

**LAIKIPIA EAST TERM 2 2022 FORM 4 EVALUATION EXAM**

*Kenya Certificate of Secondary Education – K.C.S.E*

101/3 -

**ENGLISH**

**- PAPER 3**

**MARKING SCHEME AUGUST 2022**

**Question one**

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 and D it fits. (The marks indicated below are for question one)

- D CLASS      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 say. The candidate (01 – 05) 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      The candidate 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, 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 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 and ease of expression. The candidate (11 – 15) 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. The candidate appeals to our emotions.

- 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.
- 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.
- A CLASS  
(16 – 20) The candidate communicates not only fluently, but attractively, with originality and efficiency. He/she has the 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, 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 essays. 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 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.

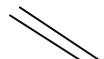
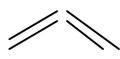
#### TABLE OF CATEGORIES

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-	00 - 02

#### MARKING SYMBOLS

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

a) GROSS ERROR      OMISSION      FOR CONSTRUCTION IN MARGIN



b) MINOR ERROR      OMISSION      MINOR CONSTRUCTION ERROR



c) MINOR OR POSSIBLE ERROR



This sign in the margin is used only when a construction error affects more than one line.

2. The following symbols may also be used:

FAULTY PRAGRAPHING

P

R      Repetition (of words) a circle around the word.

( of ideas) usually in the margin.

ILLEGIBILITY

V      VAGUENESS



WO      WRONG WORD ORDER      Underline once and write W. O. in margin

ILL      ILLOGICAL or CONTRADICTION (in margin)

BR      BROKEN ENGLISH. When the candidate fails to communicate BR in margin.

FOR PURPOSES OF IDENTIFICATION

COW to indicate the candidate has used a pencil to make a correction.

BRACKETS [ ]      Indicate a part of a D script that communicates

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

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

GROSS ERRORS

- Almost any error of agreement.
- Serious tense error
- Errors of elementary vocabulary spelling and misuse.
- Punctuation errors or missing punctuation which causes serious lack of communication.
- Elementary errors of sentence construction.
- Ridiculous use of idioms that affects communication
- Misuse of common prepositions
- Misuse of capital letter. CAPS underline the page and Caps on subsequent pages where the mistake persists. Failure to use them or using them wrongly.

i t j

I T J

MARKING NORMAL SCRIPTS

- Decide on the degree of communication achieved A – D

- b) After underlining decide on the mark category.
- c) Allocate a numerical mark to the essay. Margin, right hand side where the essay ends

#### PROBLEM SCRIPTS.

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

##### 1. Irrelevancy

- a) 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
- b) The question is given an unacceptable or questionable interpretation.
- c) Essays contain long, semi relevant digressions or lack coherence.
- d)

#### ACTION

The examiner marks the essay gives a linguistic mark and comments on the nature of the irrelevancy. The examiner should judge whether the irrelevancy is as a result of dishonesty or poor understanding of the subject.

Deduct up to 4 marks for irrelevancy in the essay

##### 2. 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.

##### 3. SCRIPTS THAT DO NOT COMMUNICATE (Broken language)

- a) Decide on the category D, D or D-
- b) Mark the errors on the first page of the essay.
- c) Read the other, if the essay still does not communicate ensure that the mark given is fair.

##### 4. BREVITY

It should be remembered that the quality of an essay is how effectively it communicates. If any essay looks too short, the examiner should take the time to count the exact number of words. Not to exceed 450 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 ,matatu,Wananchi,Ugali,mdarasa,harambee,matoke.

Maendeleo ya wanawake, salaam, aya, askari

Debe,duka Nyayo,boma,sukuma wiki,goat party,manyatta, magendo, nyama-choma.

#### AMERICAN SPELLING

Although 'English' spelling is more common than "American" spelling in Kenya, examiner should accept both spelling and no penalty should be given for such variations. Penalize for lack of consistency in usage of either.

