

Attempt all *four* questions.

## Question 1

[20]

Write a composition (in approximately 400 – 450 words) on **any one** of the following subjects.

(You are reminded that you will be rewarded for the orderly and coherent presentation of the matter, use of appropriate style and general accuracy of spelling, punctuation and grammar.)

- (i) Recently you attended the wedding of a close relative. It was the first family gathering after the pandemic. Describe the excitement of meeting all the family members, the venue of the wedding, the food that was served and the celebrations that followed.
- (ii) During the summer break, you joined a group of young people who read to the elderly at a senior citizens' home. Narrate your experience of reading to the elderly and the interactions you had with them. How did this experience impact you?
- (iii) Cooking should be made a compulsory subject in the higher classes. Argue either **FOR** or **AGAINST** the given statement.
- (iv) Music
- (v) A person should be judged by the way they treat their subordinates. Present your reflections on this statement.
- (vi) Write an original short story that begins with the following words:  
She was still on the phone giving out instructions when...

## Comments of Examiners

- (i) This question required candidates to discuss the wedding of a close relative during the pandemic. Many candidates failed to include crucial keywords such as 'wedding,' 'close relative,' and 'pandemic.' Additionally, they often overlooked essential subtopics like excitement, venue, food, and celebrations. A significant number of candidates neglected to elaborate on the chosen venue, and their descriptions of celebrations were not always relevant to the wedding context. Instead of focusing on the joyous occasion, some answers veered off track with unnecessary elaboration on COVID-19 and its effects.
- (ii) Very few candidates attempted this question and managed to score well. The question had three sub-parts that candidates were expected to elaborate on: the experience of reading to the elderly, the interactions with them, and the impact of this experience. Most candidates focused more on the interactions and the impact these had on them. Additionally, some candidates could not relate to the concept of a senior citizens' home, and several moralized about how children leave their parents in such homes.
- (iii) Very few candidates answered this question well. Candidates were expected to take a stance, either FOR or AGAINST the statement, and provide at least four valid arguments. Few candidates addressed cooking as a subject in higher classes and presented valid arguments on whether it should be compulsory or optional. Many candidates discussed cooking as a general skill that everyone should learn. Some provided ambiguous statements or moderate views on the topic, and several points were repetitive.
- (iv) Several candidates attempted this question and scored well, finding it relatively easy. Many candidates explored different genres of music from around the world, discussed their favourite musicians, and explained how music connects people globally as a

## Suggestions for teachers

- Train students to understand and fix the context as given in the rubric.
- Discourage digression from the context or topic.
- Instruct students to give equal weight to the different sub-parts of the question and their detailed descriptions.
- Encourage students to read more and comprehend the questions correctly.
- Train students to emphasize content and improve linguistic ability.
- Teach students to avoid gross errors in tenses, structures, spelling, and punctuation.
- Encourage students to write from a first-person perspective, with a clear structure that includes a beginning, middle, and end.
- Instruct students to present their ideas in separate paragraphs.
- Assign essays on narrative topics.
- Provide training in class to help students identify keywords and points in the question, and state their arguments based on those.
- Encourage discussions in class so that students can come up with at least four to five points either for or against the topic.
- Guide students to focus on the appropriate style for writing argumentative essays and discourage them from writing narratives or anecdotes in this context.
- Train students to answer expository topic as comprehensively as possible.
- Teach students to approach any given topic by answering what, where, when, why, and how of the topic.
- Instruct students to include all the elements of a story and to write an original narrative.
- Encourage discussions in class on reflective topics.
- Detailed planning on relevant topics should be conducted in classrooms, encouraging students to express their opinions on reflective topics.
- Students should be encouraged to pick relevant examples from life to support their views.

universal language. However, a few candidates wrote entire songs in a vernacular language, copied the comprehension passage, or summarized 'The Singing Lesson' or 'We are the Music Makers,' which caused them to lose significant marks in content.

(v) Very few candidates attempted this question, and most were not successful in scoring well. Candidates were expected to present at least one reflection or four significant ideas, supported by anecdotes or examples. This was a higher-order question, and not many candidates attempted it or succeeded in presenting their reflections effectively. Most candidates were unfamiliar with the term 'subordinate.' The examples they provided often focused on judging people and the idea of revenge, but these did not validate or support their views, leading to significant content-related mark deductions. The term 'subordinate' was outside their range of experience, and their examples mainly involved parent-child and teacher-student dynamics.

