

MARKING SCHEME

Q1 WRITING (20 MARKS)

- The student should begin with the given statement.
- The student should write a creative composition that links up well with the given statement.
- It must be a story
- If not deduct 4 marks

TABLE OF CATEGORIZATION

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 communicate. The candidate fails to fit English words he knows into meaningful sentences.
- The subject is glanced at or distorted. Practically no valid punctuation. All kinds of errors are “Broken English.”.

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- **D- (01-01) 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 English is often broken and the essay is full of errors of all types one can at least guess what the candidate wants to communicate.

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- **C CLASS (06-10)** - Generally, there is difficulty in communication.

- The candidate communicates understandably but only more or less clearly. He/she is not confident with their language. The language is often undeveloped. There may be some digressions. Unnecessary repetitions are frequent. The arrangement is weak and the flow is jerky. There is no economy of language mother tongue influence is felt in spelling; there is direct translation.

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- **C- (06-07)-** The candidate obviously finds it difficult to communicate his ideas. He is seriously hampered by his very limited knowledge of the language structure and vocabulary. This results in many gross errors of agreement, spelling, misuse of prepositions, tenses, verb agreement and sentence construction.

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- **C 08** The candidate communicates but not with consistent clarity. His linguistic abilities being very limited, he cannot avoid frequent errors in sentence structure. There is little variety or originality. Very bookish English. Links are weak, incorrect and at times repeated.
- **C+ (09-10)** The candidates communicates clearly but in the flat and uncertain manner. Simple concepts and sentences are often strained. There may be an overuse of clinches or unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling.
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- **B CLASS (11-15)** Generally, there is fluency in communications
- This class is characterized by greater fluency and ease of expression. The candidate demonstrates that he/she can use English as a normal way expressing himself. Sentences are varied and usually well constructed. Some candidates become ambitious and even over ambitious i.e the candidate may use too much vocabulary in an effort to impress. There may be items of merit of the one word or one's expression types. Many essays in this category may be just clean and unassuming but they still show that the candidate is at ease with the language.
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- **B(11-12)** The candidates communicates fairly and with some fluency. There may be little variety in sentence structure gross errors are occasional.
- **B 13** 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. Some items or merit, economy of language. The candidate seems to express themselves naturally and effortlessly.
- **B+ (14-15)** The candidate communicates his ideas pleasantly and without strain. There are few errors and slips. Tenses, spellings and punctuations are quite good. A number of merit of “whole sentence” or the “whole expression” type are evident.
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- **A CLASS (16-20) Communication is efficient**
- The candidate communicates not only fluently, but attractively, with originality and efficiency. He has the ability to make the reader share his deep feelings, emotions, enthusiasm. He expresses himself freely and without any visible constraint. The script gives evidence of maturity, good planning and a tinge of humour. Many items of merit which indicate that the candidate has complete command of the language. There is no strain, just pleasantness, clever arrangement and felicity of expressions.
- **A-(16-17)** The candidates shows competence and fluency in using language. He may lack imagination or originality which usually provides the “spark” in such essays. Vocabulary, idioms, sentence structure, links and variety are impressive. Gross errors are very rare.
- **A18 Positive Ability.**
- A few errors that are felt to be slips. The story or arguments has a definite impact. No grammar problem. Variety of structures. A definite spark.

- **A+(19-20)** The candidate communicates not only information and meaning, but also and especially the candidate's whole self, his feelings, taste, points of view, youth and culture, this ability to communicate his deep self may express itself in many ways: wide range effective vocabulary, original approach, vivid and sustained account in case of a narrative, well developed and ordered argument in case of a debate or discussion. A very definite spark.

Q2 COMPREHENSION

SECTION B: (20MKS)

Answers must be in full statement where applicable

- i. Abortion, effects of Abortion, accept any other relevant title 1x1 = 1mk
 - ii. Abortion can be legalized when the life of the pregnant woman is in danger 1 x 2 = 2mks
 - iii. We know that illegal abortions are still taking place for there are fetuses in polythene papers dumped in city streets (2mks)
 - iv. No (1mk). Both involve cutting life short . If the 1st answer is missing, award no mark for the 2nd answer(1mk)
 - v. Reasons for procuring abortions
 - When the life of the pregnant mother is in danger
 - Interruption of career and education
 - Being too young to bring up a baby
 - Being abandoned by the father of the baby
 - If pregnancy is as a result of rape or incest 5 x 1 = 5mks

Note: If written in prose, mark and divide the total by half.
 - vi. The public feels that if abortion is legalized it will be safe or to avoid the consequences of botched abortion 1 x 2mks = 2mks
 - vii. The psychological effect of abortion is that a woman who has carried it out suffers from debilitating guilt 1 x 2mks = 2mks
- Note:** it is psychological and not physiological
- viii. a) Tendancy – Behaviour, act
 - b) Exhibits – portrays, displays
 - c) Fantasy – imagination
 - d) Incest – sexual activity between relatives (1 x 1) x 4 = 4mks

Q3. CLOZE TEST (10 MARKS)

- 1 under
- 2 went
- 3 had
- 4 would
- 5 For
- 6 gave
- 7 quite
- 8 in
- 9 off
- 10 while

Q4 ORAL SKILLS. (10 MARKS)

- 1
 - (i) l
 - ii) d
 - iii) c
 - iv) w
 - v) h
- 2
 - i) male
 - ii) their,they're
 - iii) aloud
 - iv) flew
 - v) storey

Q5. ORAL LITERATURE.

1. Trickster narratives

Monster / ogre narratives.

Myths narratives

Legend narratives

Why/ explanatory/ aeitiological

Dilemma

Fables

Human tales

2. Opening formula

Closing formula

Personification

Dialogue

Have a moral lesson.

Use of song

etc

3. (i) A riddle

(ii) Entertainment.

Socialization

Teaching the child about the environment.

Used to introduce a story.

Q6. GRAMMAR. (20 MARKS)

1. (i) midway – Adverb of place
(ii) quickly – Adverb of manner
(iii) Late – adverb of time
(iv) Daily – adverb of frequency
(v) Rudely – adverb of manner

1 x 5 = 5 marks

- 2 (i) smatter
(ii) tallest
(iii) best
(iv) fastest
(v) more attentive

1 x 5 = 5 marks

- 3 (i) on
(ii) on
(iii) up
(iv) at/for/from
(v) over

1 x 5 = 5 marks

4. (i) When Marwa arrived at the hotel, the meeting had ended.
(ii) She had used up all her savings by the time the baby was born.
(iii) Papa had written down the address and posted the letter.
(iv) He had taken out a brush and painted the whole house red when I got home.
(v) After an hour, we had prepared your cheque.

1 x 5 = 5 marks

5. a) conducted
b) apposed
c) breath
d) rely, relay

6.
 - a) Tables – concrete
 - b) River Yala – proper
 - c) Kennedy – Proper
 - d) Arrogance – Abstract
 - e) Soup - Uncountable