

FORM 2 JOINT EXAMINATION ENG MARKING SCHEME

WRITING

The candidate should employ past tense it must be a credible story .

It must be a story . If not deduct 4 A.D

Check correctness of sentences grammatical corrections of the sentences used

CATEGORIES OF ESSAYS

DCLASS

Valid punctuation. All kind 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 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 often undeveloped. There may be some digressions, unnecessary repetitions are frequent. The arrangement is weak and flow jerky There is no economy of language. Mother tongue influence is felt.

C- (06-07)

The candidates obviously find it difficult to communicate his ideas. He is seriously hampered by the very limited knowledge of structure and vocabulary. This results in many errors of agreement, spelling, misuse of prepositions tenses, verb agreement and sentence construction.

C (08)

The candidate communicates but not with consistent clarity. His linguistic abilities being very limited, he cannot avoid frequent errors in sentence structures. There

is little variety or originality very bookish English links are weak. incorrect repeated at times. Proverbs idioms misused.

C+(09-10)

The candidate communicates clearly but in flat uncertain manner. Simple concepts sentences forms are often stained. There may be an overuse of clichés, unsuitable idioms. Proverbs are often misquoted or misinterpreted. The flow is sill jerky. There are some errors of agreement, Tenses and spelling.

B CLASS

This class is characterized by greater fluency an ease of expressions. The candidate demonstrates that he can use English in a normal way of expressing himself. Sentences are varied an 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 I this category may be just clean an 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 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 examiners.

B(13)

The sentences are varied but rather simple, straight forward. The candidate does not strain in an effort to impress. There is a fair range for 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 an 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 his deep feelings, emotions enthusiasm. He expresses himself freely and without any visible constraints. The script gives evidence of maturity good planning and often humour many items which indicates that the candidates 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 many lack imagination o r originality which usually provide the “spark” in such essays, vocabulary, idiom, sentence structures, links variety, impressive. Gross errors are very rare.

A(180)

A 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 impact. Many margin ticks.

A+(19-20)

The candidates communicates not only information and meaning, but also and especially the candidates whole self, his feelings, tastes point of view, youth, culture. The “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 for a debate or discussion. Errors and slips should not deprive the candidate of the fullrange of mark he deserves. A very definite impact.

MARKING SYMBOLS AND CONVENTIONS

a) Gross Errors

1. (=) double underlining
2. –omission of fullstops, word etc
3. C// -in the margin to show wrong construction
4. Br// - in the margin to show broken parts
5. P//- inside the margin to show faulty paragraphing
6. ~~~ Illegible or doubtful word.
7. Vague//- vague statements

8. R//- in the margin for repeated sentences or ideas covering more than one line.
9. ILL// illogical or contradictory
10. – circle around the word unnecessarily repeated.

b) Minor Errors

(-) – single underling for minor errors e.g spelling of difficult words.

- omission of commas, preposition etc. which doesn't distort sense.

C/- in the margin for minor construction error A tick () in the margin indicates an item of merit of the phrase, clause, sentence type.

-An outstanding vocabulary/word has a tick () on the word itself.

Gross Errors

- poor hyphenation
- contract forms
- poor paragraphing
- joining and separation of words
- simplistic words
- verbosity
- vagueness
- broken English
- direct translation
- repetition of words or ideas
- R in the margin
- illogicality
- Spelling
- misuse of grammatical items
- missing/misused punctuation marks
- redundant use of language
- word order
- Archaic/outdated expressions.

points of Interpretation

a) The irrelevant scripts

- Consistent distortion of questions
- evasion of the question
- writing on totally different subject

b) The question is given unacceptable or questionable interpretation

c) Essays containing wrong semi-relevant digression/lack of coherence.

Action on such scripts

Examiner marks the essays and gives a linguistic mark, then gives comments on the nature of irrelevance.

Rubric

If both optional questions are answered, mark the two asses both and award marks for both. Record the highest mark.

