

MARKING SCHEME



SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION

Write a composition describing a time you faced a difficult challenge and how you overcame it.

Marking Scheme for Composition (15 Marks)

This section assesses the learner's ability to construct a coherent and engaging narrative based on a given prompt.

Marks will be awarded based on the following criteria:

Content (6 Marks)

Relevance to the prompt: Does the composition clearly describe a difficult challenge and how it was overcome? (2 marks)

0 marks: No relevance / completely off-topic.

1 mark: Some relevance, but weak connection to the prompt or only addresses one part.

2 marks: Clearly addresses both aspects of the prompt.

Originality and creativity: Is the story engaging, unique, and does it show imaginative thought? (2 marks)

0 marks: Generic, uninspired, or copied.

1 mark: Some attempt at creativity, but unconvincing or cliché.

2 marks: Fresh, original, and captivating.

Development of ideas: Are the events and emotions well-developed and easy to follow? (2 marks)

0 marks: Disjointed, confusing, or too brief.

1 mark: Ideas present but not fully fleshed out.

2 marks: Well-structured with clear progression of events and emotions.

Language and Style (5 Marks)

Vocabulary: Use of varied and appropriate vocabulary. (2 marks)

0 marks: Very limited vocabulary, repetitive, or inappropriate words.

1 mark: Adequate vocabulary, some repetition, or minor misuse.

2 marks: Rich, precise, and varied vocabulary.

Sentence Structure: Variety in sentence length and type. (1 mark)

0 marks: Monotonous, simple sentences only.

1 mark: Some variation in sentence structure, making the writing more interesting.

Figurative Language/Sensory Details: Use of similes, metaphors, descriptive adjectives, and appeals to senses to enhance the narrative. (2 marks)

0 marks: No descriptive language.

1 mark: Limited use of descriptive language, or used ineffectively.

2 marks: Effective and evocative use of figurative language and sensory details.

Organization and Mechanics (4 Marks)

Paragraphing: Logical division of ideas into paragraphs. (1 mark)

0 marks: No paragraphing or illogical breaks.

1 mark: Clear and logical paragraphing.

Cohesion and Coherence: Smooth flow of ideas between sentences and paragraphs. (1 mark)

0 marks: Disconnected ideas, difficult to follow.

1 mark: Ideas flow logically, using transition words/phrases effectively.

Grammar and Punctuation: Correct use of grammar, spelling, and punctuation. (2 marks)

0 marks: Numerous errors hindering comprehension.

1 mark: Some errors, but comprehension not significantly affected.

2 marks: Few to no errors, indicating strong command of language mechanics.

Example of a Potential Learner Response (Not exhaustive, for illustration purposes):

Learner's Sample Composition

"The rain poured down in sheets, blurring the world outside my window. It was the week before the annual inter-school science fair, and my project, a miniature wind turbine designed to power a small LED light, was nowhere near completion. I had spent weeks researching, sketching, and gathering materials, but the actual construction proved far more complex than I had imagined.

The biggest challenge was the rotor blades. I couldn't get them to spin efficiently enough to generate the required electricity. Each attempt ended in failure, the blades either too heavy, too flimsy, or just plain unbalanced. Frustration gnawed at me. I considered giving up, a heavy knot forming in my stomach at the thought of facing my science teacher, Mr. Kimani, without a finished project. My parents, seeing my distress, offered words of encouragement, but I felt utterly defeated.

One evening, while tinkering with a discarded plastic bottle, an idea sparked. What if I tried a different material? The plastic was light, flexible, and I could easily shape it. I remembered an old online tutorial about crafting lightweight

drone propellers. With renewed determination, I watched the video, pausing and replaying sections, until I understood the fundamental principles of aerodynamics.

I spent the entire next day, ignoring the ongoing rain, meticulously cutting and shaping the plastic. My fingers ached, but the faint whirring sound of the new blades, when tested with a small fan, filled me with a thrill I hadn't felt in days. The LED flickered, then glowed steadily. It wasn't perfect, but it worked!

