

ENGLISH LANGUAGE PAPER ONE 112/1

COMPOSITION WRITING (SECTION B) MARKING SCHEME

INTRODUCTION

This mark scheme is published as an aid to teachers to indicate the requirements of the examination. It shows the basis upon which examiners are instructed to award marks.

Mark schemes must be read in conjunction with the essay questions and points of interpretation.

GENERAL ASSESSMENT OBJECTIVES FOR WRITING

- To communicate appropriately, with a clear awareness of purpose, audience and register.
- To communicate clearly and develop ideas coherently, at word level, at sentence level and at whole text level.
- To use accurate spelling, punctuation and grammar.
- To communicate creatively, using a varied range of vocabulary, sentence structures and linguistic devices.

The above objectives are assessed by impression, using as guides the Band Descriptions in this mark scheme, showing performance across the expected range of achievement and using the full mark range of 0-20.

GENERAL INSTRUCTIONS

A. HARMONIZATION PROCESS

- The essay questions will be discussed and later points of interpretation will be drawn up.
- Examiners will have to study the marking scheme.
- Essays are selected (from face-value, the good and worse) and photocopied.
- After that, examiners will mark photocopied scripts and hand in the marks to team leaders.
- The marked scripts will then be analysed with reference to the essay questions and points of interpretation.
- More photocopies will be distributed, marked and analysed till a satisfactory uniform mark or mark range is arrived at. If there are several deviations of more than 2 marks, 2 more scripts will be selected for marking practice and discussed.
- Queries and problems will be dealt with.

B. PREPARATION FOR MARKING

- Choose a starter, whose role is to open the envelopes.
- Open one envelope at a time. After marking, make ensure all scripts for that envelope have been returned.
- Count the number of scripts received and indicate on the envelope. Then distribute to examiners equally.
- Make a sheet to indicate the name of the school, number of scripts received, marked, missing and initials of learners.

C. ACTUAL MARKING

- Use a red pen to mark lightly. Show all mistakes (except those of scripts in category **D**). If a learner had added pencil/pen corrections, please annotate this in the margin as **SW** (Student's Work) or crossed out some work annotate as **SC** (Student's Crossing).
- Decide on linguistic, content, organization and style the mark class **A-D** and mark category **0-20**. **Read each text quickly and assign it to one general category.** Then read the text more carefully. Read the descriptors for the general category you first chose, and make sure the text fits within this category. If it does not, look at the previous category or the one which follows. Then decide which of the marks in the category you finally decide upon, is appropriate to the text.
- Place the mark at the top right-hand corner of the first page after converting to percentage. And indicate your initial.
- Errors in the work should be highlighted by:
 - double underlining for serious errors and
 - single underlining for minor errors
- Use a tick to acknowledge merit (Unusual vocabularies and Idioms.)
- Do not penalize twice for any errors.
- Keep a clear record of all scripts marked (Name of the School, Number of Scripts received, Marked, Missing, and Initials of Students and Mark attained).
- For any doubts while marking, consult the Team Leader or Chief Examiner.

D. ERRORS

i) Serious Errors

- Wrong verb forms.
- Serious tense errors.
- Faulty sentence structure and division, especially in setting up subordination.
- Omission or obvious misuse of prepositions.
- Wholesale misunderstanding over the meanings of words used/Consistent misuse of a word.
- Serious errors of agreement (Subject-Verb, Gender-Pronoun, etc.).
- Ingrained weakness of punctuation, i.e. the habitual comma replacing the necessary full stop.
- Misspellings of a minor nature. Count as a serious error when the form of the word is severely mangled.
 - Obvious slips of repetition or omission.
 - Breakdown of sense.

ii) Minor Errors

- Minor errors of punctuation, i.e. the failure to complete pairs of commas in parenthetical phrases/clauses, omissions of stops after introductory words like 'however', Incorrect use, or omission of inverted commas, Misuse of apostrophe.
- Misspelling of vocabulary.

E. Symbols to use when marking

Double Underlining for Serious Errors

Single Underlining for Minor Error

ERROR CORRECTION CODES

Use these codes to indicate rather than correct errors candidates' work.

| Error code | Meaning |
|------------|--|
| Sp | Wrong Spelling |
| WO | Wrong Word Order |
| VF | Wrong Verb Form |
| WF | Wrong Word Form |
| WP | Wrong Preposition/Pronoun |
| C | Wrong Collocation (Unsuitable Combination) |
| A | Article Error |
| Λ | Missing Word |
| Λ | Missing a punctuation mark |
| P// | Paragraph Error |
| ? or V | Meaning or handwriting unclear/ Vague |
| Inf | Informal |
| DM | Dangling Modifier |
| Rep | Repetition |
| C | Sentence Construction Error |
| Inapp | Inappropriate Word/Phrase/Expression |
| R | Redundant word/phrase |

F. MARKING ABNORMAL SCRIPTS

i) **Blatant Irrelevancy** i.e The learner evades the purpose of the test by consistent distortion or change of subject or by including many memorized passages.

Action: Write 'Blatant Irrelevancy' in front of the script, with your comments and send to Chief Examiner through the Team Leader.

ii) **Minor Irrelevancy** i.e The learner's interpretation is not fully acceptable.

Action: Write 'Minor Irrelevancy'. Deduct one mark and indicate the deduction at the top of the script along with the reason to justify the deduction. Send to the Team Leader.

iii) **Disjointed Script** i.e The learner's essay lacks shape or unity, contains long semi-relevant digression, for example, paragraphing, use of sub-titles of different ideas, skips lines, etc.

