***101/3***

***ENGLISH***

***PAPER 3***

***December – 2021***

***MARKING SCHEME***

***BUTULA SUB-COUNTY JOINT EVALUATION EXAMINATIONS 2021***

***KENYA CERTIFICATE OF SECONDARY EXAMINATION (K.C.S.E)***

***101/3***

***ENGLISH***

***PAPER 3***

***INSTRUCTIONS TO CANDIDATES***

* ***Answer three questions only***
* ***Each of your essays must not exceed 450 words***
* ***Candidates should check the question paper to ascertain that all the pages are printed and no questions are missing***
* ***Candidates must answer the questions in English***

***FOR EXAMINERS USE ONLY***

|  |  |  |
| --- | --- | --- |
| ***QUESTION*** | ***MAXIMUM SCORE*** | ***CANDIDATES SCORE*** |
|  | ***20*** |  |
|  | ***20*** |  |
|  | ***20*** |  |
| ***TOTAL SCORE*** | ***60*** |  |

1. ***CREATIVE WRITING***
* ***Paper 101/3is intended to test the candidate’s ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, fluency, pleasantness and originality. Within the constraints set by each question.***
* ***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 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 minimal that the examiner practically has to guess what the candidate wants to say. The candidate fails to fit the English words she knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid. Punctuation. All kinds of errors “broken English”***

***01 – 02:***

 ***Chaotic, little meaning whatsoever. Question paper or some words fro, it simply copied.***

***D 03:***

***Although the English is often broken and 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 more or less clearly. He is not confident with his language. The subject is always 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.***

***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, misuses of prepositions, tenses, verb agreement and 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 very little variety or originality. Very bookish English, links are weak, incorrect, repeated at times.***

***C+9 – 10:***

***The candidate communicates clearly but in a flat and uncertain manner. Simple concepts sentence form are often strained. There may be an overuse of clichés, unsuitable idioms errors of agreement, tenses and spelling***

***B CLASS:***

***This class is characterized by greater fluency and ease if 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 sentences are varied and usually well-constructed. Some candidates become ambitious and even over-ambitious. There may be items of merit of 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 with some fluency. There may be little variety in sentence structure.***

***B 13:***

***The sentences are varied but rather simple and straight forward. The candidate does not strain himself/herself in an effort to impress. There is a fair range of vocabulary and idiom. Natural and effortless and some item of merit, economy of language.***

***14 – 15:***

***The candidate communicates not only fluently, but attractively, with originality and efficiency. He/she has the ability to make us share his deep feelings, emotion enthusiasms. He/she expresses himself freely and without any visible constraint. The scripts give evidence of maturity, good planning and often humour. Many items merit which indicate of “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, emotion, 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 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, and culture. This ability to communicate his deep self may express itself in many ways; wide range C effective vocabulary, original, approach, vivid and sustained account in the case of 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.***

TABLE OF CATEGORIES

|  |  |
| --- | --- |
| ***CLASS*** | ***MARK CATEGORY EACH ESSAY*** |
| ***A – A+******A******A-*** | ***19 – 20******18******16 – 17*** |
| ***B – B+******B******B-*** | ***14 – 15******13******11 – 12*** |
| ***C – C+******C******C-*** | ***09 – 10******08******06 – 07*** |
| ***D – D+*** ***D******D-*** | ***04 – 05******03******00 – 02*** |

***MARKING SYMBOLS***

The main signs indicate three degrees of seriousness of error,

|  |  |  |
| --- | --- | --- |
| 1. ***GROSS ERROR***
 | ***OMISSION*** | ***FOR CONSTRUCTION IN MARGIN*** |
| 1. ***MINOR ERROR***
 | ***OMISSION*** | ***MINOR CONSTRUCTION ERROR*** ***C*** |
| 1. ***MINOR OR POSSIBLE ERROR***
 |  | ***C*** |

