



LEARNER'S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

Instructions for Learners

1. Write your **full name** and **assessment number** in the spaces provided above.
2. Indicate your **school name** and **school code** clearly.
3. **Sign and date** this paper in the spaces provided.
4. Write a composition of about 150-200 words.
5. Your composition should:
 - ✎ Have a clear beginning, middle, and end
 - ✎ Be creative and interesting
 - ✎ Use correct grammar and punctuation

MYSELF

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Handwriting practice lines consisting of 25 horizontal rows. Each row is defined by two parallel horizontal lines, providing a guide for letter height and placement.

Lined area for writing or drawing.

THIS IS THE LAST PRINTED PAGE

COMPOSITION TITLE: MYSELF

Since this is a composition-writing task, learners' answers will vary. The marking should therefore focus on the relevance, organization, creativity, grammar, vocabulary, punctuation and overall presentation of the composition.

SUGGESTED ANSWER

MYSELF

My name is Brian Kiptoo. I am twelve years old and I am a Grade Six learner at Mwangaza Primary School. I live with my parents, my younger sister and my grandmother. I am a friendly, hardworking and responsible boy.

I enjoy going to school because I learn many interesting things every day. My favourite subjects are English, Mathematics and Science. I especially enjoy English because I like reading stories and writing compositions. During my free time, I enjoy playing football with my friends. I also like drawing and helping my parents with household chores.

At school, I respect my teachers and classmates. I always try to complete my assignments on time and keep my books neat. I also participate in school activities such as games, environmental activities and cleaning exercises.

My ambition is to become a doctor in the future. I would like to help sick people in my community and make their lives better. I know that I must work hard, respect others and remain disciplined in order to achieve my dream.

I am proud of myself and I will continue working hard to become a responsible and successful person.

MARKING SCHEME

TOTAL: 20 MARKS

Area assessed	Marks
Content and relevance	5
Organization and paragraphing	4
Grammar and sentence construction	4
Vocabulary and expression	3
Spelling and punctuation	2

Area assessed	Marks
Presentation and handwriting	2
TOTAL	20

1. CONTENT AND RELEVANCE – 5 MARKS

Award marks according to how well the learner writes about **himself/herself**.

- **5 marks** – Gives rich and relevant information about self, including name, age, school/family, interests, abilities, aspirations and personal qualities.
- **4 marks** – Gives good and mostly relevant information about self.
- **3 marks** – Gives adequate information but some important details are missing.
- **2 marks** – Gives limited information with several irrelevant or undeveloped ideas.
- **1 mark** – Very little relevant information.
- **0 marks** – Completely irrelevant or no meaningful response.

2. ORGANIZATION AND PARAGRAPHING – 4 MARKS

- **4 marks** – Clear beginning, well-developed middle and suitable ending; ideas flow logically; paragraphs are well organized.
- **3 marks** – Generally well organized with minor weaknesses.
- **2 marks** – Some organization but ideas may be poorly connected.
- **1 mark** – Poor organization; ideas are difficult to follow.
- **0 marks** – No meaningful organization.

3. GRAMMAR AND SENTENCE CONSTRUCTION – 4 MARKS

- **4 marks** – Uses correct grammatical structures and well-formed sentences throughout.
- **3 marks** – A few grammatical errors that do not interfere with meaning.
- **2 marks** – Several grammatical errors, but the message is generally understandable.
- **1 mark** – Many grammatical errors that interfere with understanding.
- **0 marks** – Language is largely incomprehensible.

4. VOCABULARY AND EXPRESSION – 3 MARKS

- **3 marks** – Uses appropriate, varied and interesting vocabulary.
- **2 marks** – Uses generally appropriate vocabulary with some variety.
- **1 mark** – Uses simple or repetitive vocabulary.
- **0 marks** – Vocabulary is inappropriate or extremely limited.

5. SPELLING AND PUNCTUATION – 2 MARKS

- **2 marks** – Correct spelling and appropriate use of capital letters, full stops, commas and other punctuation marks.
- **1 mark** – A few spelling or punctuation errors.
- **0 marks** – Frequent spelling and punctuation errors.

6. PRESENTATION AND HANDWRITING – 2 MARKS

- **2 marks** – Very neat, legible and well-presented work.
- **1 mark** – Generally legible but with some untidiness.
- **0 marks** – Very untidy or largely illegible.

GENERAL MARKING GUIDELINES

1. **Accept any relevant composition** based on the learner's own life. The suggested answer is only a guide.
2. Do **not** penalize a learner for using different names, ages, schools, hobbies, ambitions or family details.
3. Award marks for **original ideas and creativity** where they are relevant to the topic.
4. Do not award the full marks merely because the composition has the required number of words.
5. A composition that is shorter than **150 words** may still earn substantial marks if the content and language are good, but marks should reflect the extent to which the learner has fulfilled the task.
6. A composition that is much longer than **200 words** should not automatically be penalized. Assess the quality of the writing unless excessive length causes repetition, irrelevance or poor organization.
7. Minor spelling, punctuation or grammatical errors should not excessively reduce marks where communication remains clear.
8. Where a learner gives a **different but logically correct interpretation** of the topic, accept it.
9. The learner should write in **continuous prose**, preferably organized into paragraphs.
10. The composition should demonstrate the learner's ability to communicate personal information clearly and confidently.

SUGGESTED PERFORMANCE BANDS

Score	Performance
17–20	Excellent
13–16	Very Good
9–12	Satisfactory
5–8	Below Average
1–4	Limited
0	No attempt/irrelevant response

FINAL SCORE

CONTENT: _____ / 5
ORGANIZATION: _____ / 4
GRAMMAR: _____ / 4
VOCABULARY: _____ / 3
SPELLING & PUNCTUATION: _____ / 2
PRESENTATION: _____ / 2

TOTAL: _____ / 20 MARKS