

Marking scheme

Section One-Composition 15 marks.

What examiners reward in a composition

1. Ability to organize ideas clearly

- Does the candidate easily develop the essay in a logical way?
- Have paragraphs been orderly used?
- Do the paragraphs indicate change in the topics?

2. Styles & Diction

- Has the writer used formal language?(No slang phrases like much, she's sick.....)
- Has the writer used a wide range of apt vocabulary and interesting expressions like idioms, imagery, sound words?

3. Grammar and punctuations

- Do the verbs and their subjects agree to one another? For example (the man did it quickly, not The man do it quick)
- Does each beginning bear a capital letter?
- Does the writer use correct grammatical spellings?
- Have commas been used to guide the reader through these sentence?
- Have inverted commas been used to indicate quotations? Or reported speeches used appropriately?
- Have exclamation marks been utilized properly?

4. Flow /fluency

- Does the write utilized/make rightful use of sentence construction from one paragraph to another with creative ideas that draw our attention as second readers and motivate us to enjoy they story?
- In other words, there is no dis-pointedness in paragraphs; it is therefore systematic in flow, fluent too, for that matter

5. Handwriting and originality:

- Is the story of true originality?
- Has the writer the ability to maintain an organized piece of work hand written

6. Content and conclusion:

- Does the writer develop the content hand in hand with the given topic or sets one's self a topic in the beginning with conscience that starting and as one comes to a climax the story has to now end thus conclusion.
- Has he therefore brought in the rightful end to the story or he/she leaves us hanging? Does the story bear?
 - Introduction
 - Body
 - Conclusion

Hence this is what is expected from each question as tackled by the writer on the next pages.

Question 1

The candidate is expected to write a narrative composition.it could be imagination or based on an experience of one's life.

- What was the exact situation like
- How did it begin
- When and where did it occurred
- Who else were involved
- How did you finally overcome it?

Question Two

The writer should be able to think of a letter to write to a given bus company addressing the letter to the general manager of what exactly took place as the writer of bad experience will count in the letter of what can be done to improve on such a situation next time/the future. The letter should be fully detailed.

Question Three

The candidate is expected to vividly described the striking beauty/appearance of the boy/girl, how this attracted one and be able to express boy/girl picture in a narrative to convinced us of what could have coursed the the problem, and how it could have ended.

Question four

The candidate is expected to support/argue for /against dowry

Question Five

The candidate is supposed to described/ make a descriptive composition guided by the given characteristic as:

- A well-known/famous hawker in an area
- Having creative skill of putting in place, variety of items for sale in an interesting way with many customers on demand.

- The writer should create descriptive picture of an interesting /sometimes irritating person, able to motivate/discourage customers respectively
- Create a picture of one who is a trader/ hawker who motivates customers with cheaper prices of his/her goods
- Always portraying a mobile shop with all the zeal carry out sales effectively
- Writer/candidate should come up creatively to show an image of hard labor for a living from hand to mouth.
- Above all, candidate works has to be neat and legible enough to avoid loss of marks.

Section Two Part A objectives (10 marks).

1. A

2. C

3. C

4. B

5. C

6. C

7. A

8. B

9. C

10. D

(10 Marks)

11. John as well as Madut are my brothers.

12. The minister complaint of undercutting her budget.

13. Death has occurred of grandfather.

14. He hit his child with a clap thinking that he was a robber or

He hit his child with a clap having thought he was a robber.

15. Mary is not aware of her friend's expulsion from school

16. The boy needs looking after.

17. The teacher told the students that they were to finish their compositions before the end of the lesson as he was going to mark them that evening.

Or The teacher inform the students that they had to finish their compositions prior to the end of the lesson since he was to mark them that evening.

18. Every encouragement should be given to students to read as much as they can outside school.

19. If I am to get some money, I want to travel to Bor tomorrow.

Or I will travel to Bor tomorrow if get some money.

20. The head teacher did not disapproved John of his late arrival at school. or

The head teacher did not disapprove of John's late arrival at school.

(2x10=20marks)

Parts C –usage of correct group of words.

21. Was

31. In

22. Had broken

32. Injured

23. has been smoking

33. persuaded

24. reception

34. a small beautiful curved wooden

25. Whom

35. had the bus

26. had already laid

36. an obstacle

27. would have been

37. glimpse

28. has been working

38. arrived

29. prettier

39. wears

30. does she

40. laid

(10 marks)

(10 marks)

Section three: Summary 15 marks

- Complicated by strong feelings
- Game reserve may also be broken due to
- Not having enough game ranger and money to
- employ more
- Many people want to maintain the law as
- They regard wild animals as vermin
- They should be exterminated to
- Leave the land for agriculture and
- Domestic stock
- Settlers claim animals destroy their crops
- Africans claim they have always hunted animals and that
- It is natural to do so
- Little interest in local animals and so it is

- Difficult to persuade people to preserve them
- Lack of training of local people
- Africans children know little about wildlife
- To see the value of their heritage.

Fair copy

Game reservation is complicated by strong local feelings, lack of enough game rangers and money to employ more and a weak law against poaching which locals want to maintain since they regard wild animals as vermin that should be exterminated to leave the land for agriculture and domestic stock.

Some claim that animals destroy their crops and that it is natural to hunt them since they have always done it. Interests deter them from preserving them.

African children know little about wildlife and the value of their heritage to them.

(90) words.