



**Annual Examinations for Secondary Schools 2015**

**FORM 4**

**ENGLISH LANGUAGE**

**MARKING SCHEME**

**A.** Fill in the blanks with a preposition from the box below. You can use each preposition only once. **(10 x ½ mark = 5 marks)**

- |                |                   |
|----------------|-------------------|
| 1) <b>with</b> | 6) <b>to</b>      |
| 2) <b>on</b>   | 7) <b>through</b> |
| 3) <b>up</b>   | 8) <b>under</b>   |
| 4) <b>of</b>   | 9) <b>from</b>    |
| 5) <b>over</b> | 10) <b>for</b>    |

**B.** Fill in each blank space with a suitable word. **(10 x ½ mark = 5 marks)**  
*Accept any logical and grammatically correct answer.*

- |   |                                |
|---|--------------------------------|
| 1) <b>creatures / organisms / animals</b> | 6) <b>armed / covered</b>      |
| 2) <b>left</b>                            | 7) <b>remind</b>               |
| 3) <b>different</b>                       | 8) <b>extinct</b>              |
| 4) <b>bones / remains</b>                 | 9) <b>found</b>                |
| 5) <b>belonged</b>                        | 10) <b>exposed / uncovered</b> |

**C.** Fill in the blank spaces with the correct form of the verb within brackets. The first one (0) has been done for you. **(10 x ½ mark = 5 marks)**

- |                                   |                             |
|-----------------------------------|-----------------------------|
| 1) <b>is</b>                      | 6) <b>were going / went</b> |
| 2) <b>have been / are</b>         | 7) <b>disappeared</b>       |
| 3) <b>have not been explained</b> | 8) <b>was sailing</b>       |
| 4) <b>covers</b>                  | 9) <b>were killed</b>       |
| 5) <b>reported</b>                | 10) <b>will remain</b>      |

**D. READING COMPREHENSION**

**20 marks**

**Note:**

- *Markers are reminded not to penalise language errors unless what is written is unintelligible.*
- *Answers do not have to be in full sentences.*
- *Unless otherwise indicated, award marks for answers which include the following content, which may also be rephrased.*

Read the passage, which is on a separate sheet, and then answer the questions below.

1. Tick (✓) the best title for the passage. (½ mark)

✓	<b>Shoplifting - When the fun is over!</b>
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2. What do these words refer to in the passage? (6 x ½ mark = 3 marks)

- a) it (line 3) - **shirt**
- b) They (line 7) - **shoplifters / people who shoplift**
- c) it (line 8) - **shoplifting**
- d) them (line 16) - **things**
- e) them (line 18) - **teens / shoplifters**
- f) him (line 28) - **your friend**

3. Match the words on the left with their meanings on the right, by writing the correct letters in the empty boxes. (6 x ½ mark = 3 marks)

a) puzzled (line 4)	f	difficult
b) penalties (line 8)	d	willing to take risks
c) prank (line 10)	e	not good enough
d) daring (line 15)	b	legal punishment
e) unworthy (line 19)	a	confused
f) tough (line 27)	c	joke
g) banned (line 35)	g	not allowed

4. Say whether the following statements are **TRUE (T)** or **FALSE (F)** and give a reason from the passage. **Both parts of the answer should be correct for the mark to be awarded.**

(6 x 1 mark = 6 marks)

- a) Mandy felt embarrassed when Jake caught her shoplifting. **F**  
Reason: **She smiled when Jake caught her shoplifting.**
- b) About 24% of shoplifters are teenagers. **T**  
Reason: **About 24% are people between 13 and 17 years of age.**
- c) Shoplifting is a crime, no matter what may lead teenagers to do it. **T**  
Reason: **There is no way around the fact that shoplifting is stealing.**
- d) In most places, shoplifting is not considered as being a criminal offence. **F**  
Reason: **In most places there are heavy penalties for it, including being arrested and possibly charged with a crime.**
- e) Peer pressure is not a cause of teen shoplifting. **F**  
Reason: **Most commonly it is because their friends shoplift and they want to look cool and daring to be part of the group.**
- f) Getting caught shoplifting is not as serious as some people think. **F**  
Reason: **Getting caught shoplifting can be a lot more serious than people may think.**