##### a) (20marks)

- It must be a story

- Must begin with the given statement if not deduct (2 mks)

- The statement must be relevant to the story if not deduct up to (4 mks)

b) (20marks)

- Must be a story bearing the given title if not – 1AD

- The composition must be in continuous form, if not, deduct 4mks AD

- The candidate's argument must be realistic and factual e.g use statistics

- The candidate must agree with the statement that drugs are a real problem and give the way forward on how to deal with it. If not, deduct 2 mks AD

- Points should flow fluently and logically.

- Award credit for creativity in the execution of ideas.

N.B: There must be a concluding paragraph or a recap. If missing, deduct 2mks AD.

Must not be more than two pages (If not, deduct 2mks AD)

**Q2. Women play key roles in the society but more often than not their roles are never recognized. Using illustrations from A Doll's House support this assertion.**

Men and women play different roles in the society but more often than not, the roles of women are overlooked as they are only seen as home makers whose area of specialization is child bearing in addition to acting as husband pleasers. This makes men who are considered as providers to be more appreciated than women. However, the reality is that women too play great roles in the society. ( or any other valid introduction)

minimum =1mrk

maximum=2mrks

Note: **R** stands for roles

**Ri** Nora is a woman who plays a great role of saving her husband after his illness.

The doctor recommends that they go south for some time so that Helmer can get better. The family has no resources to finance such a trip but Nora takes it upon herself to get a loan to finance the trip. Helmer condemns her, uses very unkind words and trivializes her efforts when he learns what she has done. Mrs Linde starts faulting her for going against societal expectations instead of appreciating her.

**Rii** Most people, Helmer included, assume that Nora got the money from her father. We see Nora struggling to repay the loan where she tries to save as much as possible from what is given to her by her husband for domestic upkeep. Even when she is asked what she would want as a Christmas present, she asks for money which makes Helmer conclude that she is a spendthrift.

Mrs Linde too considers Nora extravagant not knowing the sacrifices she makes to repay the loan.

We learn that the previous Christmas, Nora had to lock herself in for days pretending to be doing some crotchetry when in reality she was doing some copying for people in order to get money to repay the loan.

**Riii** Mrs Christine Linde is another woman who has played a major role in the well-being of her family yet no one seems to recognize this.

We learn that she was forced to sacrifice her love for Krogstad who had nothing to offer her by marrying a rich man that she did not love. She did this so as to provide for her ailing mother and also to support her younger brothers.

After the death of her husband, she engages in odd jobs so as to support her mother and brothers and now that the mother is dead and the brothers can feed for themselves, she feels the need to go slow on her struggles. Ironically people do not appreciate the sacrifice but rather judge her negatively as is insinuated by Nora when he asks her about her dead husband who left her nothing.

**Riv** Ann, the nurse is also portrayed as a woman who plays a great role in the society yet her role is not recognized and appreciated. We learn that she was Nora's nanny who is now taking care of Nora's own children. Ironically, she had to leave her daughter behind so as to take care of Nora. Bringing up someone else's kid is a major sacrifice on her part and she even goes on to take care of Nora's own children. Nora cannot comprehend how Ann can leave her own child in the hands of strangers. She explains to Nora that she had to do it since she was needy and could not come over with her own child.

Nora, MrsLinde and Ann are women who have played major roles especially in regard to providing for their families. Sadly, their roles are not appreciated by anyone. The society should stop looking down upon women and start appreciating the things they do for their families.

**Introduction= 2mks**  
**Body=4\*3 =12mks**  
**Conclusion =2mks**  
**Language = 4mks**

**To award marks in the body note the following :**

**If the candidate merely mentions the character and role award thin = 1mrk**

**If the candidate identifies the character, role and illustrates briefly, award fair =2mrks**

**If the candidate mentions the character, explains the role and clearly illustrates how the society views or reacts to the character, award full =3mrks**

**Language mark is pegged on the mark of the body and not on linguistic competence.**

<b>Body mark out of 12</b>	<b>language mark out of 4</b>
1-4 marks	1mark
5-6 marks	2marks
7-8 marks	3marks
9-12marks	4 marks