(vi) Although many candidates attempted this question, very few managed to write a story that fulfilled all the criteria—plot, characterization, setting, and logical connection. Some candidates did not begin the story with the given rubric, while others wrote stories that had no connection to the opening sentence. In some cases, words from the rubric were missing, or the story was plagiarized. Some candidates ended the story with the character waking up from a dream or wrote it as a narrative essay, resulting in significant content-related mark deductions. A few wrote stories without character names or a proper setting. Some stories lacked a plot, and the most common error was failing to establish a logical connection to the opening sentence. The character 'she' and her 'giving out instructions on the phone' were often completely ignored.

### Suggestions for teachers

- Train students to include all the elements of a story, such as plot, characterization, setting, and logical connection.
- Teach students to begin the story with the rubric and weave the narrative around the keywords to establish a logical connection.
- Instruct students to include named characters, and ensure the plot builds toward a crisis or resolution. This will help them distinguish a narrative essay from a short story.
- Discourage students from writing stories that end in a dream.
- Provide ample training in plot development in class, using the rubric as a guide.
- Conduct storytelling exercises involving the whole class.

## MARKING SCHEME

### Question 1

In all compositions, marks to be awarded for content and linguistic ability.

|       |   |
|-------|---|
| (i)   | This is a descriptive topic. The candidates are required to describe the excitement of meeting family members, venue of the wedding, the food that was served and the celebrations that followed.   |
| (ii)  | This is a narrative topic. Candidates must write as themselves following the rubrics of the question. It has to be first person narrative. Elderly can be grandparents or any elder at home.  |
| (iii) | This is an argumentative topic. Candidates must take a clear stand for or against the topic. At least four distinct points supporting the stance must be brought out. Sitting on the fence is not permitted. They cannot change their stand either. |

|      |   |
|------|---|
| (iv) | This is a one word or expository topic. Any type of composition, even a short story may be written, as long as it is connected with the word.   |
| (v)  | This is a reflective topic. Candidates must provide their views or reflections on the topic. They may be for or against the given topic or even sit on the fence. Short stories are not allowed for this question. They could, however, narrate an anecdote from their life or others'. |
| (vi) | The candidate must write an original short story for this question, beginning with the given words. The story must contain all essential elements such as plot, setting, characters, (dialogue), a logical ending and the beginning should continue logically in the story.             |

## Question 2

- (i) Write a review of a film that you watched recently, using the points given below. [15]  
The review is to be published in your school newsletter and should not exceed 300 words.

Name of the film and director – lead actors and their performances – plot – setting – description of a scene that you particularly liked – rating and recommendation.

- (ii) As a Member of the Student Council of ABC School, you wish to start a Laughter Club to develop the appreciation for humour among students. Write a proposal in not more than 150 words, outlining the steps you would take to make this club a success. [10]

## Comments of Examiners

- (i) The candidates found this question relatively easy, and most managed to score well. This was an exercise in amplification, where candidates had to expand on each of the points given in the guidelines. Some candidates struggled to amplify the performance of the lead actors, or in some cases, omitted that point entirely. Many candidates mistook the setting for the set, writing about the movie set or theme instead. The description of a scene and why they liked it was often ignored. Several candidates wrote a pre-prepared review and missed some of the required points. Some elaborated on the plot or storyline in detail, neglecting other relevant aspects. Additionally, some candidates mistakenly wrote book reviews or school reviews instead of film reviews.

### Suggestions for teachers

- Train students in amplification exercises in the classroom and ensure they understand the difference between an essay and a report.
- Provide ample examples of directed writing, emphasizing the need to amplify each point given in the guidelines.
- Discourage mere mentions of points; instruct students to avoid digressions and unnecessary verbosity.
- Advise students against using prepared answers for this question, as their responses may not align with the points in the guidelines.
- Encourage students to read the question carefully before answering to avoid writing on completely irrelevant topics.
- Instruct students to refer to the format for proposal writing.
- Provide ample practice in class to develop two points in the heading and two separate points in the objectives.

(ii) Most candidates attempted this question and managed to score relatively well. Those familiar with the format often scored full marks. Candidates were expected to state two key points in the introduction, two separate points in the objectives, four bullet points in the list of measures, and conclude with a final line to complete the proposal. Some candidates only mentioned one point in the introduction. Others confused the list of measures with the objectives, resulting in a loss of marks in both sections. In some cases, an entirely different format was used, with headers and benefits featured as subheadings. The use of incomplete sentences, words, and phrases also led to a loss of marks.