5. Find a phrasal verb in paragraph 1 which means spending time together. (½ mark)  
**hanging out**

6. From the passage, find 6 reasons why teenagers shoplift. **(6 x ½ mark = 3 marks)**
- **because their friends shoplift and they want to look cool and daring to be part of the group**
  - **they want things their classmates have but cannot afford them**
  - **they want to see if they can get away with it**
  - **as a way to challenge authority or be a nonconformist**
  - **they might get a rush out of doing something risky**
  - **as a way to get attention from parents or friends**
7. In your own words, explain why “people do not have to get caught for shoplifting to affect their lives”. (line 23) **(1 mark)**  
**When people shoplift and are not caught, there may still be consequences, that is, they might have a guilty conscience and feel a sense of shame.**
8. According to the passage, what might your friend think if you decide not to talk about the fact that he/she is shoplifting? **(1 mark)**  
**He/She might think that you have accepted the behaviour.**
- 9a. From the passage, what should you do if your friend won't stop shoplifting? **(1 mark)**  
**You should avoid shopping with your friend.**
- 9b. Why? **(1 mark)**  
**You could suffer some of the consequences of shoplifting like being banned from your favourite store.**

#### **E. LITERATURE**

- *Do not penalise language errors, as long as the answers are comprehensible.*
- *Unless the questions require the candidates to give a specific response or use specific words or phrases, award marks for answers that are similar to the models given or express the same meaning.*

#### **Part 1: Poetry – Unprepared Text** **(10 marks)**

1. Fill in the blanks using the words in the box. **(4 x ½ mark = 2 marks)**  
 The above poem is made up of four **stanzas** each consisting of four **lines**. Such stanzas are called **quatrains**. The **rhyme scheme** of the first stanza is aaba.
2. Why does the horse think that stopping in this place is strange? **(1 mark)**  
*Accept answers that bring out the idea that: **the horse thinks that it is strange stopping in this isolated place. The fact that there is no nearby farmhouse is an indication that there is no food.***
3. Mention **TWO** sounds that can be heard. **(2 x ½ mark = 1 mark)**  
 - **the bells on the horse's harness**  
 - **the sound of the wind**
4. Find **ONE** example of contrast in the poem. **(2 marks)**  
*Accept any ONE of the following:*  
 - **the village representing civilisation and the woods; a symbol of isolation and wilderness**  
 - **the brightness of the snow and the frozen lake and the darkness of the wood**

5. What is the effect of the run-on lines in this poem? (1 mark)  
**- run-on lines give a sense of narration to the poem**
6. What figure of speech is "dark and deep" in the fourth stanza? (1 mark)  
**- alliteration**
7. In the last two lines, the poet repeats "And miles to go before I sleep". In your own words, explain what the poet means. (2 marks)  
*Accept answers that bring out the idea that: **the journey isn't over yet, that he has more travelling to do before he can rest.***

