SECTIONA- IMAGINATIVE COMPOSITION

1. Imaginative composition

Either

a) Write a composition ending with the words: The events of the previous day left me challenged to begin a new life

Or

b) Write a composition entitled "**Love conquers all"**

Imaginative composition

Question one is intended to test the candidates ability to communicate in writing

Communication is established at different levels of intelligibility corrections, accuracy, fluency pleasantness and originality. Markers would do well to consider the fact that awarding marks in this paper no longer depends on the subject matter, vocabulary, idioms e.t.c. but the general impression on the command of language. It is therefore to determine first how each essay communicates and in which category, A, B, C or d

ERRORS:

GROSS ERRORS (DOUBLE UNDERLINING):

a) Almost all errors of agreement
b) Serious tense errors
c) Errors of elementary vocabulary, spelling e.t.c.
d) Punctuation errors which cause serious lack of communication
e) Ridiculous use of idioms that affect communication
f) Misuse of capitals

OTHER ERRORS

a) Faulty paragraphing
b) Repetition
c) Illegibility
d) Vagueness
e) Wrong word order
f) Illogicality/ contradiction
g) Broken English (BR) margin

MARKING NORMAL SCRIPTS:

a) After underlining all errors, decide on the category mark A, B, C and D
b) Decide on degree of communication adhered
c) Allocate a numerical mark to each essay

PROBLEM SCRIPTS

a) Irrelevancy – Deduct up to 04 marks AD if :

i) Consistently writing a totally different subject with a clumsy attempt at correcting the essay to the subject given

ii) The question is given a questionable interpretation

Length: Penalize the candidate if the essay is too long – 01 AD

2. a) Imaginative composition

POINTS OF INTERPRETATION

i. It must be a story if not deduct 2 marks
ii. It must be an imaginative story if not deduct 2 mks
iii. The ending statement must be there if not deduct – 01 AD

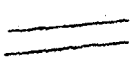
b)

i. It must be a story if not deduct 2 marks
ii. It must illustrate the title if not deduct 2 mks
iii. The title should be written if not 2 AD

MARKING SYMBOLS

2 . The main indicate the degrees of seriousness of error

(a) **GROSS ERROR** **OMMISSION** **FOR CONSTRUCTION**



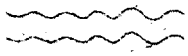




(b) MINOR **OMISSION** **MINOR CONSTRUCTION ERROR**



(c) MINOR OF POSSIBLE ERROR



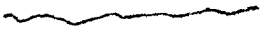
This sign in the margin is used only hen a construction error effects more than one line

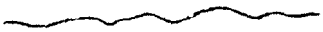
The following symbols may also be used:

FAULTY PARAGRPHING 

REPETITION – (of words) a circle around the word

- (of ideas) usually in the margin  usually in the margin

ILLEGIBILITY 

VAGUENESS 

WRONG WORD ORDER underline once and write WO n margin

ILLOGICAL or CONTRADICTORY ILL (in margin)

BROKEN ENGLISH when the candidate fails to communicate BR in margin

<u>FOR PURPOSES OF IDENITFICATION</u>

COW to indicate that a candidate has used a pencil to make a correction

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

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

3. (a) and (b)must be a story relevant to the given statement. (If not deduct up to 4mks)

CLASS	MARK FOR CATEGORY	MARK FOR EACH ESSAY	QUALITY OF ESSAY
A	A+	19-20	Excellent complete command of language .just 1 or 2 minor slips. has several merits ticks of both sentence and word type
	A (plain)	18	Very good, attractive, no strain. Have 3 or 4 slips. reader does not feel wholly possesses has merit ticks for expression and words
	A (minus)	16-17	Shows competence and fluency in using language, he may lack imagination or originality which usually Spank vocabulary. Idiom, and sentence structure links be impressive. Gross errors are rare
B	B+	14-15	Communicates his ideas pleasantly. No strain. a few errors and slips tenses, spelling are quite good. A number of merits ticks of "whole sentence and expression type."
	B (plain)	13	Sentences are varied but rather simple and straight

