

MWALIMU EXAMINATIONS BUREAU

END OF TERM I UCE RESOURCE EXAMINATIONS – 2017

112/1 ENGLISH LANGUAGE MARKING GUIDE

POINTS OF INTERPRETATION

SECTION A

1. It must be an apology letter. If not letter, **BI**. If not apology, **MI**
Letter format should be observed. If not formal letter, **MI**. -3
Address must be in small letters
If not supermarket, **MI**
Both addresses must appear.
If not, **MI**

SECTION B

2. It must be a story, if not, **MI**
It should be based on the given saying. If not, **BI**
Candidate may or may not be involved.
If literary interpretation, **BI**
Note: The statement means: taking time or waiting to do makes you better

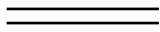
A. GENERAL RULES

1. Team leaders, Assistant Chief Examiners and Chief examiners do co – ordinate in green ink. All marks by examiners to be presented in red ink.
2. The mark – a maximum of 40 must be placed at the top right hand corner of the first page. Show marks for both questions. Question I first and then the total, e.gs 07 + 07 = 14. Transfer the final mark on the gird onto the answer booklet.

Signs showing **Errors** and **Merits**

1. The main signs used when identifying errors should be used to indicate these levels of seriousness:

UNDERLINING



OMISSION



PUNCTUATION



IN MARGIN



- (a) Gross error(s)

'C' may be used in the margin to imply a serious error of construction or agreement, but not an error or errors of tense. Gross errors will be explained more in unit 3.

- (b) Normal Error(s)

Use an underline



- (c) Minor or possible error(s)

Use a wavy line for such errors



The following signs may also be used for

Paragraphing



Repetition



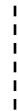
Illegibility



Vagueness



If vague and obscure



Word order

WO

2. Merit: To indicate a merit in a student's work, use a check/tick (✓) either above a word or in the margin. Merit well – applied language expressions, idiomatic phrases, sparking vocabulary, etc.

3. **Gross Errors**

The following should be queried as gross errors.

- (a) Almost any error of agreement
- (b) Serious tense errors
- (c) Elementary errors of sentence construction
- (d) Misuse of elementary vocabulary
- (e) Gross misspellings of elementary vocabulary
- (f) Punctuation which causes misunderstanding and /or serious lack of balance in a construction.

- (g) Ridiculous idiom(s)
 (h) Lack of format esp. (in functional writing.)

4. **A. The Scale of Marks**

Total marks for Section A = 20 marks
 Total marks for Section B = 20 marks

B. The scale is divided into four classes:

A CLASS

Section B (16 – 20)

- Positive linguistic ability, few errors or slips
- Adequate and relevant to the subject.
- Very good arrangement. Passages that arouse the reader's enthusiasm and interest. Very well developed. Numerous items of merit. Meaningful essay.

A+ Excellent

- Wide range of apt vocabulary and idiom
- Great variety of sentence structure
- Numerous items of merit
- A vivid and sustained account
- No problems with spellings, punctuation and tense.

A Very Good

- Positive ability
- Hardly any errors, but these do not mar the impact of the story. Fluency of sentence structure.
- Good vocabulary and idiom
- No problems of grammar

A- Quite Good

- Lacks the spark and vividness of A and A+ but
- Vocabulary and idiom still impressive
- Sentence variety
- Good grammar

B CLASS

Section B (11 – 15)

- Good ability in English
- Some errors
- Satisfactory treatment of the subject

B + Good

- Good arrangement
- Good sentence variety, but not as varied or complex as A scripts
- Good range of vocabulary and idiom despite some errors.
- Good tense use, good spellings and good punctuation

