

NAME _____ INDEX NO. _____

CANDIDATE'S SIGNATURE _____

DATE _____

101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS)
JULY/AUGUST 2011
2 HOURS

FORM 4 MID YEAR ASSESSMENT TEST 2011
Kenya Certificate of Secondary Education
ENGLISH
PAPER 1
2 HOURS

INSTRUCTIONS TO CANDIDATES

- Answer all the questions
- All answers must be written in the spaces provided

For examiner's use only

Question	Maximum	Score
1	20	
2	10	
3	30	
Total score	60	

This paper consists of 7 printed pages

Turn Over

2. **Read the following passage and supply the missing words** (10mks)

Many people say that they don't 1 _____ the time to relax. I read 2 _____ that death is the ultimate relaxation 3 _____ is nature's way of telling us to slow 4 _____. Obviously, we 5 _____ to relax before that limit is 6 _____. Time for most people is not 7 _____ problem, but the issue is how to relax. Your 8 _____ has to rest between beats because all of the 9 _____ organs and functions are programmed for recuperation periods. In 10 _____ to survive therefore we have to plan to relax.

(Adapted from Richard Willis, "your health in your hands (1994)

3. **(a) Read the oral narrative below and answer the questions that follow.** (6mks)

One day the chameleon and the donkey were arguing as to who could run faster than the other. The donkey said, "You chameleon, you are very old. You can't compete with me in a race."

The chameleon replied, "Don't blow your own trumpet. I am not going to praise myself, but I know you can't defeat me in a race. We shall be equal." The race began and the chameleon jumped on the donkey's tail. They ran until the donkey was so tired that he stopped to rest. As soon as the donkey stopped, the chameleon jumped from the donkey's tail and said, "Now my friend donkey, are you any faster than I?"

"No, now I know that you are a man."

(i) Suggest two ways through which you would prepare your audience to listen to your story effectively. (2mks)

(ii) How would you say the underlined lines of the story? (2mks)

(iii) If you were narrating this story, mention two things you would do to make the story memorable to the audience. (2mks)

(b) Group the following words according to the vowel sound produced in the articulation of the underlined parts

(5mks)

<u>f</u> ast	<u>e</u> scalate	<u>e</u> merge
<u>e</u> ligible	<u>f</u> irst	<u>h</u> ard
<u>e</u> xamine	<u>e</u> mpy	
<u>h</u> ear <u>d</u>	<u>e</u> lect	

(c) Each of the following words has different pronunciation based on their meaning. Construct two sentences for each word to bring out the different meanings. (4mks)

(i) Wound

(ii) Tear

(d) Explain the meaning of the following sentences when the underlined words are stressed (4mks)

(i) The student handed in her assignment.

(ii) The student handed in her assignment .

(iii) They will have to return the stolen items.

(iv) They will have to return the stolen items.

(e) Study the following items and answer the questions that follow. (4mks)

Tony told Tina to tie two ties together.

Bosco bought a boat at the boarder.

(i) Identify and illustrate two sound patterns used in the above items. (2mks)

(ii) How do the above items help in language learning? (2mks)

(f) Read the following conversation and supply the missing exchanges. (8mks)

KELVIN: _____

FATHER: Hello son. Its true I'd sent her to call you. How are you? (1mk)

KELVIN: _____

(1mk)

FATHER: I don't mind but I'd rather you sit on the sofa. Our discussion will take some time.

KELVIN: _____

(2mks)

FATHER: Oh! I thought you were off duty today.

KELVIN: _____

(1mk)

FATHER: Okay then, if you are in a hurry we will have to talk some other time.

KELVIN: _____

(2mks)

FATHER: That's okay. I will be waiting for your call. Have a good day.

KELVIN: _____

(1mk)

**101/1
ENGLISH
PAPER 1
(FUNCTIONAL SKILLS)
JULY/AUGUST 2011
2 HOURS**

**FORM 4 MID YEAR ASSESSMENT TEST 2011
Kenya Certificate of Secondary Education
ENGLISH
PAPER 1
MARKING SCHEME**

1. Expect:
*A short e-mail (should be a reply)
*A recipe.

E-mail

Must have:

Sender's address e.g. gmuli@yahoo.com

Date and time

Receiver's address

Subject

Salutation

Short message

Signing off

- ½ mark for the six items above except the short message (3mks)
- Message 3mks

Recipe

Must have:

Heading

Ingredients (quantities must be specified) procedure or method of preparation.

How to serve.

