**TOP EVALUATION EXAMINATION - 2016**

**English Paper 3**

**FORM 3**

**JULY/AUGUST**

**MARKING SCHEME**

1. Imaginative composition.

 Either

 Points of interpretation

 Composition (a)

* Must be a story, if not deduct 2 marks AD for irrelevance.
* Must start with the given sentence, in the first paragraph, if not deduct 2 marks AD on Rubric.
* It should present a scenario about an experience involving a family member, good or bad, that people took for granted but later took it up seriously.
* Deduct 2 marks if length is more than 2 A4 pages-450 words.

 N.B. Penalized only up to 4 marks.

 Composition (b)

* Must be a story. If not, deduct. 2 marks.
* Must be an essay that illustrates ways of eliminating drug abuse. If not, treat as irrelevant, and deduct 2 marks AD for irrelevance.
* Deduct 2 marks if length is more than 2 A4 pages.

 N.B. Penalized only up to 4 marks.

 Deciding the Class and allocation of marks

*Read each composition and decide which class it falls in before assigning it a mark based on the following criteria. Then subject each of them to the above mentioned deductions, if any.*

 *General classifications*

 A Class essays (16-20 marks)

The candidate communicates not only fluently but also attractively with originality and efficiency. He has the ability to make us share his/her deep feelings, emotions, enthusiasms. He or she expresses himself/ herself freely and with no 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 stain, just pleasantness, clever arrangement, felicity of expression.

 B Class essays (11-15 marks)

 This class is characterized by great fluency and easy of expression without strain. 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 or even over- ambitious. There are many items of merit of one word or 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.

 C Class essays (06-10 marks)

Candidate communicates understandably but only more or less clearly. He or she is not confident with his/her language. Subject is often underdeveloped. There may be some digressions. Unnecessary repetitions frequent. The arrangement is weak and flow jerky. There is no economy of language. Mother tongue influence is felt.

 D Class essays (01-05 marks)

 The candidate does not communicate at all. 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/she knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors (“Broken English”) are evident.

 *Specific classifications*

 A Class essays. (16-20 marks)

The candidate communicates not only fluently but also attractively with originality and efficiency. He has the ability to make us share his/her deep feelings, emotions, enthusiasms. He or she expresses himself/ herself freely and with no 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 stain, 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 few.

 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.A definite spark. Many margin ticks.

 A+ 19-20

The candidate communicates not only information but meaning, but also and especially the candidate’s whole self: his /her feelings, testes, point of view, youth, and culture. This ability to communicate deeply may express himself in a wide range of effective vocabulary, original approach, vivid and sustained account in the case of a narrative, well developed ad 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 (very memorable)

 B Class essays. (11-15 marks)

This class is characterized by great fluency and easy of expression without strain. 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 or even over- ambitious. There are many items of merit of one word or 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.

 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 good. A number of items of merit of the “whole sentence” or “whole expression” (margin ticks).

 C Class essays. (06-10 marks)

 Candidate communicates understandably but only more or less clearly. He or she is not confident with his/her language. Subject is often underdeveloped. There may be some digressions. Unnecessary repetitions frequent. The arrangement is weak and flow jerky. There is no economy of language. Mother tongue influence is felt.

C- 06-07

The candidate finds it obviously hard to communicate his/her ideas. He/she is seriously hampered by his 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 with not 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 in a flat and uncertain manner. Simple concept sentence forms are often strained. There may be an overuse of clichés, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is jerky. There are some errors of agreement, tenses and spellings

D Class essays (01-05 marks)

The candidate does not communicate at all. 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/she knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors (“Broken English”) are evident.

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 broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.

**2. COMPLULSARY SET TEXT**

**THE RIVER AND THE SOURCE**

**Introduction**

When people change how they view life, they progress in life. Sometimes the changes in the life of people come with their limitations. Even with these limitations it is better to emulate change. In the novel there are changes observable which are social, economic and political.

