Torvald who had appeared as a loving and caring husband also turns out to be the opposite. The revelation of the truth about Nora's loans brings out Torvald's real character. He does not love Nora and only uses her as a doll to please himself.

Krogstad who at first appeared to be cruel turns out to be kind and forgiving. He is ready to withdraw his letter and save Nora's marriage. He also accepts back Mrs Linde who had betrayed his love to marry a rich man.

Mrs Linde is the opposite of what Nora had believed her to be. Nora thought she would convince Krogstad to withdraw his letter but it is Mrs Linde who convinces Krogstad not to do so hence leading to the corruption of Nora's marriage.

Dr Rank who was the family's best friend always welcome in the house turns out to be Nora's secret lover. This comes as a surprise to Nora who is unable to seek any assistance from him.

Nora and Torvald's marriage which had appeared to be a happy one turns out to be one based on lies and manipulation hence it collapses at the end.

Conclusion

- It is clear from the discussion above that appearances can be deceptive. People should strive to give a true picture of themselves and not pretend.

Question 3 (a) Mariatu Kamara 'The president Introduction.

During wars people go through untold suffering especially women and children. In Mariatu Kamara's story "The President" the Narrator, and her people suffer from devastating effects of war.

Body

To begin with the Narrator and her people are displaced from their home. They have to move to Marmar village because they have been informed that the village would be safe from rebel's attack.

Unfortunately' The village is attacked by Libels who capture her. She waits for the libels to kill her but instead they chop off her hands, as a warning to the president and those who vote for him.

During the attack on the village, her cousin Ibrahim and Mohamed are captured by the libels. Her last daughter Marie is dragged away by her hair many people are killed and others amputated.

The Narrator also realizes that she is pregnant out of a rape ordeal. The rapist Salieu orders her not to tell anybody about it. The narrator is too young to know what happened to her.

The narrator and her child had to live in a camp which is full of faith. She at one time has to go begging in the streets.

Her baby dies from malnutrition. This is because proper meals would not be provided in the camp for amputees

Conclusion

Basing on the life of the narrator and her people it is true to say that war and violence affect peoples life negatively and dehumanizes them.

David Mulwa Inheritance

Introduction

African countries lag behind in development due to poor leadership in the play by David Mulwa the writer exposes the weaknesses of Lacuna Kasoo's leader which has led to suffering and under development in Kutula.

Body

Firstly Lacuna is portrayed as a dictator. Those who fall out with him are ruthlessly silenced either through imprisonment like Bengo or through murder like in the case of Judah Zen Melo.

Lacuna also uses his position as a leader to enrich himself at the expense of the citizen of his country. He uses money meant for development of the country to buy himself an aeroplane. He stashes the rest of the money in foreign accounts.

Lacuna is a leader who suffers from sexual greed. Despite having a wife, Melisa, he still wants to marry a girl, Lulu, who is only fit to be his daughter. He goes to an extent of trying to marry her forcefully when she refuses his advances.

Lacuna's inefficiency as a leader also makes his cronies to exploit the citizens. Chipande buys land cheaply from the people e.g. Tamina and uses the same people to work in the same land for his own profit. He has also diverted the rivers to his irrigation project leading to shortage of water.

His leadership also benefits foreigners rather than the citizen. He prefers to work with foreigners like Goldstein and Robert instead of his fellow countrymen.

He uses murder to silence those who oppose his orders. He organizes for Judah's murder when he refuses to kill his brother Bengo who is Lacuna's political enemy.

Conclusion

Lacuna's leadership seems to have so many weaknesses which have led to underdevelopment in his country and suffering of the masses.

John Steinbeck The Pearl

Introduction

It is true that human beings suffer from natural greed. Most people are not satisfied with what they have and always yearn for more. Sometimes leading to disasters. In the novel The Pearl by John Steinbeck Kino's discovery of the world arouses greed among different people as illustrated below.

Body

To begin with the villagers demonstrate greed brought about by Kino's pearl. They accompany him on the day of the sale of the pearl. They also destroy his canoe so as to immobilize him so that he can spend all the earnings from the pearl in the village.

Secondly the doctor portrays his greed when he comes at night to treat Coyotito from the scorpion sting. Initially he had refused to treat him because his parents would not afford. After receiving the news of the pearl he arrives in the home and claims that the child is his client. He even poisons the child in order for the parents to accept treatment.

Kino's stubbornness and refusal to part with the pearl is a sign of greed. The prospect of what the pearl should do for him occupies his mind. Even when the others like

his wife Juana and his brother Juan Tomas realize that the pearl is evil Kino refuses to part with it.

The priest also portray greed. When the news of the pearl reached his he thought of the many repair to be done to his church. He want Juana and Kino to wed in the church now that they can afford it. He also want to baptize Coyotito something he had not done before.

The Pear buys are a perfect example of people possessed by extreme greed. They want to buy Kino's pearl at the cheapest price. They have always cheated the pearls by buying cheaply from them. They also pretend to the bidding for the highest price while they know they have conspired to buy the pearl at the cheapest price.

The trackers also demonstrate greed. They are ready to kill for the pearl. They track Kino's family by day and night. They end up killing Coyotito in their struggle with Kino for the pearl.

Conclusion

From the discussion above it is true to say that human beings are naturally greed. Kino's Pearl arouses greed in almost everyone in his society.