Format

Heading, ingredients and procedure 1 mark each total 3mks

Content 7mks

Language 4mks

NB: Award marks for creativity and credibility

Deduct 4 marks for wrong format

This paper consists of 3 printed pages

Turn Over

2.
 1. have
 2. somewhere/recently
 3. and
 4. down
 5. need
 6. reached
 7. the
 8. heart
 9. body's
 10. order

3. (a) (i)
 - Sing a related song
 - Give an appropriate proverb
 - Ask relevant questions to the audience

Any 2 x 1 = 2mks

- (ii)
 - Use an authoritative/confident tone to
 - Show chameleon's belief in himself
 - Use a tone to suggest some arrogance

2mks

- (iii)
 - Use appropriate gestures
 - Have tonal variation
 - Dramatize the story
 - Use mimicry
 - Use songs
 - Involve the audience

Any 2 x 1 = 2mks

(b) / ə : /
fast
hard
(1mk)

/ ɜ : /
first
heard
(1mk)

/ I /
examine
elect
emerge
(1 ½ mks)

/ e /
eligible
escalate
empty
(1 ½ mks)

(c) Wound

He has sceptic wound (1mk)

We wound the meeting unceremoniously (1mk)

(ii) Tear

The students were asked to tear their spoilt exam papers. (1mk)

We saw a tear on her cheek. (1mk)

(d) (i) The - means the specific student.

(ii) The student handed in the assignment and not anything else.

(iii) Have to – emphasizes the obligation.

(iv) Return – emphasizes the action.

1 x 4 = 4mks

(e) (i) Alliteration – repetition of /t/ in (1mk)

Tony told Tina

Assonance – repetition of / / in Bosco (1mk)

Bought a boat

Identification ½ mk

Illustration ½

(ii) They train speed and accuracy in pronunciation (2mks)

(f) KELVIN: Hello dad, mum tells me that you would like to have a word with me. (1mk)

KELVIN: I'm fine, thank you. Do you mind if I sit on this stool? (1mk)

(Accept any other statement that indicates that he is in a hurry)

KELVIN: Okay, I'll sit on the sofa but I'm sorry I only have fifteen minutes. I have to rush to the office. (2mks)

KELVIN: I have just been called back to the office. (1mk)

KELVIN: I'm sorry Dad. I will call to inform you when to expect me back. (2mks)

KELVIN: Thank you Dad. Have a good day. (1mk)

NAME _____ INDEX NO. _____

CANDIDATE'S SIGNATURE _____

DATE _____

101/2
ENGLISH
PAPER 2
(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)
JULY/AUGUST 2011
2 ½ HOURS

FORM 4 MID YEAR ASSESSMENT TEST 2011
Kenya Certificate of Secondary Education
ENGLISH
PAPER 2
2 ½ HOURS

INSTRUCTIONS TO CANDIDATES

Write your name and index number in the spaces provided.

Answer all the questions in this question paper.

All your answers must be written in the spaces provided in this question paper.

For examiner's use only

Question	Maximum	Score
1	20	
2	25	
3	20	
4	15	
	Total score	

This paper consists of 10 printed pages

Turn Over

1. **COMPREHENSION**

Read the passage below and answer the questions that follow

(20mks)

Over the years man has cultivated to exhaustion the better soils in the plains. This has led to progressive destruction of land to the point where some of the steeper hill slopes are cultivated so that widespread erosion has been **initiated**. Meanwhile, the livestock are continuously being forced on to smaller areas of poorer land and further up the hill slopes where they have to compete with foresters. As a result the quantities of animal proteins, so necessary to human health, have steadily declined. Surprisingly, instead of accepting the responsibility for all his destruction, man blames livestock and in particular the goat.

Man has repeatedly failed to do anything to restore the fertility of the soils he has ravaged. After the last **miserable** crop has been harvested the land has been left to weeds. No attempt has been made to plant grass or to underplant the last agricultural crop with fodder species. Had this been done rehabilitation would have been quicker and sure and erosion would have been reduced. Thus the gradually worsening situation would be **arrested**.

If man would shoulder the responsibility for his own greedy misuse of the land, the goat could easily carry the blame for its own much smaller share in this **degradation**. Unfortunately, because human nature is what it is, man will find something to blame for his own carelessness. The goat has been chosen to carry this blame largely because it is often the last animal to be seen wresting a **precarious** living from the areas where man has done his worst and from which cattle and sheep have long since been forced to move.

Conservation of land depends on proper planning. Livestock numbers therefore, irrespective of species, should be strictly limited to a density which will permit pasture renewal instead of causing its degeneration. This adjustment of numbers should help man to have a balanced mixture of livestock.