			forward. fair range of vocabulary and idioms some items of merits economy of language.
	B(minus)	11-12	Candidate communications fairly and with some fluency. little variety in sentence structure, gross errors are found occasionally.
C	C+	09-10	candidate communicates clearly but in a flat and uncertain manner overuse of cliché's
	C (plain)	08	Candidate communicate but not with consistence clarity. Little variety or originality. Bookish English
	C (minus)	06-07	Candidate finds it difficult to communicate his ideas. Many gross errors of agreement, spelling, misuse of preposition.
D	D+(PLUS)	04-05	English is broken and essay is full of errors. the reader guesses what the writer wants to say.
	D (plain)	03	Continuous errors .the essay is almost impossible to follow
	D (minus)	01-02	Chaotic. No meaning at all. No order. Candidate has no idea about what should be done (question and or words copied)

4. **Creative composition (compulsory)**

Either

a) **Write a story ending with the following sentence:**

"……...thank you it was only a nightmare."

a) The candidate must end in the phrases "Thank God, it was only a nightmare." In the last paragraph

- If it appears anywhere in the composition other than the last paragraph, deduct
- The story must bring out a sign of relief. If not treat as irrelevant and deduct (2 mks)
- It must be a narrative that revolves around a dream, if not deduct (2 marks)
- If irrelevant deduct upto
- If too long or too short deduct upto (2 mks) maximum
- Must be credible. If not deduct

Or

b) Write a composition to illustrate the saying:

"**A journey of one thousand miles begins with one step."**

- It must be a story illustrating the proverb, "A journey of one thousand miles begins with one step". If not deduct upto
- Must be a story and not a philosophical statement. If a philosophical statement deduct
- Must include the saying (almost towards the end of the story). If not deduct upto

5. Imaginative composition (compulsory)

Either

(a) Write a composition ending:

.....from that day, when ever I see him my heart is filled with bitterness.

or

(b) Write a story to illustrate the proverb: ' Once bitten twice shy.'

Points of interpretation

(a) – Must be a story if not deduct 2 marks.

- Must and with the given sentence if not deduct 2 marks.
- There must be a scenario/situation of betrayal or one which would lead to the ending of the story, if it is not the case treat as irrelevant and deduct it marks.

(b) – It must be a story if not deduct 2 marks

- The story should illustrate the given saying, if not deduct 4 mars.

Paper 101/3 is intended to test the candidates ability to communicate in English. Communication is established at different levels of intelligibility, 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 the final total marks that counts.

It is important to determine first how the essay communicates and in which category ABC OR D it fits. Use the marks below to classify each essay:

D class - The candidate either does not communicate at all 01-05 or his language ability is so minimal that the examiners practically has to guess what the candidate wants to say. The candidate fails to fit the English words he knows into meaningful sentences. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors. 'Broken English.'

D – 01-02 Chaotic. Little meaning whatsoever. Question or some words from it simply copies.

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 if full of errors of all Types we can at least guess what the candidate wants to say.

C class The candidate communicates understandably only or less clearly. The candidate is not confident with the language. The subject is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is week and the flow jerky there is no economy language. Mother tongue influence is felt.

C- 06-07 The candidate obviously finds it difficult to communicate his ideas. He is Seriously hampered by his very limited knowledge of structure and vocabulary. The results are many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence constriction.

C 08 The candidate communicates but not with consistent clarity. His linguistic ability being very limited, the candidate 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 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, spelling.

B class This class is characterized by greater fluency and ease of expression. The candidate demonstrates that s/he can use English as a normal way of expressing himself/herself. Sentences are even saying 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 language. There may be a tendency to under mark such essays. Give credit tone.

B-(11-12) The candidate communicates fairly and with some fluency. There may be a little variety in sentence structure. Gross errors are still found occasionally, but this must not be over –

punished by the examines.

B 13 The sentences are varied but rather simple, straightforward. The candidate does not strain 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 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 originality and efficiency. He has the ability to make us share the 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 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 fluency and competence in using the language. He may lack imagination or originality which usually provide '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.

A+ (19-20) The candidate communicates not only information or meaning, but also and especially the candidate's whole self, the feelings, tastes, points 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 a debate or dispassion. Errors and slips should not deprive the candidate of the full marks s/he deserves.

MARKING SYMBOLS

1. The main signs indicate the degree of seriousness of errors.
   (a) Gross error omission For construction in margin.
   (b) Minor error omission Minor construction error
   (c) Minor or possible.