**Conclusion marks are pegged on the body as follows:**

**-If the conclusion is not valid award zero (no conclusion)**

**-if valid:**

**If the body mark is between 01 -05 award 1mark for the conclusion.**

**If the body mark is between 06-12 award 2marks for the conclusion**

**3. The optional texts. (mark only one essay for the candidate.)**

**3a) The Short Stories: *The Memories We lost and other stories* by Chris Wanjala**

There are various challenges faced by African countries many years after they attained their independence. The 'mzungu' while taking a ride in a *daladala* through Dar es Salaam describes some of these challenges as will be illustrated below

**Accept any other relevant introduction: award 2 marks. (Can be general, contextualized or general-contextualized**

**Note:** no repeating the words in the question only paraphrasing or use of synonyms is accepted.

**Note C** stands for challenges.

**Body**

**Ci. Lawlessness on the roads.** The vehicles should follow traffic laws for safety. However, law and order is not followed as it should be. Passengers are literally packed. A *daladala* which is the size of a minivan and should therefore carry ten passengers is loaded with 25 passengers. During rush hour four more people get in. that is twenty eight persons.

**Cii. Poor infrastructure.** The roads are in bad condition. We are told that most of the road is a dusty stretch. The endless barrage of dust drifts in through the open window.

**Cii. Poverty.** People on the buses are said to be in sandals and others are barefoot. This means that they cannot afford better shoes or cannot afford any shoes at all. The narrator describes Kanga as having a trimmed figure ‘molded by beautiful genes and a lifetime of never ending work and deprivation of luxuries’

**Civ. Corruption.** The police who are supposed to guarantee safety collude with drivers. They solicit bribes to an extent of removing car keys from the ignition but when the driver reaches into his shirt pocket, he finds the officer’s hand with his we are told the officer steps back smiling and waving.

**Cv. Pollution.** There is pollution everywhere, air pollution from the dust, noise pollution from conductors advertising their *daladalas* etc. there is also dirt flying by and people burning rubbish and dead foliage on the sides of the road. A rancid smell fills my nose trills ... it smells of the garbage and human filth and decomposition.

**Any four well illustrated points \*3=12 (3:3:3:3)**

#### **Conclusion**

From the above illustrations, it is clear that post independent East African countries still face a lot of challenges.

**Any other relevant conclusion, award 2 marks.**

Introduction: 2 marks

Content: 12 marks

Conclusion: 2 marks

Language: 4 marks

Note: use the guidelines given in question 2 above to award marks.

### **3B THE INHERITANCE – by David Mulwa**

**Introduction 2mks – Show understanding of the question. Do not award definition of terms.**

**Note:** W stands for weakness

**Wi. *He is greedy (materialistic)*** – He desire to get all the wealth in the world. This makes him engage in rampant corruption in his administration. He buys an aeroplane from a loan given by foreign countries, he opens bank accounts abroad. This brings a lot of poverty and the foreign financiers abandon him by failling to give him more loans. The subjects revolt and finally he is overthrown in a bloodless revolution.

**Wii. *He is immoral and lustful*** – this largely contributes to his downfall

He wants to forcefully marry Lulu and secure his leadership position by having sex with her. He even pulls the government advisors in planning the night escapade with the school girl.

- He falls out with Robert because of Lulu.
- He is finally thrown out of power because the foreign power does not support him.

**Wiii. *Pride/he is proud***

- He creates a gap between himself and the citizens. He is happy when he is praised by his subjects and especially the attendants.
- He makes them poor as he enriches himself.
- He says he cannot move around in an insect of a car whereas the world leader rolls across the sky. This is in spite of the suffering of the masses
- He buys a plane to fly above the rabble
- All people turn against him bringing his down fall.

**Wiv. *He is temperamental*** – he makes rash decisions which makes him fall into trouble.

Despite the advice given by Chipande, he goes ahead and jails Robert.

- He orders the evacuation of the people of Bukelenge valley. This poor decision gets him into conflict with the residents of the two districts.
- He introduces Martial law and encloses his people in their houses in a 24 hour curfew. All this fuel the rebellion by his subjects.