Many writers in recent years have tried to show that there has been considerable improvement in mountain grazing areas after the **banishment** of the goat. Most, however, fail to indicate to what extent this has been due solely to the removal of the goat or to a reduction in other livestock densities or other measures such as erosion control, terracing, the building of gabions and grass plan planting. It is essential to ensure that results which are obtained in one environment are not automatically applied to different one.

(Adapted from observation on the goat)

Questions

(a) According to paragraph one of the passage, who has man used as a scapegoat? **(2mks)**

(b) In paragraph two, what two words show that land has not been very productive **(2mks)**

(c) Why has the quantities of animal proteins necessary to human health declined? (2mks)

(d) Rewrite the following sentences according to instructions given

(i) Unfortunately, because human nature is what it is, man will find something to blame for his own carelessness.

(Begin: The author stated that)

(2mks)

(ii) Thus, the gradually worsening situation would be arrested.

(add a question tag)

(2mks)

(e) What could have been done to ensure quicker rehabilitation and reduce erosion. (2mks)

(f) What other words could be used in place of those given without changing the meaning (4mks)

(i) Initiated

(ii) Miserable

(iii) Degradation

(iv) Banishment

(g) Rewrite in the active voice.

(i) The goat has been chosen for this blame.

(2 mks)

(ii) Livestock are continually being forced onto poorer areas.

(h) How would you sum up the author's argument in 1 or 2 sentences ?

(2 mks)

Question 2.

Read the following extract and answer the questions that follow.

HAVOSTAD: It almost seems as if Dr. Stockmann's intention were to ruin the town.

DR. STOCKMANN: Yes, my native town is so dear to me that I would rather ruin it than see it prosper upon a lie.

ASLAKSEN: This is really serious. (Uproar and whistles, MRS. STOCKMANN coughs in vain; her husband does not listen to her any longer.)

HAVSTAD: (shouting above the din): A man must be a public enemy who wishes to ruin a whole community!

DR. STOCKMANN: (with growing fervour): What does the destruction of a community matter, if it lives on lies? It ought to be razed to the ground. I tell you – All who live by lies ought to be wiped out like vermin! You will end up infecting the whole country; you will bring about such a state of things that the whole country will deserve to be destroyed. And if it ever comes to that, I shall say from the bottom of my heart: Let the whole country be destroyed, let all these people be wiped out!

VOICES FROM THE CROWD: That is the talk of an out-and-out enemy of the people!

BILLING: There sounded the voice of the people, by all that's holy!

THE WHOLE CROWD: (shouting). Yes, yes! He is an enemy of the people! He hates his country! He hates his own people!

(d) Identify a simile used in the extract and comment of its effectiveness. (3mks)

(e) Rewrite in indirect speech
ASLAKSEN: This is really serious. (2mks)

(f) What is the meaning of the word razed as used in this extract? (1mk)

(g) What character of Aslaken is revealed in the extract? (2mks)

(h) What thematic concerns of the writer comes out of this extract? (2mks)

(i) Explain the irony in Hovstad's declaration

"A man must be a public enemy to wish to ruin a whole community."

(3mks)

Question 3. Read the poem below and then answer the questions that follow

THE BLIND

What formless form do you sense?
As you grope after gifts beyond your reach
What dark beauties do you stare at?
As you smile the smile of caged captive.
What longing thoughts lie behind those diseased sockets.
As you brood over what might have been,
What sigh do you sigh as we the fortunate,
Rush past you in search of sun lit beauties,
What struggle do you stage?
As you try to tear a part the blinding shroud
What pill do you swallow?
As you try to live the life of the eyed ones.
What thanks do you give to the Maker who gave us light?
And cast you into a dark, dark world?

Questions

(a) What is the subject of the poem?

(2mks)

(b) Briefly explain the poet's attitude towards his subject.

(4mks)

(c) Why are the beauties dark and why does he stare at them? (3mks)

(d) In line 7 the persona says that he is among the “fortunate.” Explain why. (3mks)

(e) Discuss the tone of the poem. (3mks)

(f) Discuss any two stylistic devices used in the poem. (4mks)

(g) Why does the word maker begin with a capital letter? (1mk)

GRAMMAR

Question 4

(a) Rewrite the following sentences according to the instructions given after each. Do not change the meaning of the sentence (3mks)

(i) The curtain closed and the lights came on, then we knew the show was over
(Begin As)

(ii) The teacher says “The earth rotates on its own axis”
(Report the above statement)

(iii) The cow that died was hit by John.
(Change the sentence to active voice)

(b) Fill in the blanks with the correct form of the word in brackets (3mks)

(i) “I am the strongest boy in this class,” Jemo said _____ (boast)

(ii) The herder spend sleepless nights after the _____ of his three cows. (appear)

(iii) Kenyans have been requested not to _____ (politic) educational Issues.