***Suggestions for teachers***

- Ensure the list of measures is written in bullet points and insist on a concluding sentence.
- Train students to write complete sentences rather than just words and phrases, and help them understand the different purposes of proposal writing.

| <b>MARKING SCHEME</b> |  |
|-----------------------|--|
| <b>Question 2</b>     |  |
| (i)                   | This is an exercise in amplification. All points must be included and amplified.   |
| (ii)                  | <p>The proposal must have a short introduction about developing the appreciation for humour among students, <b>two objectives</b> and <b>four measures</b> to be taken. It must also have a short concluding line.</p> <p style="margin-left: 40px;">Heading/Introduction<br/>Two objectives<br/>Four measures<br/>Conclusion<br/>Linguistic ability</p> |

**Question 3**

Answer sections (i), (ii) and (iii).

(i) In each of the following items, sentence **I** is complete, while sentence **II** is not. [5]  
Complete sentence **II**, making it as similar as possible to sentence **I**. Write sentence **II** in each case.

Example:

- (z) (I) The heavy showers of rain revived the plants.  
(II) The plants .....

Answer: (z) The plants were revived by the heavy showers of rain.

- (a) (I) P.G. Wodehouse is the funniest author I have ever read.  
(II) No other .....

- (b) (I) Michelangelo was an architect and a poet.

- (II) Not only .....
- (c) (I) Sara said that she would come to my house the following day.  
 (II) Sara said to me, “.....”
- (d) (I) As soon as the students enter their classroom, the teacher welcomes them.  
 (II) No sooner .....
- (e) (I) Only the wearer knows where the shoe pinches.  
 (II) None .....

(ii) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

- (a) We must carry \_\_\_\_\_ despite the challenges we come across.  
 (b) The police promised to carry \_\_\_\_\_ a thorough investigation.  
 (c) He is sure to appeal \_\_\_\_\_ the judgement since it was unfavourable to him.  
 (d) The leader appealed \_\_\_\_\_ the public to maintain law and order.  
 (e) The experienced doctor found it easy to deal \_\_\_\_\_ young patients.  
 (f) This particular shop deals \_\_\_\_\_ organic food.  
 (g) The fresh college graduate jumped \_\_\_\_\_ the first offer of a job.  
 (h) My mother advised me never to jump \_\_\_\_\_ conclusions.  
 (i) The signboard in the park read ‘Keep \_\_\_\_\_ the lawn’.  
 (j) It is not easy to keep \_\_\_\_\_ with the rapidly changing fashions.

(iii) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage but write the verbs in the correct order. [5]

A young man had a beautiful garden in his mansion. As he loved flowers, shrubs and trees, he tended to the garden himself. Next to his mansion, there was a small house in which \_\_\_\_\_ (1) (live) an old man. One day, when the young man was \_\_\_\_\_ (2) (expect) some special guests, he took extra care in \_\_\_\_\_ (3) (tend) to the garden. He pulled the weeds, \_\_\_\_\_ (4) (trim) the shrubs, combed the moss and spent a long time meticulously \_\_\_\_\_ (5) (rake) up and carefully arranging all the dry autumn leaves. As he worked, the old man \_\_\_\_\_ (6) (watch) him with interest from across the wall that \_\_\_\_\_ (7) (separate) their houses.

When he had finished, the young man stood back to \_\_\_\_\_ (8) (admire) his work. “Isn’t it beautiful?”, he called out to the old man. “Yes”, replied the old man, “but there is something missing. Help me over this wall and I’ll put it right for you.”

After a slight hesitation, the young man \_\_\_\_\_ (9) (lift) the old fellow over and set him down. Slowly, the old man walked to the tree near the centre of the

garden, grabbed it by the trunk, and shook it. Leaves \_\_\_\_\_ (10) (shower) down all over the garden and formed a beautiful carpet.

“There”, said the old man, “now it is perfect!”

