UGANDA NATIONAL EXAMIATIONS BOARD

112/1 English

MARKING SCHEME

(The Bible)

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MARKING SCHEME
THE BIBLE 112/1 ENGLISH LANGUAGE (AMENDED)

INTRODUCTION

All examiners should note that:

1. It is essential that examiners, who, through illness or for some other reasons, find it impossible to continue marking in the first instance, inform their team Leaders or Chief Examiner.

2. The payment for marking is dependent on the correct number of scripts reported to have been marked by the individual examiner, the team, the Team Leader and Chief Examiner.

3. (a) When opening script envelopes be sure to count & number of scripts
   in the envelope and ensure that it corresponds with the number written on the outside of the envelope.

   (b) In case of any discrepancy between the number of scripts enclosed and the number indicated on the envelope, report to Team Leader in charge of scripts or to the Chief Examiner.

4. Report any suspected dishonesty on the part of the candidate to your team Leader who will refer the matter to the Chief Examiner.

5. The Uganda National Examinations Board wishes to draw the attention of its examiners to the wide public interest which their work attracts, and to its desirability of reassuring the public that this important work is carried out with due responsibility and concentration. The board wishes also to emphasize the standing instruction to the examiners that all matters connected with the marking of scripts, including photocopied scripts, must be treated as CONFIDENTIAL. All confidential material must be returned to your Team Leader at the end of the marking session. **No scripts should be removed from the rooms allocated for marking except with the permission of the C/E.**

6. For any queries during the marking period, see your Team Leader

or Chief Examiner.

112/1 MARKING SCHEME

I. THE MARKING SYSTEM

Examiners are to assess **by impression the linguistic ability,** and then make

adjustment, **if necessary,** for content and arrangement. The examination is designed for candidates whose native language is not English.

The aim is to use **the** full mark range 0-20

II. GENERAL INSTRUCTIONS

A. Co-ordination Procedure

1. The Question paper will be discussed together with the **"points of interpretation."**
2. After studying the marking Scheme, examiners will mark a set of selected photocopied scripts (dummy scripts) from section A on their own and hand in the marks to their Team **Leaders.**
3. The dummy scripts marked by **the** examiners will be analysed.
4. Points of interpretation and relevance will be discussed.
5. Selected dummy scripts of section B will **be** marked by examiners and handed in to their Team Leaders.
6. More dummy script of Section A and B may be marked and discussed when need arises.
7. Queries and problems will he dealt with.
8. Further information on the marking procedure will be given.

B. Co-ordination Procedure (Continued)

1. (a) From the marked packets, Team Leaders will select approximately 10% of the scripts for co-ordination. The scripts selected will be from a range of marks (wherever possible).

   (b) If there are several deviations of more than 2 points, a further 10% will be Coordinated and the packet may be returned for re-marking.

2. Starters should ensure that they open one envelope at a time. After marking, ensure that all scripts for that envelope have been returned.

3. Keep a clear record of all scripts marked **(Centre** name **and number, number of scripts** marked, scripts missing, etc....)

4. If you are uncertain about any script, consult your Team Leader.

III. THE MARKING SCHEME

A. General Procedure

1. Use a red pen- Underline all mistakes (except in 'D' scripts - see paragraph. 12).
   Mark lightly. **Do not delete or correct** an error. If the candidate had added pencil corrections, please annotate this in the margin. Team Leaders are to mark their own scripts in red.

   TLs, A/CEs and the CE coordinate with Green pens. All marks by Examiners must be written in Red ink.

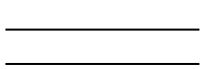
2. The mark, maximum 40, should be placed at the top right-hand

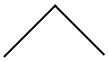
comer of the first page. Show marks for both questions. Question one first and then the total, e.g. 09 + 08 = 17. Then transfer the final mark on the mark grid on the answer booklet.

B. Showing **Errors** and Merits

The main signs indicate three degrees of seriousness:

UNDERLINING OMISSION PUNCTUATION IN MARGIN









(i) **(a)** GROSS ERROR

('C') may be used in the margin to denote a serious error of construction or agreement but not tense errors.