(c) Fill in each of the blank spaces with the correct preposition (3mks)

(i) There is no exception _____ this rule.

(ii) She is ignorant _____ what she pretends to know.

(iii) Early rising is beneficial _____ health.

(d) Complete the statements below using a phrasal verb beginning with the word in brackets(3mks)

(i) It is certainly a difficult problem. I just can't _____ (work)

(ii) They were fighting so fiercely that it took two of us to _____ (pull)

(iii) Everybody tells me I _____ (take) my mother.

(e) Replace each of the underlined expressions in the following sentences with one word (2mks)

(i) Kavuke rarely had fare home, because he was wasteful in spending

(ii) Take care of the utensils, they are easily broken

(f) Choose the most appropriate word.

(1mk)

Of the two babies, I like this one _____ (more/most)

101/2

ENGLISH

PAPER 2

(COMPREHENSION, LITERARY APPRECIATION AND GRAMMAR)

JULY/AUGUST 2011

2 ½ HOURS

FORM 4 MID YEAR ASSESSMENT TEST 2011

Kenya Certificate of Secondary Education

ENGLISH

PAPER 2

MARKING SCHEME

COMPREHENSION

1. (a) Livestock (2mks)
(b) Miserable crop (2mks)
(c) Livestock are continuously being forced on to smaller areas of poorer land, and further up the hill slopes where they have to compete with foresters (2mks)
(d) (i) The author stated that human nature being what it was, man would find something to blame for his own carelessness (2mks)
(ii) Wouldn't it? (2mks)
(NB: No mark if the question mark is missing and a coma)
(e) – Plant grass
- Underplant the last agricultural crop with fodder species 1 x 2 = 2mks
(f) (i) Occasioned/started
(ii) Poor
(iii) Damage/destruction
(iv) Expulsion/banning
1 mark each x 4 = 4mks
(g) (i) Man has chosen the goat for this blame
(ii) People are continually forcing livestock onto poorer areas
1 x 2 = 2mks
(h) That although man blames the goat for the degradation of the environment he is actually the main culprit (2mks)

This paper consists of 3 printed pages

Turn Over

2. (a) Before
- Dr. Stockmann has been giving the town people a lecture
 - He accuses the authorities of being oppressive
 - He accuses the compact majority of being ignorant
 - He says the community believes in old truths which are retrogressive
- Any 2 = 2mks
- After
- Morten kill threatens the doctor that if he makes it public that it is his tannery which is the worst cause of pollution in town, he would do something that would cost him
 - Mr. Vik the ship owner threatens captain Hoster that he will do something awful to him because he allowed the doctor to use his house
 - The meeting takes a vote and declares Dr. Stockmann an enemy of the people
- Any 2 = 2mks
- (b)
- Dr. Stockmann discovers that the baths are poisoned
 - He proposes expensive repairs to be done.
 - The repairs mean the baths to be closed for two years
 - He refuses to accept that only minimum repairs are sufficient
 - When the mayor rejects his proposal he wants the truth to be known by everyone by publishing in the peoples messenger
 - He delivers a lecture about it and declares the people ignorant and the authorities oppressive
 - When they reject his proposal since the repairs would totally bring down the economy of the town, and hence ruin the lives of the poor, he is declared an enemy of the people. (NB: The answer should be written in note form, if not deduct ½ mk from the total and affix ½ mk)
- Any six points = 6mks
- (c) Morten and Ejlif are protective/combative. They fight other boys for hissing at their father (2mks)
- (d) Simile – All who live by lies ought to be exterminated like vermin 1.
This refers to the authorities and the town people who would rather gain materially at the expense of the health of their visitors. Dr. Stockmann argues this is quite immoral and such people should not be allowed to live in the society. 2
(Total 3mks)
- (e) Aslaksen said that, that was really serious (2mks)
- (f) Razed – burned down, brought down by fire (1mk)
- (g) Aslaksen – Betrayer
He betrayed the doctor whom he had been a frequent visitor in his house (2mks)
- (h) Themes:
Truth – declares that community lives on lies will end up infecting the whole country
Betrayal – Doctor Stockmann is declared an enemy of the people by Aslaksen who has been a frequent visitor in his house (any one = 2mks)
- (i) The irony is that it is the authorities and the town people who wish to ruin the lives of the visitors to the baths and not Dr. Stockmann. Who only wishes for the truth to be accepted and acted upon.
(The irony should come out – 3mks)