Repetition of words – a circle around the word (or idea).
R = usually in the margin.

6. IMAGINATIVE COMPOSITION (COMPULSORY)

a)-must be a story, if not deduct 4 marks(AD)
-must begin with the sentence given if not deduct (2marks) (AD)
-must show contrast i.e. what brought the broad smile (joy) and shyness (avoiding of eye contact)
b)-must be relevant to the saying, if not deduct up to 4 marks (AD) for irrelevancy.
-must show a situation where one gets hurt after casting the first stone. Can use 1st, 2nd or 3rd person.

Award marks for: introduction 2marks
Language and presentation 4marks
Content 12marks
Conclusion 2marks

7. *Either;*

……If I had known, I would have thought twice before making that statement.

Or;

You reap what you sow.

GENERAL GUIDELINES

STEP 1

Read the composition through and award an impression grade on the basis of inter alia, the following:

(i) Communicative Ability

The candidate should communicate clearly despite some errors of vocabulary, idiom and sentence construction. Ideally the vocabulary should be appropriate and effective while idiomatic expressions should be vivid and relevant. Sentence construction should be varied in terms of length, form and function.

(ii) Linguistic ability

The very able candidate should strike you as outstanding because of:

a. excellent use of language
b. ability to organize and develop his or her work.

STEP II

Read the composition a second time and underline all the errors or take any other appropriate measure. this is important because is justifies the awarded in step I above.

ERRORS AND MARKING SYMBOLS

TYPES OF ERRORS

Major errors are tense and verb formations/spelling/agreement/syntax/omission. These errors interfere with the flow of communication

Minor errors may e where a student 'misuses' vocabulary of a structure but this does not particularly affect communication. Such errors may be said to be the result of experimentation and/or carelessness.

Blatant irrelevancy occurs when a student veers from the point of the composition or introduces irrelevant material.

Stylistic weaknesses are typified by, for example: the overuse of simple sentences, the repetition of vocabulary indicating a limited range or the use of slang in an effort to impress the examiner with his or her knowledge of current use!

Contradiction of instructions (rubric) occurs when a student either does not write enough or writes too much as a result of failing to understand or read the instruction carefully.

Minor irrelevancy occurs when a student veers from the subject although the main point of the composition is till maintained

ACTION

If a candidate: (i) does not answer the compulsory question, award 00 regardless of whether he/she has answers two other questions fro the subsequent section or not (ii) answers question **1** and **2** from the subsequent section, mark all and record marks for question **1** and the best ark for the subsequent question (iii) writes an essay that borders on cheating e.g. memorized a passage, treat as case of cheating and award **00** (iv) sets his own question and answers it. This is a deliberate attempt to evade questions set for him/her award **00**.

IRRELVANCY

(i) Consistent distortion of question, evasion of question, writing on a totally different subject with a clumsy attempt at connecting the essay with the subject given, inclusion of memorized passages e.t.c.
(ii) The question is given an unacceptable or questionable interpretation
(iii) Essay does not address the subject given or contains long semi-relevant digressions or lacks coherence

ACTION

Judge the irrelevancy as either resulting from:

(i) candidate's poor understanding of the subject
(ii) A deliberate attempt to deceive

The examiner marks the essay, gives a linguistic mark and comments on the nature of the irrelevancy, then deduct up to 4mks. However, if the essay is totally is totally irrelevant then award 00.

BREVITY

Candidate may not write the required length of composition

(i) If essay is less than 200 words and more than 175 words deduct 1mk (AD)

(ii) If essay is less than 175 words, then deduct 2mks(AD)

(iii) With question 1, if essay is less than 150 words then deduct 1mk (AD), but if 150 words or more no deduction is made.

TABLE OF CATEGORIES

D-CLASS	D- D D+	1-2 3 4-5
C-CLASS	C- C C+	6-7 8 9-10
B-CLASS	B- B B+	11-12 12 14-15
A-CLASS	A- A A+	16-17 18 19-20

CRITERIA FOR AWARDING GRADES

Wide range of vocabulary and idiom. Great sentences. No technical problems. Vivid and sustained account.

