

NAME:.....INDEX NO:.....  
DATE: .....SIGN:.....

**FORM IV**  
**ENGLISH**  
(Creative Composition and  
Essays based on set texts)  
**PAPER III**  
**TIME: 2 ½ HOURS**

**MOKASA II PRE-MOCKS TERM II 2019**

*Kenya Certificate of Secondary Education (K.C.S.E)*  
**ENGLISH PAPER III**  
**2½ HRS**

**INSTRUCTIONS**

- *Answer three Questions only*
- *Each essay must not exceed 450 words*
- *Question one and two are compulsory.*
- *In question three choose only one of the optional texts you have prepared on.*

1. (a) Write a composition beginning with the following words; I walked into the Courtroom that sunny afternoon.....

Or

- (b) Write a composition based on the proverb.  
You never miss the water till the well runs dry. (20marks)

2. **The Compulsory Set Text** (20 marks)

Henry Ole Kulet: *Blossoms of the Savannah*

Referring to Resian in *Blossoms of the Savannah*, illustrate how courage and will power can lead to success .

3. **Optional Set Text**

Answer any one of the following questions.

*Either*

- a) **The Short Story**  
Chris Wanjala (Ed.), *Memories We Lost and Other Stories*

Using illustrations from the story *Memories We Lost*, discuss incidences the narrator's sister is attacked by the 'thing'. (20 mks)

*Or*

- b) **The Play**  
David Mulwa: *Inheritance*  
"When dictatorship becomes a fact, revolution becomes a right" Basing your argument on *Inheritance* by David Mulwa, validate the truth of this statement  
Or

- c) **The Novel**  
John Steinbeck, *The Pearl*

Wealth is not a source of happiness" Drawing illustrations from John Steinbecks. "The pearl" How true is this statement.

# MOKASA II PRE-MOCKS TERM II 2019

## FORM FOUR ENGLISH PAPER III MARKING SCHEME

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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 and 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

that (01 – 05) 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      The candidate communicates understandably but only more or less clearly. He is not (06 – 10) 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 clichés,

unsuitable idioms. Proverbs are misquoted or misinterpreted. The flow is still jerky. There are some errors of agreement, tenses and spelling.

- B CLASS candidate (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 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. The candidate appeals to our emotions.
- B-11-12 variety The candidate communicates fairly and with some fluency. There may be little in Sentence structure. Gross errors are still found occasionally, but this must not be over punished.
- 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. 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 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 and (16 – 20) The candidate communicates not only fluently, but attractively, with originality and efficiency. He/she has the ability to make us share his deep feelings, emotions, 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 the 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, 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 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			
<b>A</b>	A+	19 – 20	<b>C</b>	C+	09 – 10
	A	18		C	08
	A-	16 – 17		C-	06 – 07
<b>B</b>	B+	14 – 15	<b>D</b>	D+	04 – 05
	B	13		D	03
	B-	11 – 12		D-	00 – 02

1. (a) - Must be a story if not deduct 4mks AD.
  - Must begin with the given sentence if not deduct 2mks AD.
  - Must reflect an episode in court
- (b) - Must be a story if not deduct 4mks AD.
  - Must bring out the meaning of the proverb.

### 1. The compulsory set text

#### **Blossoms of the Savannah**

On their first days in Nasila, as Resian and Taiyo take a walk, they are accosted by a young man. He grabs Taiyo and Resian orders him to let go of her sister. He reluctantly does so after calling them names. He promises to be back.

When Oloisudori declares his wish to marry Resian yet she wants to go for further studies, she refuses knowing too well that her father is ready to marry her off. She returns the gifts he had given her and runs off to her father's shop. She remains steadfast in her decision until she is rescued by Olarinkoi.

Her courage is again seen in her encounter with Olarinkoi after he takes her to his home. After he goes on a drinking spree and comes back later intending to rape her, she bites his thumb. He has no option than to give up.

Resian is helped by Nabaru to escape from FGM by running away from the *emkamuratani* and finally getting to the *emakekerei*. She will finally get a scholarship to further her as she has always desired.