**Part 2: Prose – Unprepared Text** **10 marks**

1. Underline the correct statement. (½ mark)  
 The narrator is  
**(a) a young boy**
2. Quote ONE phrase from paragraph 1 that indicates the smallness of the narrator. (½ mark)  
**I stood on a chair and lit the oil-lamp in the ceiling.**
3. Who do you think the "he" in paragraph 2 is? (1 mark)  
**the boy's father / a friend**
4. The narrator seems to be fond of "he". How can the reader tell? (1 mark)  
*Accept answers that bring out the idea that: **the narrator speaks about the person with affection and is worried when he does not return back to the caravan.***
5. What do you think "he" was doing in the woods? (1 mark)  
*Accept answers that bring out the idea that: **"he" was trying to hunt some animals illegally.***
6. "He" was trying to keep away from the keepers. List TWO ways in which "he" was trying to do this. (2 x 1 mark = 2 marks)  
*Accept any TWO of the following:*  
 - **he was moving quietly and stealthily through the woods**  
 - **the way he was dressed, that is, in dark clothes to camouflage himself**  
 - **he was trying to find out where the keeper was to avoid him**
7. From paragraph 2, find FOUR words or phrases that show movement. (4 x ½ mark = 2 marks)  
*Accept any FOUR of the following:*  
 - **walking / wriggling / entering / treading / stopping / going on / searching**
8. Find a simile in paragraph 2 and explain it. (2 x ½ mark = 1 mark)  
**Simile – as still as a post**  
**Explanation – not moving**
9. Why did the writer have a "sense of doom" towards the end of the passage? (1 mark)  
*Accept answers which bring out the idea that: **the writer was afraid that something terrible had happened to the person who hadn't returned to the cabin.***

**F. COMPOSITION**

**25 marks**

Candidates should be rewarded for relevance and range of ideas. If a composition is deemed to be irrelevant initially it is to be marked according to the marking scheme and then up to 10 marks are to be deducted.

**Format of Letter**

Five marks should be deducted if candidates do not observe the correct format of letter writing – marks to be deducted as laid out below.

**Formal Letter**

<b>Your address</b>	<b>1 mark</b>	<b>←   →</b>	<b>Your address</b>
<b>Date</b>	<b>½ mark</b>	<b>←   →</b>	<b>Date</b>
<b>Recipient</b>	<b>½ mark</b>		
<b>Recipient's address</b>	<b>1 mark</b>		
<b>Greeting</b>	<b>½ mark</b>		
<b>Closing Remarks</b>	<b>½ mark</b>		
<b>Signature</b>	<b>½ mark</b>		
<b>Printed name</b>	<b>½ mark</b>		

<b>25 – 30 marks Excellent</b>	<ul style="list-style-type: none"> <li>▪ Hardly any language problems.</li> <li>▪ Shows a wide range and precision of vocabulary</li> <li>▪ Uses idiomatic expressions and shows an ability to communicate subtleties of language.</li> <li>▪ Uses the appropriate style.</li> </ul>
<b>19 – 24 marks Very Good</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates a good choice and range of vocabulary.</li> <li>▪ Shows ability to write with appropriate style.</li> <li>▪ Can handle sentence structures well.</li> <li>▪ Fluent and coherent.</li> <li>▪ Hardly any spelling errors.</li> </ul>
<b>13 – 18 marks Pass</b>	<ul style="list-style-type: none"> <li>▪ Adequate vocabulary.</li> <li>▪ Fairly accurate in structures and spelling.</li> <li>▪ Shows competence in communication.</li> <li>▪ Limited in style.</li> <li>▪ Coherent but unimpressive.</li> </ul>
<b>7 – 12 marks Weak</b>	<ul style="list-style-type: none"> <li>▪ Limited vocabulary.</li> <li>▪ Shows no real ability to communicate except in the simplest of terms.</li> <li>▪ Poor spelling.</li> <li>▪ Confused structures and nearly incoherent.</li> </ul>
<b>1 – 6 marks Very Poor</b>	<ul style="list-style-type: none"> <li>▪ Very limited vocabulary.</li> <li>▪ Sentences are almost meaningless with no structure and very poor spelling.</li> <li>▪ Very little communication.</li> </ul>

**English Track 2**

**Listening Comprehension – Marking Scheme – Page 1**

The marks for questions 4 and 5 should read  
**(2 x 1 mark = 2 marks)** and not **(4 x ½ mark = 2 marks)**

**English Language – Marking Scheme – Page 5**

**The grid for the marking of composition (the column indicating the marks) should read:**

Instead of **25 – 30 marks** it should read **20 – 25**

Instead of **19 – 24 marks** it should read **15 – 19**

Instead of **13 – 18 marks** it should read **10 – 14**

Instead of **7 – 12 marks** it should read **5 – 9**

Instead of **1 – 6 marks** it should read **1 – 4**