

4.0 THE YEAR 2014 KCSE EXAMINATION MARKING SCHEMES

4.1 ENGLISH (101)

4.1.1 English Paper 1 (101/1)

1. Award marks as follows:

- **Format** - (5 marks)

This is a friendly letter

Address	(1 mark)
Date	(1 mark)
Salutation	(1 mark)
Closing	(1 mark)
Name	(1 mark)

- If four of the items are wrong deduct. 2 marks
- Deduct upto 3 marks for mixed format.

- **Content** - (8 marks)

- greetings.
- expressing thanks.
- describing the most memorable experiences - at least 3 experiences. No marks for merely mentioning. Award for vivid and interesting description.
- If the writer is the one being visited deduct 2 marks for irrelevancy.

- **Language use and mechanics of writing** (7 marks)

- correctness of expression
- word choice (diction)
- variety of vocabulary and sentence structure
- spelling
- punctuation
- paragraphing

2.

1. look
2. path/track
3. early/initial
4. its
5. in
6. it
7. divide/sub-divide
8. and
9. further
10. suitable

3. (a) (i) • The beginning - Once upon a time.
 • repetition - e.g. searched and searched, danced and danced, Mother nature, big, big.
 • conversational words - e.g. now, well/dialogue/contracting/direct address.
 • use of a proverb - a man is truly dead when he is not remembered.
 • use of a song - Mother nature ... my people.
 • reference to magical powers/fantasy.
 • Timelessness - once upon a time.
 • Hyperbole - scratching heads like children.
 • Use of ideophone - patapata.
 (Any 4 well illustrated points for 4 marks each, no mark if an illustration is not given)
- (ii) – a hand motion that sweeps over the whole audience. (1 mark)
 - an outward opening of arms.
- (iii) – Alliteration in - mother nature, may my arrow find much meat. Sound /m/ is repeated. (2 marks)
- (iv) pata pata
- (b) aunt, ewe, hear, four/fore, ate, daze. (6 marks)
- (c) Malusu: Omenda ... tomorrow - falling
 Omenda: Tomorrow - rising - falling
 Malusu: forget - falling. You - rising
 Omenda: I'm ... did. - falling (5 marks)
- (d) • Name of the classmate (mandatory)
 • Time of the incident (mandatory)
 • Details of the car i.e., any detail about the car e.g. registration/colour/make/occupants. Both the student and the car must be described. (mandatory) (3 marks)
- (e) Mark: Martha, I would like to invite you to a football game at Kasarani Stadium tomorrow afternoon.
 Martha: **Thank you but I'm not a football fan.** (1 mark)
 Mark: Oh. Why is it that many girls are not football fans? Anyway, even if you don't enjoy the game, you might enjoy my company.
 Martha: **I always enjoy your company.** (1 mark)
 Mark: Thank you. That is nice of you to say. So, is it a deal then?
 Martha: **Yes, but on one condition.**

- Mark: And what condition is that?
- Martha: **That we watch a movie after the football game.** (1 mark)
- Mark: But I don't like watching movies. I find them so boring! (1 mark)
- Martha: Boring? In that case, **I won't accompany you to the game.** (1 mark)
- Mark: Wait. Wait. **I'm very sorry for being selfish.** (1 mark)
- Martha: I don't think you're being selfish; all the same, I accept your apology.
- Mark: **Thank you.** I agree with your suggestion. A football game followed by a movie it shall be. (1 mark)

4.1.2 English Paper 2 (101/2)

1. (a) Because they offer the human race many irreplaceable resources/ leads to animals and plants extinction. (2 marks)
- (b) - Rainforests get their name from the fact that they receive very high rainfall which averages 80 inches a year.
- Creates dense, lush vegetation. (2 marks)
- (c) So close together are the huge evergreen trees that their branches overlap and form an enormous towering canopy. (1 mark)
- (d) - Rare compounds used by pharmaceutical companies will be lost.
- If these forests are destroyed, this research will not be possible and we may never find a cure for cancer / possibility of further medical discoveries will be hindered.
- This will adversely affect the sufferers of Parkinson's disease and mental conditions. (expect all the 3 points, 1 mark each)
- (e) - Civilization is supposed to build, rather than destroy.
- It is used ironically/it means the opposite/it is sarcastic (expect an explanation) eg. civilization is supposed to better life rather than destroy.

(f) **Sample summary**

The greenhouse effect causes global warming (1) which could subsequently lead to the submerging of coastal regions / islands. (1) It also disrupts rainfall patterns / brings long dry spells, making former agricultural areas deserts. (1) This results in famine. (1)

(32 Words)

(4 marks)

- Allow a maximum of 40 words. Answer must be in continuous prose, if not deduct 50% of candidate's score.
- (g) The pressure is about the demand for more human settlement, (1) fuel and raw materials such as wood (1) and for cultivation (1). (any 2 1 mark each)
- (h) (i) deprive - deny/dispossess/rob/strip
(ii) detriment - harm/damage/ destruction/disadvantage
(iii) contending with - dealing with/ grappling with/ struggling with/ combating/ striving with/ facing.
(iv) Stand up to be counted - make up your mind to support/ make your decision to join the struggle to (conserve rain forests)/ be part of the solution.

2. **Compulsory Novel.**

Margaret Ogolla, **The River and the Source**

- (a) - Convinced Maria to accept Mark Antony Oloo as an aspiring suitor.
- Organized for the invitation/invited male relatives according to chik/traditions.
- She did the actual preparations for the day ie. food and drinks. (2 marks)

- (b) - Nostalgic / fond memories.
- This day reminds Akoko of her own betrothal to Owuor Kembo.

