



MATIGO EXAMINATIONS BOARD

SUBJECT	ENGLISH PAPER 1 (SCORING GUIDE)	PAPER 1
Item 1	<p>SUMMARY</p> <ul style="list-style-type: none">• “Effects of Alcohol and cocaine on the User” <ol style="list-style-type: none">1. Causes malnutrition among heavy drinkers2. Suppresses appetite3. Causes vitamin deficiency4. Causes liver damage5. Heart disease6. Increases the risk of a stroke7. Susceptibility to infections due to suppressed immune system8. Women who drink while pregnant can give birth to babies with foetal alcohol syndrome and who are also under weight.9. Long term effects of alcohol is brain damage10. Specifically alcohol can cause memory loss.11. Cocaine causes hang over which is characterized by extreme fatigue12. Depression13. Irritability14. Disorientation15. Agitated motor activity16. Can cause restlessness17. Hallucination18. Delusions19. Long term effects: causes severe depression, suicidal tendencies, disrupted thinking and lastly brain damage. <p>SAMPLE SUMMARY</p> <p>Effects of Alcohol and Cocaine on the User</p> <p>Alcohol as a depressant causes malnutrition among heavy drinkers, suppresses appetite and causes vitamin deficiency. It also causes liver damage, heart disease and increased risk of stroke. Alcohol causes susceptibility to infections due to a suppressed immune system. Women who drink while pregnant can give birth to babies with foetal alcohol syndrome and who are also under weight. Long term effect of brain damage and causes memory loss. On the other hand, cocaine users experience a hang over which is characterized by extreme fatigue and depression. It causes irritability, disorientation and agitated motor activity. Large amounts of cocaine can cause restlessness, hallucination and delusion. Long term effects of cocaine is severe depression, suicidal tendencies, disrupted thinking and lastly brain damage.</p>	

	<p>GUIDELINES TO SCORING GUIDE</p> <p>The following is the rubric upon which scoring of a summary will be based:</p> <ol style="list-style-type: none">1. An indented paragraph with: 13 ideas and above ----- 3 scores 7- 12 ideas ----2 scores 2-6 ideas ----1 score 0 --- 1 ideas ---- 0 scores2. No title scores, maximum 2 scores3. No subject scores, Maximum 1 score4. No subject, but has title, treat as normal5. Outlined ideas, 1 score6. No punctuation at all, 0 scores7. Use of commas throughout, 1 score (Follow the rule of the commas in a sentence)8. Word limit, 125 words																							
Item 2	<p>READING COMPREHESION</p> <table><tr><th>S/N</th><th>RESPONSE DETAILS</th><th>SCORES</th></tr><tr><td>(a)</td><td>After Mpole beating karafu up, the case was taken to the staffroom From that day he stopped bullying</td><td>One correct answer = 01 Incorrect or no answer = 00</td></tr><tr><td>(b)</td><td>This proverb means where someone takes revenge on another person for what they have done by doing something similar to them. 1. Learners should interpret the proverb in relation to the text 2. Tit for tat is a fair game, Mpole beat Karafu up for bullying him</td><td>One correct answer = 01 Incorrect or no answer = 00</td></tr><tr><td>(c)</td><td>Karafu told Mpole to keep standing while he was talking to him.</td><td>One correct answer = 01 Incorrect or no answer =00</td></tr><tr><td>(d)</td><td>Character of Mpole: - Brave - Strong - Confident</td><td>Learner states and explains, illustrates</td></tr><tr><td>(e)</td><td>Readers feelings towards karafu: 1. I hate/despise/detest karafu for bullying other students 2. I am angry/annoyed/ upset/ irritated with karafu because he is a bully. Note: Reject any positive feelings towards karafu</td><td>Learner states/ Explains, illustrates an appropriate feeling = 01</td></tr><tr><td>(f)</td><td>- Tit for tat is a fair game - Never judge a book by its cover - Think twice before you act</td><td>At least 1 relevant and well explained lesson =01</td></tr></table>		S/N	RESPONSE DETAILS	SCORES	(a)	After Mpole beating karafu up, the case was taken to the staffroom From that day he stopped bullying	One correct answer = 01 Incorrect or no answer = 00	(b)	This proverb means where someone takes revenge on another person for what they have done by doing something similar to them. 1. Learners should interpret the proverb in relation to the text 2. Tit for tat is a fair game, Mpole beat Karafu up for bullying him	One correct answer = 01 Incorrect or no answer = 00	(c)	Karafu told Mpole to keep standing while he was talking to him.	One correct answer = 01 Incorrect or no answer =00	(d)	Character of Mpole: - Brave - Strong - Confident	Learner states and explains, illustrates	(e)	Readers feelings towards karafu: 1. I hate/despise/detest karafu for bullying other students 2. I am angry/annoyed/ upset/ irritated with karafu because he is a bully. Note: Reject any positive feelings towards karafu	Learner states/ Explains, illustrates an appropriate feeling = 01	(f)	- Tit for tat is a fair game - Never judge a book by its cover - Think twice before you act	At least 1 relevant and well explained lesson =01	
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Item 3	<div>WRITING</div> <div>The expected texts to be written by the learners could be any of the following</div> <div><div><div>1. Official/ formal apology</div><div>2. A dialogue</div><div>3. An email</div><div>4. A memo</div><div>5. Statement</div></div></div> <div>Scoring</div> <div><div><div>1. F. - Format</div><div>2. C. - Content</div><div>3. S. - Spelling</div><div>4. T. - Tense</div><div>5. P. - Punctuation</div><div>6. Sc - Sentence construction</div><div>7. V - Vocabulary/ Register</div></div></div> <div>Scores</div> <table><tr><td>F</td><td>C</td><td>S</td><td>T</td><td>P</td><td>Sc</td><td>V/R</td></tr><tr><td>03</td><td>03</td><td>01</td><td>01</td><td>01</td><td>01</td><td>01</td></tr></table> <div><div>Key:</div><div>F. Format</div><div>C. Content</div><div>S.</div><div>T.</div><div>P.</div><div>Sc.</div><div>V/R</div><div>Language</div></div> <div>FORMAT</div> <table><tr><td colspan="2"></td><td colspan="4">SCORES</td></tr><tr><td colspan="2"></td><td>03</td><td>02</td><td>01</td><td>00</td></tr><tr><td>1. Format Apology</td><td>- Addressees (Senders & receivers)</td><td>Any 5-8</td><td>Any 3-4</td><td>Any 1-2</td><td>None</td></tr></table>	F	C	S	T	P	Sc	V/R	03	03	01	01	01	01	01			SCORES						03	02	01	00	1. Format Apology	- Addressees (Senders & receivers)	Any 5-8	Any 3-4	Any 1-2	None
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		<ul style="list-style-type: none"> - Date - Salutation - Subject - Complementary close - Signature - Name - Paragraphing 				
	2. Dialogue	<ul style="list-style-type: none"> - Title (Heading) - First – Greetings - Speakers on the left hand side - Responses on the right hand side - Colons after the names - End by bidding farewell or thanking 	All aspects	Misses heading but has particular parts	1-2 aspects	None
	3. Memo	<ul style="list-style-type: none"> - Title/ heading - Receiver (TO :) - Sender (FROM :) - Date - Subject - Signature - Name 	Any 5-7	Any 3-4	Any 1-2	None
	4. Statement	<ul style="list-style-type: none"> - Title (Statement, receiver, crime) - First paragraph- Name, age, class, sex, stream. - Tribe, Nationality - Signature - Name - Date 	Any 5-6	Any 3-4	Any 1-2	None