Question 3

- (a) The poem is about the misfortunes, the plight of the blind as opposed to the sighted. The poet is surprised by people who are not sympathetic to the blind (2mks)
- (b) Sympathetic
The person seems to sympathize, identify himself with the blind:
- He talks of diseased sockets
- The caged captives
- Dark, dark world
(2 marks for attitude, 2 marks for illustrations) (4mks)
- (c) The beauties are invisible to the blind person and therefore can only imagine what beauty is all about (3mks)
- (d) He is the fortunate because he has gift of sight because he can see the sunlit beauties and doesn't have diseased sockets (3mks)
- (e) The tone is ironical/satirical/contemptuous
The poet satirizes the people who despise the blind
(2 marks identification, 1 mk illustration) (3mks)
- (f) - Repetition – dark, dark world
- Rhetorical questions – what dark beauties
 - what formless ...
 - what struggle ...
- Metaphor – Dark beauties, diseased sockets
- Alliteration – caged captives
Any 2, with illustrations (4mks)
- (g) Maker refers to supreme deity i.e. God 1mk

Question 4

- (a) (i) As the curtain closed and the lights came on, we knew the show was over (1mk)
(ii) The teacher says that the earth rotates on its own axis (1mk)
(iii) John hit the cow that died (1mk)
- (b) (i) Boastfully
(ii) Disappearance
(iii) Politicise/politicize
(1 x 3 = 3mks)
- (c) (i) to
(ii) of
(iii) to (3mks)
- (d) (i) Work it out
(ii) Pull them apart
(iii) Take after (3mks)
- (e) (i) Spendthrift/extravagant
(ii) Fragile (2mks)
- (f) More 1mk

NAME _____ INDEX NO. _____

CANDIDATE'S SIGNATURE _____

DATE _____

101/3

ENGLISH

PAPER 3

(IMAGINATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)

JULY/AUGUST 2011

2 ½ HOURS

FORM 4 MID YEAR ASSESSMENT TEST 2011

Kenya Certificate of Secondary Education

ENGLISH

PAPER 3

2 ½ HOURS

INSTRUCTIONS TO CANDIDATES

- Answer three questions only
- Question one and two are compulsory
- In question three choose only one of the optional texts you have prepared on
- Where a candidate presents work on more than one optional text, only the first one to appear will be marked
- Each of your essays must not exceed 450 words

This paper consists of 2 printed pages

Turn Over

1. Imaginative composition (compulsory)

Either

(a) Write a composition ending with the words: "... The events of this dark day will remain edged in my mind for eternity (20mks)

Or

(b) Write a composition to illustrate the saying. "Let not the pot call the kettle black." (20mks)

2. The compulsory set text

Ngugi Wa Thiong'o The River Between.

"A person's life can be propelled by forces beyond his control." Drawing your illustrations from Ngugi Wa Thiong'o's The River Between write an essay in support of this statement

(20mks)

3. The Optional set texts

Either

(a) The Short Story

Macmillan (ED) Half a Day and Other stories

"Female genital Mutilation is a brutal exercise." Justify this statement with close reference to Saida Hagi Dirie Herzi's "Against The Pleasure Principle."

(20mks)

(b) DRAMA

John Ruganda: Shreds of Tenderness

Using illustrations from the play Shreds of Tenderness by John Ruganda, write an essay showing how appropriate the title is (20mks)

Or

(c) The Novel (20mks)

Velma Pollard: Homestretch

Drawing your illustrations from Velma Pollard's Homestretch. Write an essay showing the importance of leadership in people's lives. (20 mks)

101/3
ENGLISH
PAPER 3
(IMAGINATIVE COMPOSITION AND ESSAYS BASED ON SET TEXTS)
JULY/AUGUST 2011
2 ½ HOURS

FORM 4 MID YEAR ASSESSMENT TEST 2011
Kenya Certificate of Secondary Education
ENGLISH
PAPER 3
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
(01-05) | 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 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. 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. |

This paper consists of 10 printed pages

Turn Over

- 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, tense and spelling.
- B CLASS The 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 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 over punished by the examiner
- B 13 The sentences are varied but rather simple and straight forward. The candidates 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, spellings and punctuation are quite good. A number of items of merit of the “whole sentence” or the “whole expression” type.
- A CLASS 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 problems of structures. A definite spark. Many margin ticks.

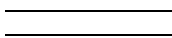




A+ 19-20 The candidate communicates not only information and meaning, but also and especially the candidates whole self: His/her feelings, tastes, points of view, youth, culture. This ability to communicate is deep self may express itself in many ways wide range of effective vocabulary, original approach 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 deserves. A very definite spark.

TABLE OF CATEGORIES

CLASS	MARKS CATEGORY EACH ESSAY	
A	A+	19-20
	A	18
	A-	16-17
B	B+	14-15
	B	13
	B -	11-12
C	C+	09-10
	C	08
	C-	06-07
D	D+	04-05
	D	03
	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.

1. The following symbols may also be used

FAULTY PARAGRAPHING

REPETITION (of words) a circle around the word (of ideas)

R

ILLEGIBILITY

VAGUENESS obscure/vague (in margin)

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

ILLOGICAL or CONTRADOCTORY ill (in margin)

BROKEN ENGLI H when the candidate fails to communicate BR in margin

FOR PURPOSE OF IDENTIFICATION

COW to indicate that a candidate has used a pencil to make correction

BRACKETS indicate a apart 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 (✓) either above a word or in the margin or the whole sentence

GROSS ERRORS

- a) Almost any error of agreement
- b) Serious tense error
- c) Errors of elementary vocabulary; spelling and misuse
- d) Punctuation errors or missing punctuation which may causes serious lack of communication
- e) Elementary errors of sentence construction
- f) Ridiculous use of idioms that affects communication
- g) Misuse of common prepositions
- h) Misuse of capital letters

MARKING NORMAL SCRIPTS

- a) Decide on the degree of communication achieved A-D
- b) Semi-relevant digressions or lack coherence After underling decide on the mark category
- c) 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

- a) Consistent distortion of question, evasion of question, writing an a totally different subject with a clumsy attempt at connecting the essay to the subject given, inclusion of memorized passage (etc)
- b) The question is given an unacceptable or questionable interpretation
- c) Essays contain long,

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 candidates 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

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

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 pages, if the essay still does not communicate draw a diagonal line across each page
- d) Team leaders should look at a good number of those scripts and ensure that the mark given is fair

4. BREVITY

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 count exact number of words – Essay/composition over 450 words 0 deduct – 1mk

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 ya Wanawake, salaam. Ayah, askari
Debe, duka, nyago, boma, sukumawiki, goat pary, 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 variation. Penalize for lack of consistency in usage of either

1. Points of interpretation
Imaginative composition (compulsory)
 - (a)
 - Must be a story if not deduct 4 mks AD (Automatic Deduction)
 - Candidate must mention sad event(s) that is/are memorable - if not deduct upto 4mks for irrelevance
 - Story must end with the given sentence if not deduct up to 2mks
 - Use past tense
 - The essay must not exceed 450 words. If it does deduct 2mks AD
 - (b)
 - It must be a story. If not, deduct up to 4mks AD
 - The story must discourage the blame game i.e. people blaming each other for faults/weaknesses they too possess if not treat as irrelevant and deduct upto 4mks AD

2. The River Between by Ngugi Wa Thiongo

Introduction

It is true that fate controls what happens in people's lives. For example Waiyaki is forced by circumstances beyond his control to do what he does.

NB: The introduction may be general or it may be contextualized. (Make reference to the text Points to consider)

- (i) Waiyaki's destiny was predetermined
 - Being the last in the line of Mugo wa Kibiro the great Gikuyu seer, he was charged with the messianic role of liberating his people. "A man must rise Hour of need" (p 20, 21, 133)
 - His father tells him "I am old my time is gone. Remember that you are the last in this line. Arise Heed the prophecy"
 - Despite Waiyaki's reservations and doubt about his ability to perform this task his father was thrusting upon him, he had no option but to obey
 - And with that he has enrolled at siriana to learn the white man's wisdom as a means of preparing for the task (mission)
- (ii) Waiyaki and Nyambura are destined to be together
 - In his vision Waiyaki sees the undistinguishable shape of a woman which remained fixed and he could not drive it away
 - Despite his enviable achievements Waiyaki felt a strange hollowness and yearning. When the two coincidentally met Waiyaki recognizes the shape in his mind as that of Nyambura.
 - Similarly Muthoni's death left avoid/vacuum in Nyambura's life
 - She was increasingly becoming weary of her father's brand of religion and longed for the meetings she had with Waiyaki
 - Waiyaki's decision not to forsake/deny Nyambura effectively sealed his fate for the two were henceforth placed in the hands of the Kiama who could decide their fate