Action: Write 'Disjointed Script'. Deduct one mark and indicate the deduction at the top of the script along with the reason to justify the deduction. Send to the Team Leader.

iv) **Brevity or Longness** of essay (below the required number of words – **400** words or beyond the required number of words – **600** words respectively).

Action: Write 'Brevity or Longness' (Depending on the nature of the problem). Deduct one mark and indicate the deduction at the top of the script along with the reason to justify the deduction. Send to the Team Leader.

v) **Abnormal Form** i.e The learner writes the essay in form of Narrative for dialogue, Narrative for Exposition or the reverse, etc.

Action: Write 'Abnormal Form'. The penalty should be decided during the coordination.

vi) **Abnormal Language** i.e 'D' Scripts. Take great care before raising such an essay and when marking it.

Action: Write 'D' Script at the top. Mark errors on the first page, then read the next page; if error count is similar, do not underline. If the essay improves, mark normally.

Draw a diagonal line through pages of 'D' Script already read, but not marked.

Send all such scripts to the Team Leader. Do not deduct any mark for such essays.

SPECIFIC GUIDELINES AND MARKING CRITERIA

(COMPOSITION WRITING)

| CLASS | MARK CATEGORY | BAND DESCRIPTION |
|-------|---------------|--|
| A | A+ 19-20 | <p>LANGUAGE: Wide range of apt vocabulary and idiom; Great variety of sentence structure; No problems with grammar, spelling, punctuation and tenses.</p> <p>CONTENT: <i>Interest aroused, Vivid and sustained account. Consistently relevant. Tone and register entirely appropriate. Answers are well developed, logical, and even complex in presentation.</i></p> |
| | A 18 | <p>LANGUAGE: Hardly any errors, but these do not mar the impact of the presentation; Fluency of sentence structure; Good range of vocabulary and idiom; No grammar problems.</p> <p>CONTENT: <i>Positive ability. Relevant. Interest aroused and mostly sustained. Tone and register appropriate. Answers have clearly-defined, cohesive, logical stages in their presentation.</i></p> |
| | A- 16-17 | <p>LANGUAGE: Lacks the ‘spark and vividness of A+ and A Class Answers; Vocabulary and idiom still impressive; Some sentence variety; Good grammar.</p> <p>CONTENT: <i>Clear, focused topic. Sound understanding of topic; some depth. Clearly and logically developed. Accurate and complete information.</i></p> |
| B | B+ 14-15 | <p>LANGUAGE: Good sentence variety, but not as varied or complex as the A class answers; Good range of vocabulary and idiom despite some errors; Good tenses, spelling and punctuation.</p> <p>CONTENT: <i>Good arrangement; Clear topic and topic statement. Mostly relevant and accurate ideas/information.</i></p> |
| | B 13 | <p>LANGUAGE: A variety of sentence structure but of a simpler nature; Straightforward presentation; Fair range of vocabulary and idiom; Few errors.</p> <p>CONTENT: <i>Relevant. Some interest aroused, although there may be some lack of originality and/or planning. Tone usually appropriate, although there may be slips of register. Answers make a series of relevant points, with some being developed; linking of ideas may be insecure.</i></p> |
| | B- 11-12 | <p>LANGUAGE: Fair linguistic ability; Some vocabulary range and fair use of idiom; Sentence structure has little variety; Some errors in spelling, punctuation and tenses; Work still fluent and errors do not detract too greatly from the account.</p> <p>CONTENT: <i>There is an attempt to address topic but there may be digressions or failures of logic. May lack liveliness and interest. Tone may be uneven. Answers have mainly relevant points but may be only partially developed. N.B. If account is devoid of errors and yet lacks vocabulary and idiom, award 11.</i></p> |

| | | |
|---|----------|--|
| C | C+ 9-10 | <p>LANGUAGE: Student communicates clearly, but in a flat and uncertain manner; Presents simple concepts; Sentence forms often strained; Much less fluency than B Class essays; Little vocabulary range; and idioms at times misused; Some errors of agreement in sentence and verb, pronouns, tenses, prepositions, spelling, etc.</p> <p>CONTENT: <i>Some relevance. Some interest. Tone may be inconsistent. Answers make a few points but development is simple and not always logical; some repetition of ideas.</i></p> |
| | C 8 | <p>LANGUAGE: Student still communicates, but there are serious mistakes that interrupt the smooth flow of thought; Very limited linguistic resources; Has elementary errors. Dull, flat and jerky account; Some gross errors in sentence structure; No variety (Lots of repetition); Poor sentence and paragraphing links.</p> <p>CONTENT: <i>A little relevance. A little interest. Some recognition of appropriate tone. Only a few points are discernible and the explanation progresses only here and there. Many obvious unnecessary repetitions.</i></p> |
| | C- 6 - 7 | <p>LANGUAGE: Although the student still communicates his ideas, he is seriously hindered by his limited knowledge of English. There are many such mistakes as serious errors of agreement, prepositions, tense, verb formation, spelling and sentence construction.</p> <p>CONTENT: <i>Little relevance or interest. Tone may be inappropriate. Only a very few points are discernible and the explanation barely progresses.</i></p> |
| D | D+ 4 - 5 | <p>LANGUAGE: Although the English is terribly bad and the account full of errors, we can still recognize the main idea being expressed. Expressions are still recognized as English.</p> <p>CONTENT: <i>Unfocused; may omit essay topic. Little understanding of topic. Details and examples are not clearly linked to topic.</i></p> |
| | D 3 | Flow of thought is impossible to follow; Account is full of gross errors; A few phrases and words recognized as English |
| | D- 0 - 2 | Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all from the beginning to the end. |