(identification - 2 marks, illustration 1 mark, illustration without identification - 0)

- (c) - Christianity was not so strange because the Christian God could be compared to Were. (1) Just as the people here had traditionally paid reverence to Were, Christianity teaches that people ought to stand in awe of God. (1) Were provides guidance to the people and Christians believe that their God does too. (1) (3 marks)

OR

- Complete quote from: “A stones throw away ----- guided the people.” (2 marks)
Penalize lifting.

- (d) The narrator says that the school is “the place of learning without which one was as a blind man in a strange house.” (2) The narrator implies that education brings enlightenment and broadens a person’s perspective. (2) (any one point = 2 marks)

- (e) - Oloo is eager to make a lasting impression/ man of style/dressed to impress. His attire is ostentatious/dashing. He has also managed to blend tradition with modernity. Discerning/shrewd.
- He is ignorant of some traditional practices (like making prior inquiries about the girl’s background).
- Oloo also respects tradition (because he involves his family in the marriage negotiations).
- He is learned.
- He was a soldier/fought whiteman in distant land/widely travelled.
- He is clerk.
- He earns a good salary/hard working.
- He is of light complexion.
- He is reasonable.
- Luo from Seme.
- Descendant of Nyagudi Kogambi.
- He has no father.
- He is responsible.

(5 marks)

- (f) It should be established that a girl is of good character and that she comes from a respectable family. It must also be made clear whether or not there is a blood relation between the man and the woman. (3 marks)
- (g) - Oloo's uncle wants to make it clear that his nephew is beyond reproach/blameless/good character. His objective is to convince the girl's family that she is lucky to be chosen as Oloo's future wife because he has good education and a good job and can therefore adequately provide for her/ to give assurance that their girl will be taken care of.
 - To impress the prospective in-laws.
 - To reveal what the spy would have told them.
 - To apologize/create rapport/create understanding between the two families. (3 marks)
- (h) Not only was their daughter a prize and a beacon, but she was also a source of pride for the entire clan. (1 mark)
- (i) (i) Unheeding insensitive/ deaf/showing disregard/blind. (1 mark)
 (ii) Intriguing puzzling/ mysterious/fascinating/interesting/charming. (1 mark)
 (iii) Parochial narrow-minded/ ignorant/conservative (1 mark)
(3 marks)

3. (a) The singers are unmarried people, most likely girls. This is because they focus on the things that unmarried girls enjoy./ It is sang by married women because they are the ones who know what responsibilities and restrictions a married woman faces.
 - Sisters/brothers, "Oh my sister", "Daughter of my mother". (3 marks)

- (b) • Repetition - in all the stanzas, lines two, three and four are very similar. Stanzas four and five basically repeat what is in the earlier stanzas. "from this day". (expect a quote)
 • Regular rhythm pattern - the stanzas have five lines each, and the lines are very close in length.
 • Structure - organized/it has stanzas - made up of lines.
 • Direct address in line 1 of every stanza "Oh my sister, listen!"
 • Alliteration, "Have you heard".
 • Rhetorical question, "Have you heard".
 • Direct translation, "Daughter of my mother".
 (any 2 for 2 marks each) = (4 marks)

- (c) The society expects married women to:
- Fetch water
 - Work on the farm
 - Have babies and take care of them
 - Not to spend time idling/chatting

(Any 3, 1 mark)

- (d) • Communicate the reality of marriage to the bride/educate/ready/advise.
 • Entertainment during a wedding
 • Communicate the society's expectations to the bride/caution/warm.
 • Tease the bride
- (Any 2 for 2 marks each) = (4 marks)

- (e) • Laughs/be amused/smile - Perhaps she has done it to many other brides in the past.
 • Weep/cry - It brings to realization the seriousness of the step she is taking.
 • Act defiantly to mean that what they are saying will not be her experience / she is ready for whatever lies ahead of her.
 • Expressing doubt/uncertainty/fear apprehension, "From this day, life will change".
- (3 marks)

- (f) The 4th stanza summarises ①the significant content in the first three stanzas; ① emphasises/concludes the message of the song. (2 marks)

- (g) The phrase "daughter of my mother" is more endearing/shows the closeness between the singers and the bride. (1 mark)

4. (a) (i) But for the shortage of funds at the time, I would gladly have helped them/
 I would have gladly helped them.
 (ii) It is such ideas (that) we need.
 (iii) The matter has been being looked into by the Board of Governors.
 (iv) Mathenge asked his friend how often he went there.
- (4 marks)
 Comma missing = 0

- (b) (i) Most people prefer playing football to hockey.
 (ii) Emachar is the highest paid employee in this company./ Emachar is the most highly paid employee in this company.
 (iii) I demand to know what this is.
 (iv) The fact that you cannot do it does not mean (that) it is impossible./ The fact that you are not able/unable to do it does not mean it is impossible.
 (v) "My name is John Kamau Mwangi," the little boy murmured.
- (5 marks)

- (c) (i) Each category of verbs behaves in a different way.
 (ii) I wonder why the bell is being rung this early.
 (iii) I could not remember the definition of the word.
 (iv) The enormity of the crisis was shocking.
- (4 marks)
 Wrong spelling = 0

- (d) (i) There are some who will try to cause trouble/conflict/disagreements during the meeting.
 (ii) Can we stop wasting time on something that is not working/doing the impossible/engaging in futility and instead move on to something more useful?

4.1.3 English Paper 3 (101/3)

Paper 101/3 is intended to test the candidates' ability to communicate in writing. Communication is established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness and originality. Within the constraints 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
(01 – 05) The candidate either does not communicate at all or his language ability is so 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 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 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
(06 - 10) 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 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.

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 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 sentence forms are often strained. There may be an overuse of cliches, unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling.