**PAPER 101/3**

**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 ability. Within the constraints set by each question, it is the linguistic competence shown the candidate that should carry most of the marks.

Examiner 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 as it is(marks indicated below are for question one)

|  |  |  |
| --- | --- | --- |
| 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 fails to fit the English word into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kind of errors “Broken English.” | |
|  | Chaotic, little meaning whatsoever. Question paper or some words from it simply copied. | |
|  | Flow of thought almost impossible to follow. The errors are continuous | |
|  | 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.  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 limited knowledge of structure and vocabulary. This results in many errors of agreement, spelling, and 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 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 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 provides 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 communicated not only information and meaning but also and especially the candidate’s whole self: his /her feelings, tastes, points of view, youth, culture. This ability to communicate is deep self may express itself in many ways, wide range of effectiveness vocabulary, original approach, vivid and sustained account in the case of narrative, well developed in the case of a debate or discussion. Errors and slips should not deprive the candidate the full marks he deserves. A very definite spark. |

**TABLE OF CATEGORIES**

**CLASS MARK CATEGORY**

**EACH ESSAY**

|  |  |  |  |
| --- | --- | --- | --- |
| A | A+ 19-20  A 18   1. 16-17 | C | C+ 09-10  C 08   1. 06-07 |
| B | B+ 14-15  B 13   1. 11-12 | D | D+ 04-05  D 03   1. 01-02 |

**MARKING SYMBOLS**

1. The main signs indicate three degrees of seriousness of error.
2. GROSS ERROR OMISSION FOR CONSTRUCTION

IN MARGIN c

1. MINOR ERROR OMISSION MINOR CONSTRUCTION

ERROR c

(c) MINOR OR POSSIBLE ERROR

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

one line The following symbols may also be used

FAULTY PARAGRAPHING p

REPETITION ILL (of words) a circle around the word ( of ideas) usually in the margin

ILLEGIBILITY Obscure/vague (in margin)

WRONG WORDS ORDER Underline once and write W.O. in margin

ILLOGICAL or CONTRADICTORY ILL (in margin)

VAGUENESS

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 correction

BRACKETS [ ] indicate a part of a D script that communicates.

\*Use as 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 of in the margin for the whole sentence

**CROSS ERRORS**

1. Almost any error of agreement
2. Serious tense error
3. Error 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 idioms that affects communication
7. Misuse of common propositions
8. Misuse of capital letters use CAPS underline the first page

And use CAPS on subsequent pages where the mistake persists.

**POINTS OF INTERPRETATIONS**

1. a) Points of interpretation

* it must be a story
* it must end with the sentence given
* must present a credible scenario suggested by and leading to the sentence given.
* Candidate must demonstrate that they understood the fact that the “friends” mentioned in the sentence are not really friends.

b) Points of interpretation

* Must be a story
* The story must illustrate that the candidate understands the meaning of the saying

1. Introduction

**Accept any general or contextualized introduction that touches on justice (2 marks)**

**Justice is an important institution in any well governed community. It is therefore important for leaders to emphasize this aspect of life.**

**BODY**

1. – In the prologue there is the dispute over the ownership of the valley, presided over by

the delegate from the capital, Tiflis.

* Emphasis is laid on fairness in order to avoid the reoccurrence of future disputes.
* The fruit farmers and the goat herders amicably discuss a resolution to the dispute.
* It is decided that the land goes to the fruit and vine growers amicably as they would make better use of the land.
* The agreement is followed by a party to seal the deal

1. – Justice is also portrayed by the test of the chalk circle

- In the old story, the real mother is revealed by the test.

- Her feelings for the child are too deep to allow her to gain it by force that injures the child

- The child is taken from the natural mother, Natella Abashwili who is only after the inheritance

and given to the false mother Grusha Vashnadze who has the greatest feelings of love for the

boy (Michael Abashwili)

1. – Justice is also shown in the way Azdak’s good turn in protecting and giving shelter to

the Grande Duke.

* Eventually he is rewarded when the Grande Duke appoints Judge just in time to save him from the hangman’s noose
* Azdak then proceeds to dispense justice to the poor and down trodden in a manner never witnessed before in the land.

1. – Adzak’s two year reign as Judge is treated as an era of rough justice especially for

the poor and vulnerable in society.

- The singer says – he broke the rules to save them

- At long last the poor and the lowly had someone who was not too holy to be bribed by empty hands.