The science fair itself was a blur of excitement and pride. My wind turbine might not have been the flashiest, but it was robust and functional. I explained my process, the failures, and the breakthrough, to the judges. I didn't win first prize, but I earned a special mention for 'Ingenuity and Perseverance.' More importantly, I learned that challenges aren't roadblocks, but opportunities to think differently and push beyond perceived limits. The satisfaction of overcoming that hurdle was a far greater reward than any medal."

SECTION B: ORAL NARRATIVE ANALYSIS (14 MARKS)

TASK 2: QUESTION 2

a. What moral lesson can be learned from this narrative? (2 marks)

- i. Intelligence and quick thinking can overcome brute strength or arrogance.
- ii. Don't be too boastful or overconfident, as it can lead to your downfall.
- iii. Gullibility can lead to being easily tricked.
- iv. It is important to be cautious and not believe everything you hear without verification.
- v. Those who are clever and resourceful often succeed where others fail.

b. Describe two character traits of the Jackal as shown in the story. (4 marks)

- i. **Quick-witted / Intelligent / Clever:** Jackal "devised a plan" and used his intelligence to outsmart the stronger Hyena, demonstrating quick thinking.
- ii. **Resourceful:** He found a way to get the food despite the Hyena's claim, using deception instead of force.
- iii. **Strategic:** He carefully planned his approach and fabricated a believable story to achieve his goal.
- iv. **Calm/Composed:** He "calmly walked over to the Impala carcass" after the Hyena left, showing no panic or fear.
- v. **Observant:** He "saw the Impala" and understood the situation, leading him to devise a plan.

c. Identify two features of oral narratives present in this passage. (3 marks)

- i. **Opening Formula:** Although not a traditional opening like "Once upon a time," the narrative begins by introducing the setting and main characters ("In the vast savanna, where the sun beat down relentlessly, lived a very grumpy Hyena...").
- ii. **Personification/Anthropomorphism:** Animals (Hyena, Jackal, Lion, Impala, Wildebeest) are given human-like qualities such as talking, thinking, devising plans, feeling emotions (grumpy, hungry, proud, cowardly, gullible), and having specific character traits like intelligence and strength.
- iii. **Moral Lesson/Didacticism:** The story conveys a clear moral lesson about the triumph of wit over brawn or the dangers of arrogance and gullibility.
- iv. **Simple Language/Clear Plot:** The language used is straightforward and easy to understand, and the plot progression is linear and simple to follow.
- v. **Timeless Setting:** The setting "In the vast savanna" and "One dry season" is general and not tied to a specific historical period, typical of oral narratives.
- vi. **Stereotypical Characters:** The Hyena is depicted as grumpy, strong, and gullible, while the Jackal is small, quick-witted, and intelligent – common portrayals in animal fables.
- vii. **Repetition:** Although not explicit word-for-word repetition, the Jackal's repeated insistence on the impending stampede reinforces his lie ("Jackal insisted, 'But I saw them! Their hooves thunder like distant drums. They'll be here any moment!'").

d. What specific action does the Jackal take to make Hyena believe him? (2 marks)

- i. He pretends to listen intently to imaginary sounds.
- ii. He looks alarmed, feigning fear of the stampede.
- iii. He uses descriptive language to make the stampede sound real ("hooves thunder like distant drums").
- iv. He stresses the immediate danger ("They'll be here any moment!").

e. If you were narrating this story, how would you use voice modulation to distinguish between the Hyena's and Jackal's dialogue? (3 marks)

- i. **Hyena's Dialogue:** I would use a deep, gruff, and perhaps slow voice to convey his grumpiness and perceived strength/arrogance. His "scoffed" line could be delivered with a dismissive, booming tone. His final "galloped away in a cloud of dust" could be narrated with a tone of panicked urgency.
- ii. **Jackal's Dialogue:** I would use a higher-pitched, quicker, and more articulate voice to reflect his quick-wittedness and smaller stature. When he insists, his voice might become more urgent and convincing to portray the feigned alarm. His chuckling at the end would be light and triumphant.