- (iii) Waiyaki's determination and ambitious nature
 - Waiyaki ambitions put him on a collision course with Kabonyi. E.g. it causes envy/jealousy in Kabonyi and consequently in his son Kamau
 - Waiyaki is genuine in his desire to liberate his people through education. He establishes schools and goes out to look for teachers – This leads him to Siriana (the only place to get teachers)
 - Though his act of going to Siriana is sincere it provides an avenue/loophole for Kabonyi to destroy him. Kabonyi claims that Waiyaki wants to sell the people to the white man
- (iv) Kabonyi's knowledge of the ancient prophecy
 - Unknown to Waiyaki only Kabonyi is aware of the ancient prophecy about the coming of a messiah
 - Kabonyi embarks on a hateful campaign to destroy Waiyaki. He does not believe that a boy like Waiyaki should lead the people. Do not be led by a youth. Did the tail lead the head, the child the father or the cubs the lions?
 - Waiyaki goes about his business of opening more schools unaware of the plot to destroy him.
- (v) The people's impatience to fight off the white man
 - Kabonyi capitalizes on the people's impatience and uses it to incite them against Waiyaki. He accuses Waiyaki of not leading the people against the more immediate ills (e.g. the taking away of their land, the poverty of the land, the new taxes imposed by the government post e.t.c) instead he was talking of building more schools.
 - Kabonyi advocates for physical confrontation as a strategy of getting rid of the whiteman and thus downplays Waiyaki's efforts.
 - He says "or do you think the education of our tribe which all of you received is in any way below that of the whiteman?" (pg92)

Conclusion

The conclusion may link up the issues raised above or make a general comment

Introduction 2mks

Conclusion 2mks

Grammar 4mks

Content: Expect 4 fully developed points

Mark 3:3:3:3 = 12 mks

3. (a) Half a day and other stories (Ed Macmillan)

Introduction

Any relevant introduction – general or contextualized 2mks

(i) Physical pain

The actual operation is very painful. Rhama experiences an expulsion of pain in her crotch, hot serving pain that made her scream. She actually fainted for she could not remember anything further of the operation.

(ii) Deformation of the female organ

The female reproductive organ is deformed in the process. All parts of the small genital are mutilated. When she visits the gynecologist she gasped and was shocked after seeing the amputated and disfigured genitals

(iii) Embarrassment

Female genital mutilation is a source of embarrassment to ladies who undergo operation or come from communities which practice it. Hawa was pestered with questions about female circumcision which did not cease even after telling the interrogators that she was not circumcised. It is very difficult for such women it comes to giving birth. Rahmas mother didn't want her to go to the us as doctors had no experience with circumcised women.

(iv) Psychological Trauma

Hawa feels like a freak because she feels her genitals must look pretty grim

The woman doctor examining Hawa gasps-wondered whether Hawa had an operation for cancer as the genital were horribly disfigured

(v) Child birth difficulties

- Mutilated opening stitched up with a thorn leaving a passage the size of a grain of sorghum thus unhygienic

- Hawa's mother was convinced that the US doctor would not know what to do when she was to give birth

- First births need assistance i.e. someone to cut a passage large enough for the babies passage

- According to Rahma's mother medical doctors no experience with circumcised women could make mistakes

- Hawa's doctor exclaims what misery it must be for a woman sewn to have a baby

Conclusion

The conclusion may link up the issues raised above or make a general comment

Marking

Introduction 2 mks

Conclusion 2mks

Grammar and presentations 4mks

Content: expect 4 fully developed points

Mark 3:3:3:3 = 12mks

3. (b) Drama

John Ruganda, Shreds of Tenderness

Introduction

- Shreds are torn pieces of cloth or paper

- Something tender has a smooth or soothing effect upon touch

- Tenderness has to do with softness or politeness

- On the surface level, the title is paradoxical in that something smooth has been torn into pieces thereby creating shreds of tenderness

(i) The motherland has been torn apart or destroyed by civil war

- People have been killed, others maimed, property lost and destroyed, and family members torn apart with some. Like Wak, running into exile only to return when things have calmed down

- This creates bad blood between him and his half-brother, Odie.