**From the discussion above, it is clear that justice should be upheld at all levels.**

***Expect all 4 points well explained***

***3 marks each = 12 marks***

***Conclusion – expect general or summary for conclusion***

***Mark***

***Introduction – 2 marks***

***Body - 12 marks***

***Conclusion – 2 marks***

***Grammar & presentation – 4 marks***

***20 marks***

3 (a) ***Introduction:***

Many people immigrate to other countries due to social, economic and political reasons all over the world today. As in this story “Twilight trek” Africans move to Europe in search of greener pastures.

***Body***

**Employment opportunities.**

Many Africans immigrate to European countries mainly to look for work. In the process, they have to contend with several problems and hardships such as exploitation, corruption.

***Social Economic Problems***

The problems Africans encounter in their country prompt them to migrate to other countries in search of greener pastures. Given achoice, they would remain in their home country.

The narrator is running away from his mother who has subjected him to child abuse.

He cannot live with her and has to migrate to find a better way to survive.

***Plight of immigrants***

The illegal travelers have to endure long periods of transition from Ceuta to Spain.

Some have lived for years in tents hoping that one day they will make it to Spain.

They prefer not to go back to their homes..

***Conclusion***

As illustrated above, I can agree that it is really nobody’s best choice to move from his or her country to another but is due to unavoidable circumstances beyond their human control. If there is peace, political stability, peace, love, unity and economic empowerment, people would have no reason to move from their mother countries.

3(b) ***Betrayal***

***Introduction - Betrayal is a common vice in many people at various levels e.g. workplace, family***

***and in political leaders fail to fulfill their promises to those who elected them.***

* Boss faces betrayal in the face in the play within a play
* Mulili tells everybody who cares to listen that boss has never been his cousin – or he could be only a distant cousin. He says that there is absolutely no reason why Boss should not be killed.
* He then enumerates Boss’ such as highhandedness
* Ruling for too long and killing Kabito.
* Boss is shocked by this because that had been very closer he had trusted Mulili completely.
* Another incident of betrayal is when Kabito, a fellow member of the entertainment committee is betrayed to Boss by Mulili.
* Mulili came up with fictious reasons for getting rid of Kabito.
* The allegations are outrageous.
* He says that Kabito has complained that Boss robbed him of milk tender, he has ruined the economy, he hides millions in foreign countries and that he tried to get Regina by force. In fact, Mulili should be the green snake in the grass that he refers to by having Kabito killed, he betrays both men
* First, he betrays Boss’s trust as aide, and secondly, he betrays Kabito, a hardworking and loyal government official.
* Mulili betrays his colleague, Jere who gets arrested because he opposed the farmer’s brutality towards Doga and Nino.
* Apart from his name-calling and callous nature he gets Jere into trouble when all he wanted to do was to assist the old couple.
* Tumbo betrays Regina’s trust in him when he fails to tell her the exact intentions of Boss during her appointment to petition for Mosese’s release.
* He (Boss) becomes so amorous that Regina is forced to jump out of the ten-foot –high window to escape.
* Boss’ wife has had her trust in her husband betrayed when he intends to bring in another woman (Regina) into their own house.
* Her complaint cause her to be bundled into a cell like a common criminal. Her feeling of betray must be overwhelming.

**Conclusion**

It is important to be sensitive in our relationship to avoid being victims of betrayal

3(c) ***Introduction***

***Accept any general or contextualized introduction that touches on the importance of the***

***sea. The sea is an important feature of human and animal life. The sea plays an***

***important role in Peike and Kahuis life***

**Body**

(i) The sea as a source of food

* The fishing ground was sacred. The fishing ground was protect
* Kahu dives into the sea and comes up with a clay fish
* The crayfish was for Paka’s tea. The sea teemed with fish

(ii) The sea is a means of transport

* A gigantic Whale transported the rider (Paikea) and took him to the shores. That is how their ancestor Paikea settled in Whangara
* Joro Apirana took the boys out in a small flotilla of fishing boats to have a lesson on the sea.

iii) Sea is also used as a source of recreation/spirits

* There are too many people with snorkeling gear.
* Give me the diving mask page 71.

iv) A source of education

* Koro is aspiration taking out the boys to learn about Tangana and the fishing grounds.
* They also learn about the ancestors and protectors page 39.
* We had been diving…….I had picked up shining silver shelf from the reef.
* Karo diving into the sea and retrieving the curved stone.

(v) The sea for spiritual and cultural use

* Two weeks after school break up ceremony. Karo took the young boys from school to the sea. He prayed and carried a stone in his hand and threw it into the ocean. The stone was to be retrieved by one of the boys.
* The boy to retrieve it would be the next chief.

***Any four well illustrated points***

***3:3:3:3***