ASUMBI GIRLS HIGH SCHOOL

PRE-MOCK

MAY-JUNE

2022

**MARKING SCHEME**

**ENGLISH 101/3**

**Co-ordination Procedure**

1. The question paper will be discussed together with the points of Interpretation
2. After studying the marking scheme the examiners will mark selected photocopied scripts of the paper with their team leaders.
3. The examiners will mark on their own of photocopied scripts and hand those marked scripts to their TLs
4. The photocopied scripts marked by the examiners will be analyzed and points of interpretation and relevance discussed.
5. More photocopies will then be marked and discussed.

Marking Procedure

1. As soon as an examiner receives a set of scripts o be marked, he (or she) must enter his name member and the number of his team on the envelope.

He must make sure the number of scripts in the envelope correspond to the number of scripts indicated by the supervisor. Any discrepancy must be reported immediately to the team leader

Any script sent to the TL or CE must be clearly identified as coming from an examiner. Each examiner must keep a clear record of any script that passes through their hands.

1. Team leaders should keep very clear record of all scripts allocated to the team as whole and each examiner individually.
2. The examiners underline each mistake according to the instructions given on page 7 8 of this booklet. This must be done carefully as both overunderlining or underunderlining can give a wrong impression of the value of a script.
3. Examiners underline in red. Team leaders co-ordinate in and CE
4. The mark given for the essay must appear at the end of the essay itself and be carried to the special grid on the first page of the booklet.
5. For problem scripts, deductions should be clearly shown together with a short explanation of the reason for this next to the mark.

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,a ccuracy, fluency pleasantness and originality. Within the constrains 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 The candidate either does not communicate at all or his language ability is so

(01 – 05) 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 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 How of thought almost impossible to follow. The errors are continuous

D 04 05 Although the English is often broken and the essay is full of errors of all types we can at least guess what the candidate wants to say.

C CLASS The candidate communicates understandably but only or less clearly.

(06 - 10) He is not confident with his language. The subject is often undeveloped.

There may be some digression. Unneccessary 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

C08 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 sentences forma 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 latency and case of expression. The

(11 – 15) 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 ambitions. There may be items of merit of the one word or one expression type. Many essays in this category may be just clean and massuming but they still show that the candidate is at case 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 overpunished by the examiners

B13 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 The candidate communicates not only fluently but attractively with originiality and efficiency. He/she has the ability to make us share his deep feelings, emotions, enthusiasms. He/she expresses himself freely 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 and expression

A 16 -17 The candidate show competence and fluency in using the language. He may lack imagination or originality which usually provide the “Spark” in such essays. Vocabulary, idiom, sentence structure, links variety are impressive. Gross errors are very rare.

A 18 Positive ability. A few errors that are felt to be slips. The story or argument has a definite impact. No grammar problem. Variety of structures. A definite spark. Many margin ticks.

A+ 19 -20 The candidate communicates not only information and meaning, but also and especially the candidate’s whole self: his/her feelings, tastes, points of view youth culture. This ability to communicate deeply may express itself in a 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 deserve. A very definite spark.

Questions 1a

Points of Interpretation

1. It must be a story
2. The opening statement must appear at the beginning, if not, deduct 2 mks AD.
3. The story must be pleasant, if not treat it as irrelevant, deduct 2 mks AD.

Question 1b

Must be explanatory/discursive, if not deduct 2mks AD.

Must be focused on eradicating corruption, if not deduct 2mks AD. (irrelevant)

Question 2

Question 2

**INTRODUCTION.**

The female characters give up their comfort for other`s sake. This illustrated by Nora, Mrs. Linde and Anne as illustrations below.