## Comments of Examiners

- (i) (a) Several candidates wrote this answer incorrectly and lost marks. Some candidates left out the word ‘ever’ in their answers or included ‘that.’ Several candidates wrote ‘funnier’ or ‘funniest’ instead of ‘as funny as’. Some others made errors in punctuation.
- (b) Several candidates made errors in punctuation, inversion of the order of words, and even misspelled ‘Michelangelo,’ resulting in lost marks.
- (c) Many candidates provided incorrect answers due to their unfamiliarity with the rules of direct speech. Punctuation errors were prevalent, such as placing the full stop after the quotation marks. The comma after ‘Sara said to me’ was often missing, even when provided in the rubric. Additionally, several students misspelled ‘tomorrow’ or incorrectly replaced it with ‘today’ or ‘the next day.’
- (d) Several candidates answered this incorrectly because they were unfamiliar with the structure ‘No sooner...than.’ Many wrote ‘No sooner does’ or ‘did’ instead of ‘do,’ as they did not pay attention to the plural subject.
- (e) This was the structure that most candidates answered correctly. However, some students wrote ‘None other than’ or ‘except’ instead of ‘None but,’ resulting in a loss of marks.
- (ii) (a) Most candidates were able to score well in this question. However, some provided multiple answers, wrote in the incorrect sequence, or filled in the blanks with random words.
- (b) Majority of the candidates wrote the answer correctly. However, some candidates swapped the answers for (a) and (b), resulting in lose of marks.

## Suggestions for teachers

- Provide regular practice in transforming sentences and applying grammar rules.
- Familiarize students with rules governing specific sentence structures, such as degrees of comparison.
- Train students on the differences between positive, comparative, and superlative degrees of adjectives.
- Emphasize the correct use of commas, including their omission and inclusion in various structures.
- Include training in both reported and direct speech, emphasizing the rules and providing several examples in class.
- Ensure students practice writing structures correctly, with variations in subject and tense.
- Teach students to distinguish between the usages of ‘No one’ and ‘None.’
- Focus on the following structures in the classroom:
  - Direct and indirect speech
  - Active and passive voice
  - Degrees of comparison
  - Structures like ‘No sooner...than,’ ‘Not only...but also,’ and ‘None but...’
- Provide training on commonly used phrasal verbs and their meanings.
- Instruct students on the differences in the meanings of various phrasal verbs.
- Train students in specific phrasal verbs, such as ‘jump at,’ ‘jump for,’ and ‘jump to.’
- Instruct students on the differences in meanings for phrasal verbs like ‘keep off,’ ‘keep in,’ ‘keep out,’ and ‘keep back.’
- Train students on tenses and their correct usage.
- Help students differentiate between the simple past tense and the past perfect tense.
- Ensure students are trained to write the correct spellings of these verbs.
- Discourage students from providing multiple answer options and from writing answers in an incorrect order.

- (c) Majority of the candidates wrote an incorrect answer because they did not comprehend the meaning. They wrote ‘appeal for’ instead of ‘against,’ thereby changing the entire meaning of the sentence.
- (d) Several candidates answered this question correctly, as most of them understood the context.
- (e) Majority of the candidates wrote an incorrect answer because they did not comprehend the meaning. Some candidates also swapped the answers for (e) and (f), resulting in lose of marks.
- (f) Majority of the candidates wrote incorrect answers because they did not understand the correct use of ‘deal with’ and ‘deal in.’
- (g) Several candidates answered correctly, as they understood the context. A few candidates wrote random words as answers.
- (h) While some candidates provided the correct answer, others were unfamiliar with the expression ‘jump to conclusions’ and wrote random words to fill in the blanks.
- (i) Several candidates answered correctly, as most candidates understood the context. However, the expression ‘Keep off the lawn’ was unfamiliar to many candidates, and some wrote ‘in’ as the answer.
- (j) This question was answered correctly by most candidates. The usage was familiar to them, and only a very few candidates had difficulty comprehending the meaning.
- (iii) Most candidates managed to score well in this question. However, some lost marks due to spelling errors with words such as ‘trimmed,’ ‘separated,’ and ‘showered.’ Additionally, some candidates wrote the answers in the wrong sequential order.

## MARKING SCHEME

### Question 3

|      |  |  |
|------|--|--|
| (i)  | The opening word / phrase of each answer (part II) must be given as in the question paper. |  |
|      | (a)  | (II) No other author I have ever read is as funny as P.G. Wodehouse.                 |
|      | (b)  | (II) Not only was Michelangelo an architect but also a poet.                         |
|      | (c)  | (II) Sara said to me, “I will/shall come/go to your house tomorrow.”                 |
|      | (d)  | (II) No sooner do the students enter their classroom than the teacher welcomes them. |
|      | (e)  | (II) None but the wearer knows where the shoe pinches.                               |
| (ii) | The candidates have been advised not to copy the sentences. This is done to save time.     |  |
|      | (a)  | on   |
|      | (b)  | out  |
|      | (c)  | against  |
|      | (d)  | to   |
|      | (e)  | with   |
|      | (f)  | in   |
|      | (g)  | at   |



|       |  |     |
|-------|--|-----|
|       | (h)  | to  |
|       | (i)  | off |
|       | (j)  | up  |
| (iii) | The candidates have been advised not to copy the sentence. |     |
| (1)   | lived  |     |
| (2)   | expecting  |     |
| (3)   | tending  |     |
| (4)   | trimmed  |     |
| (5)   | raking   |     |
| (6)   | watched / was watching                                     |     |
| (7)   | separated  |     |
| (8)   | admire   |     |
| (9)   | lifted   |     |
| (10)  | showered   |     |