***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*** | ***(of words) a circle around the word.******(of ideas) usually in the margin.*** |
| ***REPETITION******R*** |  |
| ***ILLEGIBILITY*** |  |
| ***VAGUENESS******V*** |  |
| ***WRONG WORD ORDER***  | ***Underline once and write W.O in margin*** |
| ***ILLOGICAL OR CONTRADICTORY*** | ***ILL (In margin)*** |

***BROKEN ENGLISH when the candidate falls to communicate BR in margin***

***BR***

***FOR THE PURPOSE OF IDENTIFICATION***

***COW to indicate that a candidate has crossed to make a correction-paragraph/page.***

***BRACKET () indicate a part of a D script that communicates.***

***\*Use an asterisk to indicate an item or a sentence that the rubrics indicate should be used***

***TO INDICATE AN ITEM OF MERIT use a tick (√)either above a word or in the margin for the whole sentence.***

***GROSS ERRORS***

1. ***Almost any error or agreement***
2. ***Serious tense error***
3. ***Errors of elementary vocabulary***
4. ***Punctuation errors or missing punctuation which causes serious lack of communication***
5. ***Elementary errors of sentence construction***
6. ***Ridiculous use of idiom that affects communication***
7. ***Misuse of common prepositions***
8. ***Misuse of capital letter – Use CAPS underline the first page and use CAPS on subsequent pages where the mistake persists.***
9. ***Contracted forms expect in dialogue.***

***MARKING NORMAL SCRIPTS***

1. ***Decide on the degree of communication achieved A – D***
2. ***After underlining decide on the nark category.***
3. ***Allocate a numeric mark to the easy.***

***PROBLEM SCRIPTS***

***All problem scripts must be marked by the examiner and then sent to the team leader with comments.***

1. ***IRRELEVANCY***
2. ***Consistence distortion of question, evasion of question, writing on a totally different subject with a clumps attempt at connecting the essay to the subject given, inclusion of memorized passages e.t.c.***
3. ***The question is given an unacceptable or questionable interruption.***
4. ***Essays contain long semi-relevant digressions or lack coherence.***

***ACTION***

***The examiner marks the essay, gives a linguistic mark and comments on the nature of the irrelevancy. The essay is the passed over the team leader who judges whether the irrelevance should be judged as deliberate attempt to deceive or should be attributed to the candidate’s PC understanding of the subject Deduct up 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 I referred to the Chief Examiner.***

1. ***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. Here are some general rules that usually apply.***

1. ***SCRIPTS THAT DO NOT COMMUNICATE***
2. ***Decide on category D+, or D-***
3. ***Mark the errors of the essay.***
4. ***Team leaders should – look at a good number of those scripts and ensure that the mark is given fair.***
5. ***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 to count the exact number of words.***

***KENYAN ENGLISH***

***A good number and expressions are understand 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:***

* ***Pangas, rungu, shamba, murram, matatu.***
* ***Wananchi, ugali, madarasa, harambee, matoke.***
* ***Maendeleo ya wanawake, salaam, ayah, askari.***
* ***Debe, duka, nyayo, boma, sukuma wiki, goat party, manyatta, magendo, katiba.***

***AMERICAN SPELLING***

***Although British English are common than “American English” spelling in Kenyan examiners, should accept and no penalty should be given for such variations penalize for lack of consistency in usage of either.***

***POINTS OF INTERPRETATIONS QUESTION 1 (a)***

* ***Must be a story, if not deduct (4AD)***
* ***Must begin in a given sentence. If not deduct (2AD) for rubric***
* ***The story must be credible about what happened.***