(b) ERROR _____underline

(c) MINOR OR POSSIBLE ERRORS  wavy line.

The marginal sign is used when the error affects more than one line.

The following symbols may also be used

PARAGRAPHING  P

REPETITION  R

ILLEGIBILITY 

VAGUENESS ---------- Vague/obscure

WORD ORDER W O

(ii) To indicate MERIT, use a tick (√) either above a word or in the margin.

(iii). 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 mis-spelling of elementary vocabulary.
(f) Punctuation which causes serious lack of balance or misunderstanding.
(g) Ridiculous idiom.

C. THE SCALE OF MARKS

TOTAL Section A..... 20
TOTAL Section B..... 20
GRANDTOIAL of (A+B).....4

(iv). THE SCALE IS DIVIDED INTO 4 CLASSES:
SECTION B CREATIVE COMPOSITIONS

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. Many items **of merit. The** essay should be meaningful.

A + Excellent Wide range of apt vocabulary and idiom.
19-20 Great variety of sentence structures.
Many items of merit.
Vivid and sustained account.
No problems with Spelling, punctuation and tenses.

A Very Good Positive ability. Hardly any errors, but these do not mar the **18** impact of the story. Fluency of sentence structure. Good vocabulary and idiom. No grammar problems.

A - Quite Good 16-17 Lacks the "spark" and vividness of A+ and A. 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 14 - 15 Good arrangement. Good sentence variety, but not as varied or complex as the A scripts. Good range of vocabulary and idiom despite some errors. Tenses, spelling and punctuation is good.

B Fairy Good 13 Variety of sentence structure but of a simpler nature. Straightforward. Fair range of vocabulary and idiom. Few errors.

B - Fair 11-12 **Fair** linguistic ability. Some vocabulary range and fair use of **idiom.** Sentence structure has little variety. Some errors in spelling, punctuation and tenses. Still has fluency and errors **donot** detract **too** greatly from the account.

If no items of merit award 11 marks

C CLASS Section B 6-10

Flat or uncertain. Many errors.

Subject undeveloped. Some digression.
Weak arrangement. Jerky development.

C +
9-10 Candidate communicates clearly but in a flat and uncertain manner. Simple concepts. Sentence forms often strained. Much less fluency than B scripts.
Little vocabulary range.
Idioms at times misused. Some errors **of agreement, tenses** prepositions, spelling etc.

C
08 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 -
06 - 07 Although the candidate still communicates the ideas, these are seriously hampered by the limited knowledge of English. In fact many mistakes such as serious errors of agreement, prepositions, tenses, verb formation, spelling and sentence construction.

D CLASS SECTION B [0 - 5]
Broken English. Frequent errors. Subject glanced at or distorted.
Arrangement muddled, development erratic or non-existent.

D +
04 - 05 Although the English is broken and the account full of errors, we can still understand the main idea being expressed. Recognizable as English.

D
03 Flow of thought almost impossible to follow. Full of gross errors. A few phrases and words recognized as English.

D -
01 - 02 Chaotic. Little meaning whatsoever.

TABLE OF MARK CATEGORIES AND ERROR FREQUENCY

CLASS	MARK CATEGORY	RANGE PAPER 1B	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+

NB: Error frequency is an approximate guide but not a main criterion of assessment.

(v) MARKING NORMAL SCRIPTS

(a) Decide on linguistic grounds the CLASS A-D

(b) After underlining, decide the mark category (A +, A -, etc.)

With specific reference **to:**

i. Range and appropriateness of vocabulary;
ii. Variety of correct structures;
iii. Ability to link construction, sentences and paragraphs coherently and fluently.

(c) Adjust for content and arrangement, if necessary.

(d) Allocate numerical mark.

(e) All B+ and above of Section **B,** to be coordinated by the C/E and A/CEs.

(vi) MARKING ABNORMAL SCRIPTS: All problem scripts must go to TL

ABNORMAL CONTENT

(a) BLATANT IRRELEVANCY i.e. evading the purpose of the examination by consistent distortion or change of subject or by including many memorized passages.

ACTION: Award 00; write 'irrelevant' in front of made on script; with your comments send to CE via TL.