CONTENT

- Expected ideas.
 - Acknowledge you went out illegally
 - Acknowledge you are sorry
 - Ask for forgiveness - Don't be defensive
 - Promise not to repeat the mistake

Scores

	<p>Any 4-5 ideas – 3 scores Any 2-3 ideas – 2 scores Any 1 idea – 1 score No idea – 0 score</p> <p>Language</p> <p>S. Spellings : Below 5 errors – 01 score 6 and above errors – 00 scores</p> <p>T. Tenses : Below 4 errors - 01 score 5 and above errors - 00 scores</p> <p>P. Punctuation: Below 5 errors – 01 score 6 and above errors - 00 scores</p> <p>Sc. Sentence construction: Below 5 errors – 01 score 6 and above errors – 01 score</p> <p>V/R Vocabulary/ Register: Use of 30 pt vocabulary – 01 score register Less than 3 or absence – 00 scores</p> <p>Elaboration of VR</p> <ul style="list-style-type: none"> - Head teacher - Guilty - Mercy / forgiveness - Crime/ Misbehaviors - Going against school rules and regulations, etc <p>Content for statement</p> <ul style="list-style-type: none"> - When (Date, day, time) - Where (Place) - What (What happened) 	
Item 4	<p>WRITING</p> <p>The expected texts to be written by the learners could be any of the following</p> <ol style="list-style-type: none"> 1. Speech 2. Report <p>Scoring</p> <ol style="list-style-type: none"> 1. F. Format 2. C. Content 3. S. spellings 4. T. Tenses 5. P. Punctuation 6. Sc. Sentence construction 7. V/R – Vocabulary <p>Score: F: Format C: Content</p>	

S: Spellings
T: Tenses
P : Punctuation
Sc : Sentence construction
V/R: Vocabulary/ Register

Content

- What happened
- Where it happened
- When it happened
- Who is involved

		SCORES			
		03	02	01	00
1. Format	<ul style="list-style-type: none"> - Heading - Protocol - Greeting - Self-introduction - Introduction of topic - Conclusion - Paragraphing 	Any 5-6 Including paragraphing	Any 3-4 Including paragraphing	Any 1-2	None
2. Report	<ul style="list-style-type: none"> - Heading - Introduction - Conclusion - Recommendation - Paragraphing 	Any 4-5 Including paragraphing	Any 3-4 Including paragraphing	Any 1-2 One of the four	None

Content

Expected ideas:

Dangers of strike in schools. (Any 4)

- Lead to closure of the school
- Destruction of school property
- Lead to imprisonment
- Lead to death

Scores

Any 3-4 dangers/effects

Any 2 dangers

Any 1 danger

No danger

Language

	<p>S. Spellings : Below 5 errors – 01 score 6 and above errors – 00 scores</p> <p>T. Tenses : Below 4 errors - 01 score 5 and above errors - 00 scores</p> <p>P. Punctuation: Below 5 errors – 01 score 6 and above errors - 00 scores</p> <p>Sc. Sentence construction: Below 5 errors – 01 score 6 and above errors – 01 score</p> <p>V/R Vocabulary/ Register: Use of 30 pt vocabulary – 01 score register Less than 3 or absence – 00 scores</p>	
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END

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