***QUESTION 1 (b)***

***The student must illustrate the validity of the saying with a credible story.***

* ***Must be a story, if not deduct (4AD)***
1. ***THE COMPULSORY TEXT***

***Henry Ole Kulet - Blossoms of the Savanna***

***“Failure of parents has devastating effects on children.”***

***Introduction; Parenting goes beyond giving birth.***

***Accept any other relevant introduction. (2 marks)***

* ***Ole Kaelo fails to initiate the girls at tender age. This makes the girls to be discriminated against by being referred to as ‘Intoiye Nemengalana’ they are not decent women since they are not initiated. The girls are hurt by this mistreatment.***
* ***The parents did not take the girls to their relatives and even being exposed to their culture. They thus do not know their relations. One of their cousins attempts to rape them Ntare-Muyo.***
* ***Responsible parents help their children in choice of career. Ole Kaelo denies Taiyo a chance to practice her music talent when she had been chosen by a radio station to attend a music extravaganza in Mombasa. This pains Taiyo and almost destroys the close daughter- father tie.***
* ***Parents are expected to love their children. Ole Kaelo however fails when he hates Resian. This makes Resian sullen. He is harshly impatient towards Resian, Taiyo takes the duty of soothing Resian’s anger. It also makes Resian uncomfortable with her father***
* ***According to Maa culture parents were to keep girls away from male visitors. The Kaelos’ however force their daughters to serve Oloisudori and his friends. This exposure makes the girls tortured. It also made Resian to be a victim to Oloisudori; hence the forced marriage.***

***Accept any other valid reason the candidate must say how the failure affect the children to score a full***

***Mark: 3; 3; 3; 3 = 12Marks***

***Conclusion:***

***Parents should avoid irrational decision making on behalf of their children.***

***2 marks***

***Accept any other reasonable conclusion.***

1. ***THE SHORT STORY – MEMORIES WE HAVE LOST***

***Introduction***

***Every writer sets out to pass a certain message or communicate a particular issue to***

***The audience through their work .Benjamin highlights a few concepts in the story***

***“Window seat”***

***1. Lawlessness on our roads, vehicles should always follow traffic rules. On the roads for***

***Safety in this story law and order on roads is not followed as it should be .e.g. public***

***Transport vehicles are over loaded. The narrator says a min-van meant fourteen***

***Passengers now carry twenty four of them. It is even worse in the rush hour.***

***2. Bribery and corruption-drivers bribe policemen in order to get away with crime .Even***

***When things seem to be okay with the vehicle the policemen solicit for bribes is an***

***Extent of removing the car keys from ignition. The bribe is a very powerful voice that***

***The police use to silence the adamant drivers.***

***3. Suffering of passengers. The narrator says that one learns not to commit to along***

***Road because of discomfort .However they don’t seem to care or they are used to it.***

***They even smack their lips loudly when the policemen take bribes but they don’t***

***Take any step. It is even because of over loading that makes it easy for Kenga to rob***

***The narrator.***

***4. Poverty people at the bus stop are said to be in sandals and others are barefoot; this***

***Me and they cannot afford better shoes .The passengers could be suffering in silence.***

***In the overloaded daladala because of poverty. This is because they pay less money***

***For fare .The narrator describes Kenga that’s he has a trim figure probably caused by***

***A lifetime of hard work and deprivation of luxuries .It also possible that she stole***

***from the narrator because she is poor.***

***5. The word Mzungu means a whiteman. The Africans call them this to mean he is***

***from the white race. The Africans see the narrator as more superior than them and***

***use even a spectacle that he is using the public .When the guard greets him at the***

***city Chui ,everybody turns to see him Africans perceive the Whiteman as rich and***

***Wealthy that’s why Kanga robs him in the vehicle. The narrator chooses to date Monique a French girl because she is from their race .He says “I should be with the France girl la fille because French women are absolutely like American men.***

***Conclusion***

***Major issues that can be related to our day today life’s are highlighted in the story.***

***Such issues such as poverty, lawlessness on our roads and poverty need to be dealt***

***With for better life.***

***Mark 4well illustrated points***

1. ***THE PLAY – THE INHERITANCE BY DAVID MULWA***

***Introduction***

***Nothing good comes easy and many times one has to struggle to get whatever good thing they want. Sangoi and Bengo struggle to get liberation for the people. Sangoi has to endure an arrogant brother while Bengo is imprisoned.***

***Illustrations***

***The people in Kutula, an independent state, suffer not only under the colonial masters but also after independence because of the leadership of Lacuna. They want to change the situation as he has oppressed them for too long. They plan to rebel against him. Many of the people are detained and killed when they oppose Lacuna. He wants Judah to kill his brother who opposes him. When he refuses he is exiled. But it is the price he has to pay for his brother to live. Later he is murdered in a machine accident for disobeying Lacuna's orders.***

***Sangoi accepts a ministerial post that she does not like for fear of being assassinated by Lacuna. Later the people appoint her as the leader and she leads them to arrest Lacuna and they liberate Kutula. When Lacuna works with 'the imperialists, they give him loans though he cannot pay up. They add more money but give him conditions that not only oppress him but also his people. When the loan is not paid, they drain his foreign accounts. In turn, he detains them and they are only rescued when Sangoi takes over.***

***Lulu refuses Lacuna's advances and is confined in the palace for a month. Her mother is angry with her for her disobedience as she had been told to return home after the dance. She is rescued during Sangoi and Benga's takeover of the palace.***

***Tamina Zen Melo suffers as her husband is away in exile. She cannot keep her daughter Lulu in school yet it is the only promise of a better life, when her husband is killed, she suffers even more as Lacuna has taken everything from her; her valley, husband and daughter. She is later reunited with her daughter and Sangoi asks Bengo to follow them as they have suffered a lot.***

***Conclusion***

***The people are finally set free after they rebel and their leaders are detained. It is thus true that nothing good comes easy,***

1. ***THE PEARL – BY JOHN STEINBECK***

***INTRODUCTION***

***Its not good to want too much. This sometimes drives luck away. You must want it just enough and you must be very careful. Kino is a victim of obsession. (accept any other relevant introduction 2marks)***

***CONTENT***

* ***When Kino finds the pearl of the world, he discovers that evil forces are out to get it. He develops a cold heart and a thick skin in readiness to face the enemies. He goes through this personality change because of his determination to safeguard his pearl. Juana is too surprised with his change and notes that Kino is troubled at heart.***
* ***Kino becomes fierce and afraid at the same time over enemies that are after his pearl. He fights off a thief who gets into his hut to steal his pearl. He gets injured in the process. Kino is determined to safeguard his pearl even if it means being violent***
* ***The pearl creates selfishness in Kino. He is too selfish with the pearl that his wife can only stare at it and hold it. He silences his wife when he suggests that he throws the pearl away after the fight with the thief. He later knocks her down and kicks her when he catches her trying to throw the pearl away. He does not realize that he was on his own path of destruction.***
* ***Kino’s heart hardens and the decisions he makes are irrational through the buyers who propose lower prices for his pearl. It is to be noted that Kino had never seen such money and would have better have been better if he had taken it. Kino is however, stubborn and is determined to sell the pearl at the capital for a huge amount. He however finds it difficult as he’s hunted down by his enemies who want to get hold of the pearl.***
* ***Kino is tracked down by the trackers when he and Juana travel to the capital to sell his pearl. He tries to conceal there trails but he doesn’t succeed. They are soon accessed to by the trackers Coyotito’s cry gives them away as one of the trackers shoots him on imagination that he is silencing a coyote. Kino loses his most treasured – his son!***
* ***Kino’s canoe is destroyed. This property he had inherited from his fore father; thus very important to him. His house equally burnt. This happens as a result of his reluctance to give away his pearl. (accept any 4 valid points 3:3:3:3 = 12marks)***

***CONCLUSION***

***In conclusion, too much desire for something is detrimental. One should be reasonable with how he/she handles issues in life. (accept any other valid conclusion – 2marks)***

***GRAMMAR PRESENTATION***

This is tied in the content thus;

|  |  |
| --- | --- |
| ***CONTENT*** | ***GRAMMAR*** |
| ***0 – 4***  | ***1*** |
| ***5 – 6***  | ***2*** |
| ***7 – 8*** | ***3*** |
| ***9 – 12*** | ***4*** |

***This applies to all the 3 essays***