- (ii) Country men, who initially co-existed before civil war broke, eye each other with suspicion
 - Odie believes that Wak should not be welcomed back into the family home.
 - Wak believes he has a right for belonging
 - The two half-brothers treat each other with contempt and suspicion
 - Thus the tenderness that should exist between them has been shredded (torn)

- (iii) Odie treats his sister, Stella roughly when she fails to follow his demands or orders.
 - This is uncharacteristic of siblings who ought to be after being orphaned and staying together for such a long time
 - Such cruelty tears the tenderness between them leaving suspicion and hatred for each other

- (v) Odie mishandles the termites he has kept in the jar
 - The violence with which he treats the helpless insect speaks of the cruelty with which soldiers who take over the reigns of power treat the ousted rulers
 - The few good deeds of the former leaders are usually forgotten and their weaknesses highlighted and foregrounded so as to justify their being mistreated.
 - The respect they deserve is shredded through rough treatment-fire from the Bunsen burner and ice from the ice-tray to demobilize the king termite (pg2) These are tools of torture meant to force out confessions from captives or prisoners of war-merciless methods of extracting information (pg3)

- (vi) Due to selfishness and “mean attitude towards his half brother Wak, Odie declares that “Uterus rules the world not any bloody.”pg3
 - This meant to justify his intention of locking Wak out of the family inheritance
 - The fact that they share a father matters least to him
 - In a blind rage, Odie brands Wak a traitor and deserter
 - He feels that a volley of bullets should be pumped in his back or brain
 - He does not portray an iota of love in this statement

- (vii) The act of advertising Waks name in the obituary pages of the daily newspaper is meant to deny Wak any claim of the family property
 - Odie is not amused to see the “dead” brother return home
 - This act is cruel and un-African –wishing someone death
 - It speaks of the highest level of heartlessness on Odies part towards his brother

Conclusion – Link up the issues raised above 2 marks
 Expect - 4 well illustrated points mark 3 : 3 : 3 : 3 = 12 marks
 Grammar and presentation 4 marks.

3. Introduction

Friendship refers to relationships between people (friends). It is a feeling or a relationship between people and deals with heart to heart touch.

In life friendship is important and not just friendship based on material gains but just being there for others in whichever situation. This is clearly portrayed in the novel Homestretch by Velma Pollard through characters like Brenda, Edith and David e.t.c

Points of interpretation

The candidate has to identify the friendship between the characters and the need for the friendship (reasons why characters need friendship). How friendship impacted on them positively.

Fi Brenda – when she goes to America she finds it difficult to adjust to life in USA because of the racial discrimination and difficult life with a step mother, step sister and an indifferent father. She is lonely and discouraged.

- Her friendship with Joan and Mrs. Steward (give details)
- The friendship is important in the way it assists Brenda in education. She excels (give details)
- Assisted in her social standing i.e. dressing (she can manage her dressing)

Fii Brenda's family with Laura

- Brenda finds it difficult to adjust in Britain after the break with Milton. The Britons did not like her because she spoke English with an American accent. Neither did her fellow blacks accept her. She joined wayward groups and was lonely.
- Laura befriended her, introduced her to Edith and David and become a frequent visitor to their house.
- Laura makes her settle back home in Jamaica when she meets her and it becomes easier for her to like Jamaica.

Fiii Brenda's friendship with Anthony

- Brenda's return to Jamaica was laced with bitterness and negativity for Jamaica. (Explain her 1st encounter at the airport, and comments)
- Laura assists her to meet Anthony at David's party. They strike a close mature relationship. She undergoes a complete change of attitude
- Anthony assists her to go round collecting materials for her manuscript and cultural background. i.e. dances, foods etc.
- She writes a letter of gratitude
- Brenda sees and feels need to give back to the community/to the children of diaspora by assisting them to come back to Jamaica.

Fiv Edith and David's friendship with Charlie and Myrtle

- David's and Edith's return home, beaten sick from the stoke he got while in England. He is devastated because of the bad weather and discrimination back in England.
- David meets Charlie and Myrtle back in Jamaica and they suggest they should visit milk Rines. Apart from rejuvenating David, it makes him develop a positive attitude towards retirement and they go back to their old friendship.

Fv Edith and David's friendship with Laura

- Despite their relationship it makes them find settling in Jamaica easier i.e. she renovates their house. The trips round Jamaica and their party.

Expect any three well developed points

Mark 4:4:4 = 12 marks

Conclusion

In summary/in conclusion, the above example shows that friendship in any relationship is important as it helps in social bonding and can lead to one attaining satisfaction which proves that no man is an island, we need friends.

N/B

Introduction 2mks

Conclusion 2mks

Grammar 4 mks

Content: Except any 4 well developed points

Mark 3:3:3:3 = 12mks