1. Nora forges her fathers` signature to obtain a loan from Krogstad. This is in order to have her husband treated. She lives with the secret willing to pay the price for her family.
2. Nora struggles to keep a secret from Torvald so that he is not upset. She wants Krogstad not to be sacked by her husband Helmer in order for Krogstad no to reveal the secret.
3. Nora buys Christmas gifts for everyone in the house including the maid because she loves them. She wraps the gifts with beautiful gift papers she also decorated a Christmas tree to make everyone happy.
4. Mrs. Linde gives up on the man she loves, Krogstad for the sake of her family. She has to put up with loveless marriage for her mother and brothers, when her husband dies, she finds no reason to mourn just because it was a sacrifice.
5. Ann, Nora’s nurse sacrifices her comfort in order to take care of Nora, and later Nora`s children. Ann leaves her own daughter behind and moves in with Nora`s family to become Nora`s nurse. Nora had no mother, and Ann filled in this gap with lots of love.
6. Nora wonders how Ann had the heart to giving up raising her own child in order to feed her own family. She gladly takes care of Nora`s children too, and contents herself with letters from her daughter on important occasions such as wedding.

**CONCLUSION.**

It is clear that women in the play are loving and make sacrifices to take care of those they love.

Introduction 2mks.

Four well illustrated points 3:3:3:3.

Valid conclusion 2mks.

Language up to 4 mks.

**Question 3 a**

Introduction- 2mks

The public transport sector has always been beset with chaos and has been a subject of concern for a long time. Commuters are daily confronted with situations that makes travelling a night mare.

(accept any relevant introduction)

Body:

1.Congestion- People travelling in the daladala minivan are experiencing an uncomfortable ride.

- The narrator is sitting in a foetal position.

- His knees are wedged between his abdomen and the seat infront.

- The minivan is carrying 28 people while it is built for ten.

- His head keeps hitting the rusty ceiling.

2. Poor roads networks – The roads are dusty.

- Through the window, the side of the road dances with grass and dirt in a mesmerising spell.

- There is an endless barrage of dust which drifts through the open window.

- The dust of the road is suffocating

“ I need the breeze. I need the window open. I hate dust”

3. Chaos and disorder – The conductor yells obscenities in Kiswahili.

- There are shoots of the conductor advertising for their daladalas.

- There are enticing but offensive shoots of the daladala advertisements.

4. Corruption – The police officer puts up an arguments ostensibly to solicit a bribe.

- The driver is waved always after parting with a bribe.

- We are told that only thing carries a bribe.( we can surmise correctly that it is a bribe)

5. Petty crimes –The mzungu realizes he doesn`t have the 200 shillings for fare because he has been pick pucketed.

Conclusion.

The transport sector requires to be streamlined in order to bring both sanity and order. Infrastructural improvements should also be factored to make public transport appealing.

***Introduction 2mks.***

***Four well illustrated points 3:3:3:3.***

***Valid conclusion 2mks.***

***Language up to 4 mks.***

**Question 3b**

## INHERITANCE DAVID MULWA ESSAY

**Citizens suffers due to bad leadership. Write a composition to qualify this statement citing illustrations from David Mulwa's Inheritance.**

Citizens of Kutula suffer under Lacuna Kasoo’s reign. Lacuna misuses power and enriches himself while his subjects suffer abject poverty, unemployment, oppression among others afflictions.

**Lacuna poor leadership is exhibited when he comes up with the idea of construction of a dam which ends up causing citizens misery.** Together with his henchmen like Chipande he brings machines to construct a water source in Bukelenge Mountains. Since it’s a bad idea some people including Reverend Sangoi protest but the uprising yields no fruit. Initially, the dam only holds half of the water expected so canals are builtto drain all the water from the plateau to lead to the dam. The valley becomes dry; people have to walk for as long as fifteen kilometers from sunrise to mid-day and back by sunset just to get the precious commodity. Tamina tells Bengo that she has to conserve every drop of the little they have. Surely bad leadership makes citizens to suffer.