(b) MINOR IRRELEVANCY i.e. interpretation not fully acceptable

ACTION: Deduct 1 mark from the score.

(c) DISJOINTED SCRIPTS i.e. lacking shape or unity, containing long semi-relevant digression. For example, paragraphing, use of subtitles or different ideas.

ACTION: Deduct 1 mark on Section B and send to TL.

Always write a comment on the script to justify any deduction.

(d) PROBLEMS SCRIPTS i.e. contravention of rubric.

ACTION: Assess on linguistic grounds, send to TL, with relevant comments.

(Vii) ABNORMAL FORM i.e. narrative for dialogue, report instead of letter e.tc. This is likely to occur only in Section A.

ACTION: Award zero (00) with comments and send to TL.

(viii) ABNORMAL LANGUAGE i.e. 'D' scripts, 'broken' English.

(a) Mark errors on first page;

(b) Read next page; **if similar, error count,** do not underline. If script improves, mark normally.

(c) Draw a diagonal line through pages of **'D'** language already read

but not **marked.**

(d) Send all such scripts **to your TL. Great care must** be taken in assessing **'D' scripts.**

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

ix) SECTION A FUNCTIONAL WRITING

Format: Depends on the demands of functional writing which is attached to the question set.

Content: Should be in response to the question.

Language: Appropriate use of register, punctuation, paragraphing, grammar e.g. tenses and sentence structure.

The scaling varies but should add up to 20.

i.e. Language 5-6 marks

Content 6-7 marks

Format 8 marks

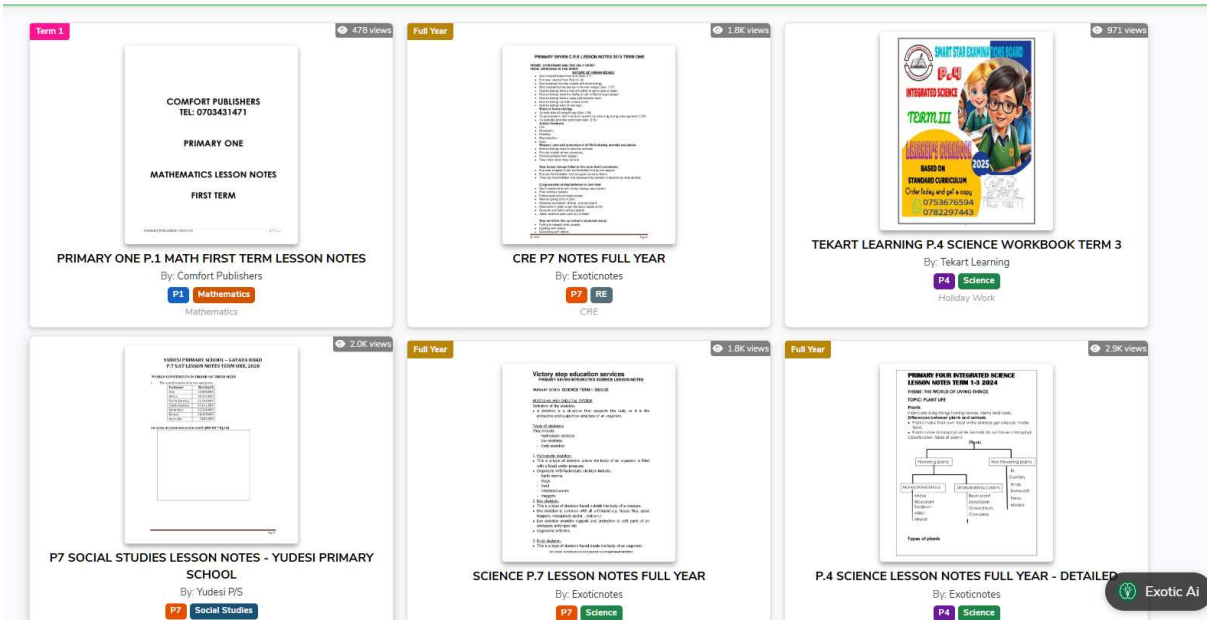
Alternative 1 8, 7, 5 **OR**

Alternative 2 8, 6, 6.

This may be determined by the demands of the composition.

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