A few errors but does not mar the impact of writing. Variety of sentence with good vocabulary and idiom. Fluent.

Lacks the excellence o an A^+ of A but still very competent.

Some major errors (tense/agreement e.t.c) however, vocabulary and sentences structure still good.

lacks variety of sentence structure. Vocabulary is still good. Some major errors.

Lacks a variety of sentence structure. Vocabulary less varied. Some major errors. However, still a fluent piece of work.

Lack fluency although communicates. Limited choice of vocabulary. Little variety of sentence. Major errors

Communicates but has a serious lack of fluency. Major and lack of variety in sentence structure and choice of vocabulary. Poor paragraph links

Although the candidate still communicates, he/her has a very limited knowledge of English. Serious errors. Just acceptable.

Many serious errors. Account broken, but still understandable. Just recognizable as English.

Flow of thought almost impossible to follow. Full of serious errors

- Chaotic , little meaning.

. (a) The story must end with the given statement. If not deduct

- The story must bring out the idea of regret. If not deduct up to
- The story must include the statement referred to in the question. Togged to the story if not deduct

(b) Must be a relevant story. If not deduct up to 4mks). Must be a story. If not deduct up to

8.. CREATIVE WRITING

i) Generally paper 101/3 is intended to test the candidate ability to communicate in writing.

ii) Communication is established at different levels of intelligibility, correctness, accuracy,

fluency, pleasantness and originality.

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

iv)Examiners should not hesitate to use the full range of marks for each essay i.e. 01-20- based on communication classes D C B A

v)Before starting to mark, it is important to determine first how the essay communicates and classify it- D C B or A

vi)The essay is marked out of 20 whose final total mark is assessed as follows:-

D CLASS GENERAL CHARACTERISTICS 01-05

The candidate either does not communicate at all or the language ability is so minimal that the examiner has to practically guess what the candidate wants to say. The candidate fails to fit the English words he/she knows into meaningful sentence. The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors. "Broken English"

RANGE OF MARKS

D- 01-02 chaotic little meaning whatsoever. Questions paper or some words from it simply copied
D 03 flow of thoughts almost impossible to follow. The errors are continuously.
D+ 04-05 although the English is always broken and the essay is full of errors of all types, we can at least guess what the candidate wants to say.

C CLASS GENERAL CHARACTERISTICS 06-10

The candidate communicates understandably but only more or less clearly. No confidence in language use. 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.

RANGE OF MARKS

C- 06-07 the candidate finds it difficult to communicate his/her ideas. Is seriously hampered by the very limited knowledge of structure and vocabulary. This results in many gross errors of agreement. Spelling, misuse of prepositions, tense, verb, agreement and sentence construction.

C 08 The candidate communicate but not with consistence clarity. The linguistic ability is very limited, cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English. Links are weak, incorrect, repeated at times

C+ 90-10 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, tense, spelling.

B CLASS GENERAL CHARACTERISTIC 11-15

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 whole expression type.

Many essays in this category may be first clean and un assuming but they still show that the candidate is at ease with language. There may be a tendency to under mark such essays. Give credit to tone.

B- 11-12 The candidate communicates fairly and with some fluency. There may be little variety in sentence structure. Gross errors m 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 him/herself in an effort to impress. There is fair range of vocabulary and idioms. Natural and effortless. Some items of merits. Economy of language.

B+ 14-15 the candidate communicates ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good .a number of items of merits of the "whole sentence" or the "whole expression" type.

A CLASS GENERAL CHARACTERISTICS 16-20

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

A- 16-17

The candid ate shows competence and fluency in using the language may lack imagination or originality which usually provides the "spark" in such essays. Vocabulary, idioms, 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 problems. Variety of structures .definite spark. Many margin ticks

A+ 19-20

The candidate communicates snot only information and meaning but also and especially, the candidate's whole self. Feelings, tastes, points of view, youth, culture. This ability to communicate deep self may express itself in many ways: wide range of effective vocabulary, original approach, vivid and sustained accounts in the case of a narrative, well developed and ordered arguments in the case of a debate or discussion. Errors and slips should not derive the candidate of the full marks deserved. A very definite sparks

ERRORS/MISTAKE-(Gross and minor)

GROSS ERRORS interfere /distort communication/meaning while MINOR ERRORS only slightly do so.