**Body**

**There should be the element of change and a limitation as illustrated**

* Change from traditional leadership to colonial administration. Traditionally, the people of Ramogi were led by a chief assisted by the council of elders. With the arrival of the white man, there is a DO and DC

Limitation: Obura and Ambere Kongoso die in a war of the whiteman in Tanganyika. They knew nothing about the war. Nyaroche Silwal becomes a beggar in kisumu as a result of injuries sustained in the war.

* Change from traditional education to western/ modern education. Akoko teaches Opiya and Odongo about the origin of the people of Ramogi. That is Were created Ramogi and gave him wife Nyarnam they had many children including Sakwa, Yimbo, Uyoma, Gem, Seme, and Ugenya. They gave rise to the legends eg Lwanda Magera. This changes when the white man introduces the western education. For example, the clerk had four years education. Akoko’s host in kisumu had gone to a mission school for one year.

Limitation:change in education denied the young information about their cultural background.

* Change from traditional way of marriage to the modern way. In traditional setting of marriage to take place, a spy would be sent to search out on a girl and give information about her qualities later, a delegation would go to the girl’s home to negotiate bride price. The bride price was paid before the girl could move to the husband’s home. For example Akoko’s marriage. However, this changed when Awiti meets her husband Mark Oloo Sigu while in teacher training college then introduces him to Nyabera and Akoko in Alour. Bride price is not paid.

Limitation: The change do not forge the great war and good neighbourliness that the traditional marrisge forged.

* Change from the traditional religion to christianity. The Luo people worship Were the god of the rising sun . Were was a great spirit and giver of life. With the coming of Christianity those who converted worship God through Jesus Christ. They also undergo catechism to learn the ten commandments of the new religion.

Limitation: the new religion doesn’t allow for polygamy and as a result, Nyabera remains a widow and can’t find a husband for herself yet she wishes to bear children

Any other relevant point

**Conclusion (2 marks)**

Restates the central idea of the essay or emphasizes the essential parts of the essay.

 Consider any four points then mark

 **3: 3: 3:3**

 **Total 12 marks**

 Marks awarded for the conclusion depend on the score in the body of the essay

1-5 marks= 1 mark

 6- 12 marks= 2 marks

 **Language score**

 1-5 marks= 1 mark

 6- 7 marks= 2 marks

 8- 9 marks= 3 marks

 10- 12 marks= 4 marks

**3a) The Optional Texts**

 **Introduction**

 In a poorly managed country, people are bound to face a lot of challenges. These problems are economic, social and political in nature. In Sandisile Tsuma’s story, Arrested Development the people face in a poorly managed country are addressed. These challenges include poor transport, corruption, and insecurity among others.

**Body**

**Mark any four of the following challenges**

* Poor public transport

The narrator and the other passengers wait at Max’s Garage for almost three hours to get a ride to Beithbridge.

* Corruption

 Police officers have to be bribed to offer services to the people.

 The driver of the second van bribes the traffic police officer at the roadblock so as to get a ticket to enable him pass subsequent roadblocks along the way.

 Gloria bribes the cops and customs officials to allow her smuggle Zimbabwean cigarettes to South Africa where they are highly demanded.

 The driver of the second van and Gloria talk of how they pay off farmers, magistrates, anyone and everyone.

* Illegal trade

The driver is said to be “Malayitsha” i.e. he ferries people and goods across the border illegally.

Gloria, despite having dropped from high school, deals in cigarette and is very rich.

The money lost by the young man at Gwanda is said to have been able to earn him over twenty million dollars in the black market.

* There is insecurity.

 The driver of the second van and Gloria discuss about the dangers of their trades.

 They talk of payment of defaulters being sold off to Nigerians in Johannesburg, strip searches and muggings by bandits in the farmlands of Limpopo province.

 There are crocodiles that attack traders who swim across the river Limpopo as made known in the conservation between Gloria and the driver of the second van.

* Frequent Power blackouts

There is power blackouts at Beitbridge when the narrator arrives. He walks into the stray night.

The narrator says that they are used to waiting for most services including electricity. (pg 860

A friend of the narrator. Lihle, says she can do anything in the dark; fetch water, light a fire, cook a decent meal etc for she is used to endless power cuts.