- iii. **Overall:** I would vary the pitch, volume, and pace of my voice. For the Hyena, a lower pitch and louder volume (at times) to show his power, and for the Jackal, a higher pitch and perhaps a more measured but persuasive tone.

SECTION C: POETRY ANALYSIS (10 MARKS)

TASK 3: QUESTION 3

a. What is the main feeling or emotion the poet expresses about their village home? (2 marks)

- i. Affection / Love
- ii. Peace / Tranquility / Calmness
- iii. Belonging / Security
- iv. Contentment / Happiness
- v. Nostalgia (implied by "memories are made")
- vi. Warmth / Comfort

b. Who is the persona (the speaker) in this poem? (2 marks)

- i. A person who grew up in or currently lives in the village.
- ii. Someone deeply connected to their village home.
- iii. An individual reflecting on the positive aspects and feelings associated with their rural upbringing/life.
- iv. A villager/resident.

c. Identify two examples of imagery used in the poem and state which sense each appeals to. (4 marks)

- i. **"Soft smoke rises from the morning fire"**: Appeals to the sense of **sight** (visual imagery). It can also subtly appeal to **smell** (scent of smoke) and **touch/thermal** (warmth of fire/morning chill).
- ii. **"The cow's low call echoes through the air"**: Appeals to the sense of **hearing** (auditory imagery).
- iii. **"Children run with laughter in their stride"**: Appeals to the sense of **hearing** (auditory imagery) for "laughter" and **sight** (visual imagery) for "children run."
- iv. **"Paths of dust and earth"**: Appeals to the sense of **sight** (visual imagery) and potentially **touch** (texture of dust/earth).
- v. **"Beneath the mango tree's cool shade"**: Appeals to the sense of **sight** (visual imagery) and **touch/thermal** (cool shade).

d. What does the line "The dusty paths, where stories softly tread" suggest about the village? (2 marks)

- i. It suggests that the village has a rich history and many traditions.
- ii. It implies that the village is a place where oral traditions, stories, and knowledge are passed down through generations.
- iii. It suggests a sense of quiet wisdom and accumulated experiences.
- iv. It could imply the simplicity and naturalness of life in the village, where footpaths are used and stories are shared.

SECTION D: PROSE ANALYSIS (10 MARKS)

TASK 4: QUESTION 4

a. What is the setting of this passage? Provide two details from the text to support your answer. (3 marks)

Setting: On a traditional wooden boat (dhow) at sea, specifically in the Indian Ocean near a coast/market.

Detail 1: "The old dhow swayed gently as it cut through the clear, turquoise waters of the Indian Ocean."

(Identifies the specific body of water and type of boat).

Detail 2: "The air was salty and warm, carrying the faint scent of seaweed and distant spices from the market on the shore." (Describes sensory details of the maritime environment and indicates proximity to land/market).

Detail 3: "morning sun glinting off the vast expanse." (Indicates the time of day - morning - and the open sea).

b. Who are the main characters mentioned in this narrative? (1 mark)

- i. Rashid
- ii. Baba Juma (Rashid's father)

c. What activity are Rashid and his father engaged in? (2 marks)

- i. They are fishing (or engaged in activities related to fishing).
- ii. Rashid is steering the dhow ("He gripped the rough wooden tiller").
- iii. Baba Juma is mending a net ("His father, Baba Juma, sat quietly mending a net").

d. Identify two feelings or emotions Rashid experiences in the passage. (2 marks)

- i. Love (for these mornings, the tranquility, companionship with his father)
- ii. Contentment / Peace / Tranquility (associated with the sea and his father's company)
- iii. Aspiration / Hope / Dream (for the day he would command his own dhow)
- iv. Admiration (for his father's "practiced ease")
- v. Joy (implied by "loved these mornings")

e. What is Rashid's aspiration or dream for the future? (2 marks)

- i. Rashid's aspiration is to command his own dhow.
- ii. He dreams of navigating by the stars and the wisdom passed down through generations.

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