**Wv. *He is cruel/ insensitive/ dictatorial***

- He is a cruel leader. He kills his father by poisoning him. He jails Romanus Bengo for offering him a stiff competition in politics. Judah is stripped off the position in the party and all he possessed after refusing to kill his brother Romanus Bengo. He is also beaten ruthlessly
- Judah is executed in the mines through ‘accident’
- This angers the citizen. Romanus Bengo leads the rest in overthrowing him. This was his own making

Body: 3:3:3:3=12mark

Conclusion 2mks

Language 4mks

Note: use the guidelines given in question 2 above to award marks.

**c) The pearl**

A persons character can at times lead to their downfall. Drawing examples from Kino’s life, write an essay to justify this statement.

NB

1. The students must use adjectives of behaviour in the body.
2. Must begin with an introduction written in a separate paragraph, followed by the body which should have at least four separate paragraphs. Each paragraph should have a negative character trait identified, illustration showing how that character is manifested and how it leads to the character’s downfall.

3. The students should only focus on Kino as a character and not any other character.
4. For the conclusion, let the learner give a summary and a remedial statement in the same paragraph (concluding paragraph) to get the (2marks). If only one is given then give (1 mark)

Examples of introduction (or any other valid introduction give;

minimum =1mrk

maximum=2mrks

**Note C stand for character**

In life, many people get into trouble just because of some of their characters. This is also well illustrated in John Steinbecks novel. The pearl, in which he presents to us a character Kino who falls into many challenges just because of his mannerism.

**Ci. Kino is vengeful / temperamental**

As the procession taking Coyotito to the doctor get to his gate, Kino hesitates for a moment.

This doctor is not of his people. He was of a race which for nearly four hundred years had beaten and starved and robbed and despised Kino's race. Kino is filled with fear and anger due to the prejudice that the doctor's race had towards his race. Due to his temperamental and vengeful nature, he struck the doctor's gate with a crushing blow of his fist only to injure his knuckles to an extent that they bleed.

**Cii. Kino is a racist** - When Kino sees the doctor at his doorway after getting the great pearl, he is enraged with hatred and fear for hundreds of years of subjugation were cut deep in him. He hates the doctor's race for having oppressed his race for a long time. This now makes him suffer fear and apprehension. This causes him to react violently as the song of evil is now loud in his ears eventually developing animal like behaviour. He loses his son with time as he keeps fighting off enemies violently .

**Cii. Kino's materialistic nature make him not sell the pearl.** When he goes to sell the pearl, he turns down the pearl buyers' offer of 1000 pesos, yet the neighbours knew that it was only yesterday that he had nothing. Another dealer offers 500 pesos to him and he snatches him the pearl and wraps it in a deerskin and thrust it inside his shirt. Even when the first dealer says that he can now offer fifteen hundred pesos, Kino goes away with the pearl pushing his way through the crowd. He does not get the money however little and eventually throws the pearl back to the sea losing everything.

**Civ. Kino's defiant / insensitive nature lead to the loss of their only son.** Juana warns him that the pearl is evil and they should destroy it before it destroys them to which he refuses. He says he will win over it because he is a man. She even tells him a man can be killed and he insists he is a man. At the end he aims and fires between the frantic frightened eyes only to kill his son. He had even earliest on confessed to Juan Tomas that it is his misfortune but he will keep it.

**Cv. Kino's brutal nature make him** kill a man which agitates the neighbours forcing them to destroy his canoe and burn his house. When he follows Juana at night when she goes to throw the pearl back into the sea he beats her and she later on sees a stranger with dark shiny fluid leaking from his throat. She knows it is a dead man killed by Kino's knife which lay beside him.

He confesses to her that he killed to save his life. They plan to escape only to get his boat with a splintered hole broken in it. His house is also set on fire forcing him to seek refuge at his brother's place .They have lost their precious possessions.

NB- Mark any other relevant point that is well identified, illustrated and explained.

**Note: use the guidelines given in question 2 above to award marks.**