TYPE OF GROSS ERRORS

- Joining two different words
- Separating one word
- Wrong spelling of common words/misuse of words-elementary vocabulary
- Vagueness
- Direct translation
- Illogicality
- Word order
- Construction
- Capitalization
- Punctuality marks-misuse/omitted
- Any error of agreement
- Serious tense error.
- Ridiculous use of idioms that affect communication
- Misuse of common prepositions

TYPE OF MINOR ERROR

- Omission of a comma
- Misspelling of a difficult word
- Minor construction error (doesn't distort meaning)
- Slips

ITEMS OF MERIT (√)

- Correct use of phrasal verbs
- Sayings
- Sentence inversions
- Ellipses
- Correct use of idiomatic expression
- Correct use of vocabulary

MARKING SYMBOLS

GROSS ERROR ————

OMISSION ^^

FOR CONSTRUCTION IN MARGIN //

MINOR ERROR————

MINOR OMISSION ^

MINOR CONSTRUCTION ERROR /

MINOR OR POSSIBLE ERROR ~~~

FAULTY PARAGRAPHING REPITITION-(OF WORD)

-OF IDEAS

ILLEGIBILITY

VAGUENESS ~~~

WRONG WORD ORDER underline once ad write W.O in the margin

ILLOGICAL or CONTRADICTORY-ILL (in margin)

BROKEN ENGLSH when the candidate fails to communicate –BR in margin

FOR PURPOSE OF IDENTIFICATION USE:

- COW (candidate own writing) to indicate that a candidate has used a pencil to make a correction
- BRACKETS [ ] indicate that a pat of 'D' script that communicates
- Use an ASTERICK (*) to indicate that an item or a sentence that the rubrics indicate should be used
- To indicate an item of merits use a tick (√) either above a word or in the margin for the whole sentence.

MARKING NORMAL SCRIPTS

- Read through first to get a feel
- Decide on the degree of communication-A-D
- After underlining decide on the mark category
- Allocate a numerical mark

PROBLEMS SCRIPTS

A) IRRELEVANCY

- Consistent distortion of questions, evasion of questions, writing on a totally different subject
- The question is given an unacceptable or questionable interpretation
- Essays contain long, semi-relevant digressions or lack coherence

ACTION

- Mark the essay and give a linguistic mark and comment on the nature of the irrelevancy.
- Deduct up to 4marks

CONTRAVENTION OF RUBRIC

- If the candidate answers both Q1a and (b only, mark the first
- If an essay is too short(less than 150 words) deduct up to 2mks
- But if too long (more than 450 words) deduct up to 2mks
- If note form used, deduct up to 2marks
- If the opening/closing sentence not used, deduct up to 2mks

*advice candidate to generally avoid vulgarity and praise of vice.

KENYAN ENGLISH

Panga, rungu, shamba, murram, matatu, wananchi, ugali, madarasa, harambee, matoke, maendeleo ya wanawake,salaam,aya,askari,debe,duka,nyayo,boma,sukumawiki,manyatta,goiat party magendo, safari.

AMERICAN SPELLING

Accept American spelling provided it is consistently used in a certain word.

POINT OF INTERPRETATION

a) Must be a story. if not deduct up to 4marks

The story must illustrate the saying i.e. how doing something in good time/early enough culminates in success. Alternatively, how lateness results into a disaster or failer. Either way, the story must naturally lead to or emanate from the saying.
If merely a philosophical discussion, treat as irrelevant and deduct 4marks AD

b) Must be a story. If not deduct up to 4marks AD

Must begin with the given sentence. If not deduct 2msrks AD
Candidate must present a situation of celebration/victory/happiness. What is celebrated must be I dentified. To a large extent, it must be a situation of success and not failure. Treat as irrelevant if he celebration is excluded, then deduct up to 4marks AD.

9. ***Either***

(a) Write a composition ending with the following words: .....it was the worst mistake I have ever made.

or

(b) Write a composition to illustrate the saying: “Hurry hurry has no blessings”.