### 2. The optional set texts

#### a) The Short Story

##### **Memories We Lost**

#### Introduction

The events of the story revolve around a sick sister. The sickness is terrifying and attacks without warning.

Accept any other relevant introduction.

#### Main Body

i) In one of the attack the sick sisters screams and disappear into the night. All men and boys go out in the darkness in search of her. " ... she ran out into the fields in the middle of the night, screaming, first, waking my mother and abducting the entire village..."

Hours later they return without her sister. It is the mother who returns the following day carrying her daughter.

ii) Another incident the sister banged her head against the wall until it bled "... she rocked back and forth then began hitting the back of her head against the wall." An effort to shield her from doing this fails because of the abnormal strength.

iii) The disease makes the sister violent and destructive. this is evident in a case where she flung a desk across the room and smashed a window. After the incident the sister and the narrator dropped out of school.

iv) In yet another moment of attack the ill sister pours hot porridge on the sister's chest causing her a lot of pain.

### **Conclusion**

In conclusion, due to the mental illness the girl is forced to drop out of school.

Accept any other valid conclusion

### **b) The Play**

#### **Inheritance**

In the prologue, Thome Macay , the governor of Kutula colony summons King Kutula XV to complain about the uprising against his people by the natives. He complains that the natives are not grateful for what he has done for them. King Kutula instead of sympathising says that his people are tired of being dominated by the whites.

King Kasoo has ruled for 30 years. His leadership is characterized by dictatorship. Tamina, Judah's wife and others have to walk for long distances to the coffee farms for little pay. He also detains Lulu in the palace. He orders an evacuation of the people from the valley against the advice of opinion leaders.

Finally, a meeting by Bengo, opinion leaders and sangoi plan on how to overthrow the King without shedding blood after which the citizens carry their working tools and march to the King's palace and Sangoi is installed as the new leader.

### **c) The Novel**

#### **The Pearl**

#### **c.Introduction**

It is believed wealth enables one to lead a comfortable and luxurious life. However Kino's family contradicts this belief. The greater Oyster he fishes brings him untold suffering as discussed below 2mks

#### **Accept any other relevant introduction**

The Pearl is a source of conflict between Kino and his wife Juana. Prior to this, Kino and Juana had led a happy life focusing on how to survive the following day. The Pearl makes them disagree, argue and even fight, Juane is the first to realize the Pearl is evil, she is unable to convince Kino and when she tries to throw it back in the sea. Kino strikes her

(pg 83)

ii. The pearl turns Kino and Juana destitute. They experience destruction of their property by untold people who are envious or are after getting the pearl. They are left homeless as their house is set ablaze and their only source of livelihood the canoe is

destroyed. Some unknown person digs a hole in their Canoe (87 -88) infact, they end up being poorer than what they were before fishing the pearl.

W iii. The Pearl leads to insecurity, Kino suddenly acquires many enemies who are after the Pearl. Some stalk him, other try to rob him off the pearl whereas others try to steal it. Kino together with his family feels unsafe as they are attacked severally. A night prairler – comes to steal the pearl, thank goodness he had hidden it (78-79) Kino has to hide in his brother's house and leave his village very early in the night to escape from his attackers.

W iv. The Pearl changes Kino, completely, he becomes violent and it leads him to killing several people, as he fights to protect the pearl. Infact they have to leave the village before people discover that he has killed a man. He becomes bold and callous. His instincts direct him to protect the Pearl. He kills his trackers and takes their rifle.

Wv. The pearl leads to misery as the couple looses their precious little boy Coyotito. This happens in the ensuring shoot out between the robbers and kino. A stray bullet kills Coyotito. Infact the couple is dejected after the death of their child and they return home.

**Mark4pts 3:3:3:3 =12mks**

### **Conclusion**

Kino had hoped to lead a comfortable and easy life however, the Pearl brings with it untold misery and Kino decides to throw it back into the sea where it belongs 2mks

**Mark any other relevant conclusion**

**Grammar and presentation 4mks**

**Total 20mks**