Brevity

The main quality of an essay is how effectively it communicates. If an essay looks too short, the examiner should count the exact number of words and a mark penalty given of 3mks

Kenya English Expressions and words

Accept:

- | | | |
|------------------------|-------------|-----------|
| -Panga | -boma | -murrum |
| -ugali | -magendo | - matatu |
| -rungu | -debe | -matoke |
| -harambee | -duka | -wananchi |
| -madarasa | -sukumawiki | -ayah |
| -nyayo | -goat party | |
| -maendeleo ya wanawake | | |

Accept both American and British English e.g centre – centre etc.

SECTION A

1. Effects of modern technology on the youth today

1. Addiction
2. wasting time – spending a lot of time on social sites e.g facebook, Skype, twitter among others
3. Exposure to pornography, violence, crime
4. poor performance in school
5. a lot of information and knowledge is available e.g from Google, Wikipedia which can supplement what they get in the classroom.

2. Cloze Test (10mks)

1. what
2. not
3. play
4. quiet
5. offends
6. smoke
7. public
8. endangers
9. respect
10. our

NB No mark for any mis-spelt word.

3. A oral skills (10mks)

- i. berry

- ii. gait
 - iii. crews
 - iv. Taut
 - v. flex
- b) i) debut
ii) chassis
iii) crochet
iv)rendezvous (/rondi:vu:/
v) poignant

4. SECTION D

- i. It can leave him morally, physically and mentally unfit (2mks)
- ii. Excessive use of alcohol lowers a man’s power of self-control (1mk) and makes him liable to do things which he would not have done if he had been sober (1mk)
- iii. Not only can addiction happen with things like tobacco and alcohol but it can also happen with drugs. 92mks)
 - b) Should it? (1mk)
- iv. Is it harmful or does it have a built in risk 1mk
- v. It can result in their moral and/or physical corruption, and this will affect the people They live with or come into contact with (2mks)
- vi. Firstly (½ mk) , secondly (½ mk)
Thirdly (½mk) fourthly (½mk)
- vii. The pleasure should not make one avoid his basic responsibilities (2mks)
- viii. a) that which is debatable (1mk)
b) excess (1mk)
c) potential danger/harm (1mk)
d) illegal association with somebody/immoral relationship (1mk)
e) takes over.

SECTION E (10mks)

- a) The persona’s father a manual labourer, is drunk and ‘Waltzes’ with his son. The mother of the boy is a little frightened, perhaps because the father is drunk and the dance rather rough. She fears her son might get hurt or that the two, could break things in the kitchen (2mks)
- b) A boy /child (1mk) \
- c) The persona loves his father – affectionate reference to him as papa. He remembers his father fondly.

- d) Smile- I hung on him like death (2mks)
hyperbole – the hand that held my wrist was
battered on one knuckle palm caked hard by dirt.
NB Any one (2mks) – identification (1mk)
- illustration (1mk)
- e) i) ab ab cd cd ef ef gh gh 1mk
Regular rhyme scheme 1mk
ii) The name makes the poem musical (1mk)
pleasurable and memorable (1mk)

SECTION F ORAL LITERATURE

- a) A myth (1mk)
it takes about the origin of a phenomenon i.e.
death presence of a supernatural being i.e. moon
1mk
- b) Lizard – obedient 1mk He accomplished the
errand as instructed and on time 1mk
Chameleon – greedy 1mk He could not withstand
the temptation of tasting the fat meat disobedient-
did not obey instructions
NB One trait for each – 2mks x 2 =4mks
- c) i) Use of animal characters e.g. lizard and
chameleon
ii) A moral lesson – we should be obedient so as
not to cause other people problems.
iii) It is a fantasy
NB Any other appropriate one
- d) i) Entertainment
ii) informing
iii) Education on what is hitherto unknown
- e) Crop farming 1mk) – presence of a hoe. 1mk
livestock keeping – reference to a piece of meat
1mk **NB any one 2mks**
- f) (i) live forever (½ mk)
(ii) laughing quietly (½ mk)

GRAMMAR (15MKS)

- A. i) of
ii) in
iii) on
- B. i) I
ii) him
iii) she
- C. i) window- cleaners

- ii) Esther exclaimed that she had greeted
the president that morning
iii) Unless you have something else to
contribute we will stop the fundraising
now.

- D. i) The dresses/bought have shrunk
ii) The market has grown and changed
great deal.
iii) The shirt has cost him a fortune.
- E. i) legs
ii) hands