POINTS OF INTERPRETATION

a)

- Must be a story. If not, deduct 4 marks AD.
- The story must end with the given statement. If not, deduct up to 2 marks AD. If it merely tagged on, treat as irrelevant and deduct up to 4 marks AD. TL/CE
- A candidate must present the situation he/she finds himself/herself as embarrassing/terrible or a difficult situation. It must be credible.
- The situation presented need not be solved
- The situation could be as a result of choice, influence or fate and whatever it was, it must come out clearly.

b)

- Must be story .if not, deduct 4 marks AD
- If merely it is a philosophical discussion, treat as irrelevant and deduct up to 4 marks AD
- The story must illustrate the saying i.e. how being in hurry can work against ones expectation or hinder a person from attaining a set goal. This might be due to overlooking small details which from the basic component of the whole plan
- Story must show how being in a hurry is counter productive.
- The instant brought out must be credible

10. Either

a) Write a story ending

I realized that I would never have a second chance in life

Or

b) Write a story to illustrate the following saying

"A tortoise may be slow but he seldom falls"

a) -It must be a story if not 4 AD
- Must present a credible scenario suggested by and leading to ending with the given statement
- The narrators lesson should be presented vividly if this is not apparent, treat as irrelevant
- Candidate must involve himself

b) - It must be a story
- Must write a story that illustrates that one does not need to hurry and finally things go wrong
- The length should not exceed 1 ½ pages. If it goes beyond, deduct 1 mark

11. *Either*

a) Write a story beginning with

"It looked quite easy at first……." *O r*

b) Write a story to illustrate the proverb; Too many cooks spoil the broth

POINTS OF INTERPRETATION

a) - Must be a story. If not deduct 4 marks AD
- Must begin with the given sentence. If not deduct 2 marks AD

b) - Must present a credible story leading to the proverb. If it does not illustrate the proverb, treat it as irrelevant and deduct 4 marks AD.
- If merely philosophical treat as irrelevant and deduct 4 marks AD

12. *Either*

a) Write a story that illustrate the saying:-a bird in hand is worth two in the bush

The proverb
- The candidate must give a suitable story to illustrate the proverb
- If not relevant deduct 4 marks from the score
- A title ought to be given to the story as required in all compositions. Deduct 1 mark if title is missing
- Deduct 2 marks from the score. If language is bad
- Give 1 mark for introduction and 1 mark for conclusion

Or

b) Write a composition beginning with the sentence:-from the outset one could see that a lot was a waiting us.
- Must be a composition in form of an essay
- Must have a title
- Must begin with the given words – if not deduct 2 marks
- Must integrates the story if not deduct 1 mark
- Penalize for errors of tense, spelling, subject verb, agreement. Deduct up to 2 marks
- If not relevant deduct 2 marks

NB. Category A 16 – 20 marks
- Pleasant and effortless
- Use of literary devices apply
- Natural and captivating language
- Appeals to the senses- language variety
- Involving
- Maturity

- Very few errors, seen as slips
- A definite spark

Category B 13-15 marks

- Pleasant language
- The language not as good as in A category
- Some items of merit
- Some grammatic errors but not very many
- Attractive

Category C 08 – 12 marks

- Flat language
- The candidate strains to communicate
- Sentence structures are limited
- Characterized by repetition
- The flow is jerky
- Misuse of expressions

Category D 01 – 07 marks

- Chaotic
- Not understandable/ confusing
- Flow of thought almost impossible to follow
- Irrelevant
- Jumbled up

13. Imaginative composition

(a) Points of interpretation

- Must be a story. If not deduct 4mks

Must begin with the given sentence. If not deduct 2mks .Candidates must present a credible scenario emanating from the sentence given.

Candidates should clearly narrate the events leading to Jane's inability to stand up on her own the following morning.

- The narration might look back on a physical injury/difficulty/hardship or state of mind that rendered Jane unable to stand by herself.

If this does not become apparent in the narration/description, treat as irrelevant and deduct up to 4mks.