**Poor leaders cause citizens agony when they detain them unlawfully without trials or reason**. Romanus Bengo suffers unwarranted confinement in Lacuna’s hands. Two weeks before construction of the dam, Bengo was taken away by Lacuna’s men.  Lacuna tries to get Judah Zen Melo, Bengo’s brother, to kill him since he was opposed to his brand of leadership.  After Judah declines, Bengo is arrested and locked up. He spoke up against Lacuna’s misuse of power. He said ‘no’ since the sweat of Kutula citizens ended up in Lacuna’s porous pocket and the rest in his offshore accounts. Bengo was held without trial for many years. He left before Tamina’s daughter, Lulu, started school. By the time he tastes freedom she was in her fourth form. When Lacuna is finally overthrown, Bengo says he has felt hunger and pain and lost his family through Lacuna’s greed and mismanagement. Bengo suffers due to Lacuna’s poor leadership.

**Citizens suffer under callous murderous leaders.  Lacuna Kasoo kills Judah Zen Melo**. Judah Zen Melo worked as a machine operator at Kasoo mines when until the day of his death. The perpetrators try to cover it up as an accident caused by the old rotting machines. Robert Rollerstone says, “It was murder for poor Judah, not the age of the machine.”  Lulu also tells Lacuna that he killed her father. Lulu suffers when Lacuna confines her for almost a month.  She does not get to attend her father’s second interment, according to customs. She is called names like palace gold digger. Her mother disowns her. The pain is so unbearable. Tamina who was waiting patiently for Judah Zen Melo’s return is shocked to learn that he is dead. Judah had written that he would return on Saturday 2nd September. When Sangoi breaks the news to her, she gasps, chokes and convulses. It was too painful to bear. The news of Judah’s death hurt her so much.

**Under Lacuna’s leadership, the citizens of Kutula wallow in abject poverty while he lives lavishly.** Tamina’s family puts up in a grass thatched house where the sitting room also serves as the kitchen. The furniture in the house is also old a testament to the deplorable conditions. This is despite the fact that Judah Zen Melo served faithfully in Lacuna’s government. Their daughter Lulu has ambitions to become a doctor but Tamina cannot afford to pay her school fees. When she is sent home because of fees Tamina even wishes she could study on credit. She is overworked and underpaid at Chipande’s farm. She says no one can help them. Everyone, save for Lacuna, and his incompetent cronies, is poor. Tamina cannot raise 2000 shillings for fees balance owed leave alone the levies for the construction of a computer lab among other things. Lulu is tempted to use her beauty to make money since she’s tempted to become a doctor. They are poor despite the fact that Judah Zen Melo worked for the government. Lulu’s idea causes a strain between her and Tamina and it almost turns into physical confrontation. Surely bad leaders can cause pain to the citizens.

 In conclusion, bad leadership results in nothing but agony. Citizens should elect prudent leaders who care about their welfare.

***Introduction 2mks.***

***Four well illustrated points 3:3:3:3.***

***Valid conclusion 2mks.***

***Language up to 4 mks.***

C) **OPTIONAL SET TEXT *The pearl* by John Steinbeck.**

**INTRODUCTION.**

Any relevant introduction.

**BODY.**

**-The Doctor**

The Doctor appears and wants to treat Coyotito of the scorpion’s sting. He poisons him deliberately.

-**Pearl Buyers**.

Want to exploit Kino by undervaluing his great pearl.

-**The Neighbors**

They lose peace of mind and lose family ties. Kino and his family live in fear of the attacks.

-**Kino and Juana**

The couple breaks down their relationship because of the pearl. Juana tries to throw away the pearl.

-**The murdered man.**

Kino kills a fellow villager who comes to steal his pearl.

-**Kino and the attackers.**

Kino fights two attacks at night.

-**Kino’s canoe and house.**

Kino’s canoe is destroyed and his house burned down.

-**The trackers**

Coyotito is killed and subsequently the attackers murdered by Kino.

**Valid Conclusion.**

**Introduction 2mks**

**Four well-illustrated points 3:3:3:3**

**Conclusion 2mks**

**Language up to 4 marks.**