**101/3**

**ENGLISH**

**Paper 3**

**(Creative composition**

**and Essays based on**

**set texts)**

**July/Aug 2012**

2 ½ hours

**KIKUYU DISTRICT KCSE MOCKS 2012**

ENGLISH

**Paper 3**

 2 ½ hours

**Instructions to candidates**

1. *Answer t****hree*** *questions only.*
2. *Question* ***one*** *and* ***two*** *are compulsory.*
3. *In question* ***three*** *choose only* ***one*** *of the optional texts you have prepared on.*
4. *Where a candidate presents work on more than one optional text, only the first one will be marked*
5. *Each of your essays should not exceed* ***450*** *words.*

***Answer three questions only***

1. **Imaginative/creative composition (compulsory) (20 marks)**

Either

1. Write a composition to illustrate the saying :

“A fool and his money are soon parted”

Or

1. Write a composition beginning with the following sentence:

When I opened the door, the sight of a baby in a pool of blood made me scream in fear………… **(20 marks)**

1. **The compulsory Set Text (20marks)**

Henrik Ibsen, *An Enemy of the People*

Drawing your illustrations from Henrik Ibsen’s *An Enemy of the people*, write an essay to support the statement **“No attempt to manipulate Dr. Thomas Stockmann would bear any fruit”**

1. **The Optional Set Texts (20 marks)**

*Answer any* ***one*** *of the following questions*

*Either*

1. ***The Short Story***

Macmillan (Ed), *Half a day and other stories*

Using Ngugi Wa Thiong’o’s *“A meeting in the Dark”*, Write an essay giving pieces of advice on

boy – girl relationship.

*Or*

1. **Drama**

John Ruganda, *Shreds of Tenderness*

Life in internally displaced people’s camps is as deplorable as it is in refugee camps. Using John Ruganda’s *Shreds of tenderness* write an essay highlighting the life of a refugee.

*Or*

1. **The Novel**

Velma Pollard, *Homestretch*

Using illustrations from Velma Pollard’s *Homestretch,* write an essay on the problems a black person is likely to face in America and England.

**101/3**

**ENGLISH**

**PAPER3**

**July/August 2012**

**KIKUYU DISTRICT KCSE TRIALS**

**2012**

**MARKING SCHEME**

**ENGLISH**

**Paper 3**

**July August 2012**

**Q1 (a) & (b) Imaginative composition**

* Paper 101/3 is intended to test the candidate’s ability to communicate (in English) in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraint set by each question, it is the linguistic competence shown by the candidate that should carry most of the marks.
* Teachers/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 following is a guideline on how to categorize essays:**

**D Class:**

The student either does not communicate at all (01 – 05) or his / her language ability is so minimal that the examiner practically has to guess what the candidate wants to say. The student fails to fit the English words he knows into meaningful sentences. The subject 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 a type, we can at least guess what the candidate wants to say.

**C Class:**

The student communicates understandably but only more or less clearly. He is not confident with 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 student obviously finds it difficult to communicate his ideas. He is seriously hampered by his 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 student communicates but not with consistent clarity. His linguistic abilities being very limited. He 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 student 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, spelling.

**B Class**

This class is characterized by greater fluency and ease of expression. The student demonstrates that he can use English as a normal way of expressing himself. Sentences are varied and usually well – constructed. Some students 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 student 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. Straightforward. The student 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 language.

**B+ 14-** 15: The student 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:**

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

**A-** 16 -17: The student 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 student communicates not only information and meaning, but also and especially the student’s whole self his feelings tastes, point 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.

**POINTS OF INTERPRETATION**

Q1(a) -should be a story that shows how foolish people loose their money if no AD 4 fro irrelevancy (Automatic Deduction)

Q1(b) – should start with the given statement if no AD 2

Both questions must observe the rule of length if no AD 2

**Q2. The compulsory text**

**Henrik Ibsen’s *An Enemy of the People***

**Introduction**

Dr. Stockman firmly defends his discovery that the municipal baths are poisoned/contaminated posing a health risk to the town. Renovation needs to be done and the conduit pipes relayed. When the authorities attempt to influence/change his stand, he strongly declines.

**Body**

* He as appointed as the medical officer of the baths through his eider brother’s (the mayor) influence so as to keep him under check/silence him. He openly condemns the rot in the municipal baths.
* Peter Stockmann’s attempt to change/reverse his report falls on deaf ears. He is ready to defend his report.
* The mayor threatens him that his job rests on the action he takes. He states that he would rather lose his job than peddle falsehood.
* If he loses his job, his wife and children will suffer financially.. his wife pleads with him to mind the welfare of his children especially Ejlif and Mortein but he does not bulge.
* Mortein Kill, his father-in-law threaten to disinherit Catherine and the children should Dr. Stockmann stick to the fact that the pollution in the baths is mainly from his (Mortein kill) tannery at Molledal. However Dr. Stockman stands his ground.
* Hovstad and Billing craft a story that Dr. Stoskmann has colluded with his father-in-law to criticize the and in turn buy cheap shares from the now unpopular baths. To clear his name, they now want him to bail them out of their paper’s financial crises and in return they would allow him some space to clear his name. He flashes them out of his house.
* Even after being branded an Enemy of the people, he chooses to soldier on. He hopes to start a home for urchins to emancipate them from their predicament.
* No amount of humiliation would intimidate him. He loses his job, his daughter is summarily dismissed, his house is destroyed and his children are expelled from school in an attempt to make him surrender. He doesn’t yield.

**Conclusion**

Despite attempts to change his position, he remains as solid as a rock especially after his discovery that the strongest man is he who stands alone.

**MARK -: Introduction 2/2**

 **Body 3:3:3:3 12/12**

 **Grammar 4/4**

 **Conclusion 2/2**

**Total 20**

**Q3 (a) The Short story**

1. **Ngugi wa Thiong’o’s *A meeting in the Dark***

**Introduction**

In this day and age of HIV/Aids and unwanted pregnancies, boys and girls have to be very careful in their relationship with each other. John and Wamuhu’s relationship cannot be said to be exemplary.

**Body**

* The relationship should be an open one taking place during the day.

 John and Wamuhu usually met at night under guise p 41.,

 He left the lantern burning……………………………..

 He prayed that Wamuhu’s parents would not recognize him.

* Youths should avoid premarital sex. It can lead to early pregnancies,

 Creating fear, insecurity and eventually death

 John is a fearful youth pg 37, 45, 48, His heart beat faster………

 John shrank within himself with fear.

 He could hear the loud beats of his heart.

* Parental advice should be sought on the choices of friends.

John’s parents as Christians were against the circumcised girls. Wamuhu’s father had no faith in the likes of John who were coated with white day of white-man’s ways pg 43.

* Youth should have their priorities right in these relationships, career and education should come first. The relationship between Wamuhu is threatening John’s education pg 44.
* Youth should listen to and obey parental advice. John’s father says, “I don’t want to hear of your loitering in the village” pg 38
* Youth should be responsible for their actions. They should own up their mistakes. John should not attempt to blackmail Wamuhu with the offer of money instead he should seek guidance in what to do. Pg 48.

**Conclusion**

From the above pieces of advice it is clear that the youth should take care in their relationship especially sex before marriage.

**FOR STEPS IN MARKING SEE Q2 ABOVE**

**Q3(b) JOHN RUGANDA’S *Shreds of Tenderness***

**Introduction**:

Life for refugees is very difficult. They are poverty stricken, have poor housing, lack of water among other deplorable conditions.

* **Have no rights,** they are manipulated as a puppet. pg 80

 -Are blamed for everything from murder to bank robbery to impersonation and

 Spreading venereal diseases. Pg 105.

 -Girls are insulted. Pg 106.

 - Treated as third rate citizens when they go looking for work.

* **Associated with hunger** and deprivation and cheap labour
* Worse than cheap labour
* No one sometimes wants them to work. When they do, they are accused of buying loyalty, and when they don’t, they are accussed of preserving themselves for their motherland
* **Wome**n are misused and abused. Pg 81.
* **Refugees are lonely** and uncertain of what fate lies ahead of them. Pgs 101-102.
* **Face embarrassing moments**- eg Mr. no fear – no favor. Pg 116.
* **Refugees live under false illusion** that things back home will improve. They ignore

Humiliating antics by their hosts in the hope that the dictatorial regime back home won’t get international recognition only for the reverse to happen.

* **They lack basic needs** – eg water for bathing. They stink one can smell their sweat and stench a mile a way.

**Conclusion**

From the above it can be seen that life In an IDP camp is as deplorable as in a refugee camp.

**FOR STEPS IN MARKING SEE Q2 ABOVE**

**Q3(C) VELMA POLLARD’S  *Homestretch***

**Introduction**

There are things that make black people to lead hard, painful and miserable lives in Britain and U.S.A. These include racial prejudice, job frustration, loneliness, harsh weather conditions, overworking among others

**BODY**

* **Racial prejudice/ Hatred**

-The English job market frustrated Brenda because the whites have only mops and brooms (ground floor) for any black no matter how educated he/ she is she says, “They made my upper second feel like saw dust in my hands”

-To escape the frustrations of the job market Brenda begged the head of English to take her in for Masters in English

* **Job frustration**

-Blacks are made to lower their job expectations

-Edith’s friend, who had the same teacher qualifications as Edith is not hired immediately, so economic necessity forces her to do a nanny’s job – taking care of people’s babies

-Similarly, David’s carpentry skills are not useful abroad. He is forced to work in a factory

* **Human coldness/ lack of social company**

-There is too much suffering that makes people to lose their senses

-For example too much suffering makes black factory workers not to bother to respond to each other’s greetings

* **Disillusionment/ Despair**

-David left home expecting something new and exciting in his new place – but he’s exploited/ sapped for 30 years

-He feels bone – deep tiredness after leaving England

-Moreover, he suffers a stroke weeks before he returns to Jamaica

-He is retiring but has nothing – his 30 years have been wasted

He says “ Is not two pence worth of life over there, you know”

* **Different education systems in England and America**

-A young black woman has problems adjusting to school life in America and England for example Brenda is placed in grade nine

----She has to go through diagnostic and placement tests

-Brenda and other students were put in the home room, this has a negative impact on her school work

* **Dehumanizing life**

-David feels that he had gone to England to become a child again because he felt out of place – taking orders in the factories while at home (West Indies) David was a master of himself.

* **Extremely cold weather**

-David found it difficult to learn to dress for the weather because he did not have money to buy proper clothes for the cold English weather

-David also found it difficult learning to save coins for the heater because the pittance he earned was not enough to buy a heater

* **Overworking**

-David suffers stroke after being overworked for 30 years

-The shock of retiring having acquired practically nothing in England caused the stroke

-He worked for long tiring hours

-Similarly, black nurses are oppressed in America

-Night duty for days on end is what American’s have waited for black nurses.

**FOR STEPS IN MARKING SEE Q2 ABOVE**