A 19-20	- Very fluent, efficient and effective - Has a definite spark - Effortless - - Many items of merit
A18 A-16 -17	- Effortless - Communicates with a lot of originality - Well planned - A wide range of vocabulary - Shows wide range and maturity - Good style - Many items of merit - No errors, only slips
B+ - 14 – 15 B– -13 -14 B- - 11 - 12	- Quite fluent - Use vocabulary and expressions well - Good planning - Maturity of ideas - Has a fair range of sentence variations - Good variety of punctuation marks - Has several items of merit - Very few serious errors

C+ - 09 – 10 C – 08 C – 06-07	- Candidate communicates but with some difficulties - Repetitive grammatical errors - Poor planning - Simple ideas - Has many serious errors - Persistence misuse of vocabulary tense, spelling errors, misused preposition, ridiculous idioms, many gross errors - Generally immature and digressive - Spelling often phonetic - Persistence mother tongue interference - Use your discretion to determine the range
D+ - 04 – 05 D – 3 D- - 01 - 02	- Chaotic - Many gross errors of spelling, tenses, punctuations - Hardly any meaningful expression - No arrangement - The story does not flow - The subject is distorted - Broken English - Impossible to follow the flow of ideas

14. Composition Writing/Imaginative

(a) and (b) must be a story relevant to the given statement. If not deduct (4marks)

CLASS	**MARK FOR CATEGORY**	**MARK FOR EACH ESSAY**	**QUALITY OF ESSAY**
A	A^+	19-20	Excellent complete command of language just one or 2 minor slips. Has several merit ticks of both sentence and word type
	A(plain)	18	Very good, attractive, no strain Have 3 or 4 slips. Reader does not feel wholly possessed. Has merit ticks for expression and words
	A(Minus)	16-17	Shows competence and fluency in using language. He may lack imagination or originality which usually provides spark vocabulary, idiom and sentence structure, Links be impressive. Gross errors are rare
B	B^+	14-15	Communicates his or her ideas pleasantly and without strain. There are errors and slips. Tenses, spelling and punctuation are quite good. A number of merit ticks of " the whole sentence" or the "whole expression" type
	B(Plain)	13	Sentences are varied but rather simple and straight forward. Fair range of vocabulary and idioms. Some items of merit. Economy of language
	B(Minus)	11-12	Candidate communicates fairly and with some fluency. Little variety in sentence structure. Gross errors are found occassionally
C (06-10)	C^+	09-10	Candidate communicates clearly but in a flat and uncertain manner. Overuse of clichés
	C(Plain)	08	Candidate communicates but not with consistent clarity Little variety or originality Bookish English
	C(Minus)	06-07	Candidate finds it difficult to communicate his ideas. Many gross errors of agreement, spelling, misuse of

			prepositions.
D+		04-05	English is often broken and essay is full of all sorts of errors. The reader can guess what the writer wants to say
	D(plain)	03	Continuous errors The essay is almost impossible to follow
	D(Minus)	01-02	Chaotic. No meaning at all. No order. Candidate has no idea about what should be done (question paper copied)

15. Question 1 (a) and (b)

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 minimal

D- 01 – 02: Chastic, little meaning whatsoever

D – 03: Flow of thought almost impossible to follow

D+ 04 – 05: English often broke, we can at least gives what the candidate wants to say

C CLASS

C- 06 – 07: The candidate finds it difficult to communicate his/ her ideas

C – 08: The candidate communicates but not with consistent clarity

C+ 09 – 10: The candidate communicates but in a flat and uncertain manner. There are some errors of agreement, tenses and spelling

B CLASS:

B- 11 – 12: The candidate communicates fairly and with some fluency. 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 as straight forward. There is a fair range of vocabulary and idioms. Some items of work, economy of language

B+ - 14 – 15: The candidate communicates his ideas pleasantly without strains. There are errors and slips tenses, spelling and punctuation are quite good. A number of items of meaning of the "whole sentence or the whole expression type

A CLASS

A- - 16 – 17: The candidate shows competence and fluency in using the language. He may lack imagination or originating which usually provide the "spark" in such essays. Gross errors are very rare

A – 18: Positive ability. A few errors that be felt to be slips. Has definite spark. Many margin ticks

A+ - 19 – 20: The candidate communicates not only information and meaning but also and especially the candidates:

Whole self: His/ her feeling, tastes, points of view, youth, and culture. This ability to communicate is deep self may express itself in many ways, wide range of effective vocabulary, original approach vivid and sustained account in the case of narrative. A very definite spark

16. 1 (a) and (b)

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)

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