B Fairly Good

- Variety of sentence structures but of simpler nature
- Straightforward

		• Fair range of vocabulary and idiom. • Few errors
B-	Fair	• Fair linguistic ability. • Some vocabulary range and fair use of idiom • Sentence structure has little variety. Some errors in spelling, punctuation and tense. • Still has fluency and errors do not detract too greatly from the account. (If no item of merit, award 11)
C CLASS		Section B (6 – 10)
C+		• Flat or uncertain. May errors • Subject undeveloped. Some digression • Weak arrangement, Jerky development.
C		• Candidate communicates clearly but in a flat and uncertain manner. • Simple concepts. Sentence forms often constrained. Much less fluency than B scripts • Little vocabulary range • Idioms at times misused. Some errors of agreement, tenses, prepositions, spelling, etc. Candidate still communicates but there are serious mistakes that interrupt the smooth flow of thought. Linguistic resources very limited. Elementary errors. Dull and flat. Jerky. Some gross errors in sentence structure. No variety. Poor sentence and paragraphing links.
C-		Although the candidate still communicates his ideas, he is seriously hampered in his limited knowledge of English language. In fact, many mistakes such as errors of agreement, prepositions, tense, verb formation, spelling and sentence construction.
D CLASS		Section B (0 – 5)
D+		Broken English, frequent errors, subject glanced at or distorted. Arrangement muddled, development erratic and/or non – existent. Although the English is broken and the account full of errors, we can still understand the main idea being expressed. Recognizable as English.
D		Flow of thought almost impossible to follow. Full of gross errors. A few phrases and words recognizable as English.

D-

Chaotic. Little meaning whatsoever.

5. Table of Mark categories and error frequency

Class	Category	Range	Likely Error Frequency (%)
A	A+	20 – 19	0 – 1
	A	18	1 – 2
	A-	17 – 16	2 – 3
B	B+	15 – 14	3 – 4
	B	13	4 – 5
	B-	12 – 11	5 – 6
C	C+	10 – 9	7 – 8
	C	8	9 – 10
	C-	7 – 6	11 – 12
D	D+	5 – 4	13 – 15
	D	3	16 – 20
	D-	2 – 0	21 +

In Error count a Gross Error = 2 and Normal Error = 1

6. A. Marking normal scripts

- (a) Decide on linguistic grounds and format and then award the class A – D.
- (b) After showing the errors, decide the mark category, (A+, A-, etc) with special reference to:
 - (i) range and appropriateness of vocabulary,
 - (ii) variety of sentence structure
 - (iii) ability to link construction, sentences, paragraphs coherently.
 - (iv) Format (in functional writing)
 - (v) Register
- (c) Adjust for content and arrangement and format, if necessary.
- (d) Allocate numerical mark

7. Abnormal content

- (a) Blatant Irrelevancy (**BI**) Evading the purpose of the examination by consistent distortion or change of subject or by including many memorized passages.

Action:

Award Zero after consulting the T/L.

Write 'Irrelevant' in front of mark on script; with your comments send to CE via TL

(b) Minor Irrelevancy (MI) Interpretation not fully acceptable.

Action:

Deduct 1 mark each from the total of Section A or B

Deduct 1 mark only for both Sections A and B.

(c) Disjointed scripts Lacking shape or unity, containing long semi irrelevant digressions. For example paragraphing, use of subtitles of different ideas, skipping lines between paragraphs or on a page.

Action

Deduct 1 mark and write a comment on the script to justify your deduction.

(d) Problem scripts Contravention of rubric.

Action:

In case of script offering more than one question in Section B, mark the first and cross out the rest.

8. Abnormal Form

Narrative story for dialogue, report instead of letter, etc. This occurs in Section A. Give appropriate penalty.

9. Abnormal language i.e. 'D scripts': Broken English

Action:

- (i) Mark errors on first page
- (ii) Read next page; if similar, error count. Do not underline. If script improves, mark normally.
- (iii) Draw a diagonal line through pages of 'D' language which you have read as advised in (ii) above but not marked.

Note: Great care should be taken in assessing 'D' scripts.

Do not raise a script as 'D' script on content and arrangement, but be sure of its weak linguistic quality before using the above procedure.

10. Awarding Zero score

If no attempt has been made by candidate to answer any set question, award **Zero**.

End