Lihle’s imported hair piece always smells like wood smoke from firewood she uses as a result of endless power cuts.

* Exploitation is common.

 Passengers have to pay very high fares since there is no transport and are desperate to reach their destinations. The narrator and other passengers, for instance, pay 800,000 dollars as fare to Shona money changers at Beitbridge.

 The young man who boards a van at Gwands is conned of his hard earned dollars by unscrupulous Shona money changers at Beithbridge.

* Bank services are wanting and internet connection services are slow.

 The narrator says that he has to wait or hours to get money for the bank to pay for his journey to Beitbridge.

 The narrator says that he and other passengers at Max’s Garage have to wait for slow speed internet connection to dingy/dirty and dark cyber cafes in town.

The narrator notes that the cyber cafes are not reliable because whenever people check their mail, no website has found them a job in Dubai or a scholarship.

* Filling stations are barely functioning

The narrator observes that the filling station at Max’s Garage is not functioning. He has been there for three hours and nothing is working. (Pg 87)

 The private car owner headed Beitbridge has to get his fuel off the black market and has to offer his service at extremely high prices to cover his fuel costs (Pg 88)

b) Betrayal in the city by Francis Imbuga

 **Introduction**

 In our society, there are people try to get all they want from people in authority. This includes remaining their sycophants. In their attempt to gain, they end up being evil minded, corrupt, greedy, among other evils. In the Drama “Betrayal in the City”, Mulili is an embodiment of the wickedness in the society.

 **Body**

**Mark well illustrated points**

* Because of his evil mindedness and agreed for material gain, Mulili discharges his duties unprofessionally, as long as this will please Boss so that he may favour and earn himself a foreseen. He murdered the old couple Duga and Nina in order to please Boss and get the farm and grade cattle hhe had been promised upon retirement.
* He becomes cruel and inhuman when he sees to it that jere is imprisoned for wanting to allow Doga and Nina conduct a burial ceremony for their son Adika who was murdered in cold blood.
* He frames other people falsely and arranges for their competition. A case in point is Kabito whom he frames before boss that he had abused him and said some others unpalatable things.
* His sycophancy is the best example of the illiterate and in efficient people in society who use their close association with those in power to feed their greed for material wealth and personal gain. His English is broken showing his level of education
* At the end of the play mulili even betrays boss his own cousin and even claims that he is just but a distant relative. He spills out all the atrocities that boss had committed and even signs his death warratnt before the coup exec utors. His killing and eventual elimination by Jasper is a symbolic representation of evil being eliminated from soc iety.

 **Conclusion**

 Those who live by the sword and who try to perpetuate evil against others will finally come to utter ruin by the same means

 ***(Accept any other relevant point)***

**Conclusion**

- A recap of the points discussed.

- An option that sums up the points.

 ***(Accept any other relevant conclusion)***

(c) *The Whale Rider*

 *Introduction.*

 Destiny refers to a predetermined course of events. Kahu is the predetermined Whale Rider and this is the reason why no matter how much he tries Koro Apirana her great great grandfather cannot stop her from succeeding.

 *Any other relevant introduction - 2 mks*

*Body*

- Koro Apirana tries to train the boy from other bloodlines to take up the mantle of leadership to no avail. He tried to do so because Kahu was a girl and girls were not allowed to take up leadership positions.

- All the boys fail in test to retrieve the curved stone from the deep ocean despite having been trained to swim. Kahu easily retrieves it with the help of the dolphin.

- When Koro told the boys the story of how he fit to be chief by biting the big toe of his grandfather, he expects one of the boys to bite his toe but ironically it is Kahu who does the biting. This shows she is the undisputed chief of the Maori.

- The fact that Kahu learns Koro’s lessons through eavesdropping when the boys are in class yet she understands is proof that she is destined for great things.

 *Mark 3:3:3:3*

*Conclusion.*

 To conclude, Kahu is truly a child of destiny as we can see that try as she may, Koro could not stop her from becoming the whale rider. It takes time but since she is determined, she becomes the winner.