## Question 4

Read the passage given below and answer the questions (i), (ii) and (iii) that follow:

- (1) The Police Superintendent is walking across the market square followed by a constable. Suddenly he hears a loud shout, “So you bite, you damned brute? Lads, don’t let the dog go! Biting is prohibited nowadays!”
- There is the sound of yelping and the Superintendent sees a dog running out of a timber-yard. A man runs after it and tries to seize the dog by its hind legs. Sleepy countenances protrude from the shops and soon a crowd gathers. 5
- (2) “It looks like a row, your honour”, says the constable.
- The Superintendent turns to his left and strides towards the crowd. He sees the aforementioned man standing close by the gate of the timber-yard, holding his right hand in the air and displaying a bleeding finger to the crowd. He was the town’s goldsmith. The culprit who has caused the sensation, a white puppy with a sharp muzzle and a yellow patch on its back, is sitting on the ground. 10
- “What’s it all about?”, the Superintendent inquires, pushing his way through the crowd, “Who was it that shouted?”
- (3) The goldsmith answers, “I was walking along here not interfering with anyone when this low brute, for no rhyme or reason, bit my finger. I am a working man. Mine is fine work. I must have damages, for I shan’t be able to use this finger for a week.” 15
- (4) “I won’t let this pass! Find out whose dog it is and draw up a report!”, the Superintendent commands the constable. 20

- (5) “I fancy it’s General Zhigalov’s dog”, says someone in the crowd.  
Suddenly indignant, the Superintendent turns to the goldsmith and asks, “There’s one thing I can’t make out. How it could have bitten you? Surely it couldn’t reach your finger. It’s a little dog, and you are a great hulking fellow! You must have scratched your finger with a nail, and then the idea struck you to get damages for it. I know your sort!” 25
- (6) “No, that’s not the General’s dog”, says the constable, with profound conviction, “the General has valuable dogs, and goodness knows what this is! No coat, no shape, a low creature.”  
The Superintendent says, “You have been injured, goldsmith and we can’t let the matter drop. You must be compensated for the damage.” 30
- (7) “*It is* the General’s, that’s certain!”, says a voice in the crowd.  
“Oh! Constable, take the dog to the General’s and inquire there. Say *I* found it and sent it. And tell them not to let it out into the street. A dog is a delicate animal. And you, you goldsmith, put your hand down. It’s your own fault.” 35  
On seeing the General’s cook approaching, the Superintendent asks him, “Is it one of yours?”  
“We have never had one like this”, says the cook.  
“There’s no need to waste time asking,” decides the Superintendent, “it’s a stray dog. Chase it away!” 40
- (8) “It’s not our dog”, the cook goes on, “it belongs to the General’s brother who arrived the other day.”  
“Is his Excellency’s brother here? Delighted to hear it,” says the Superintendent, and his whole face beams with an ecstatic smile, “it’s not a bad pup. A lively creature, indeed. Come, why are you shivering, you nice little pup?” 45
- (9) The cook calls the dog and walks away from the timber-yard.
- (10) The crowd laughs at the goldsmith.

**Adapted from:** *A Chameleon* by Anton Chekov

- (i) (a) Given below are three words and phrases. Find the words which have a similar meaning in the passage. [3]
- (1) faces
  - (2) walks purposefully
  - (3) precious
- (b) For each of the words given below, choose the sentence that uses the same word **unchanged in form, but with a different meaning** from that which it carries in the passage. [3]
- (1) row (line 7)
    - (A) We sat in a row at the back of the room.
    - (B) The vegetables were planted in neat rows.
    - (C) A row has broken out amongst the vendors.

(D) The fisherman rowed us back to the shore.

(2) left (line 8)

(A) I instructed the driver to take a left turn at the intersection.

(B) The bank is situated to the left of the library.

(C) They left the house at six o'clock in the morning to reach the airport on time.

(D) He's giving away money left, right and centre.

(3) fancy (line 21)

(A) He fancies himself as a serious actor.

(B) I was foot-loose and fancy-free in those days.

(C) He had some fanciful notion about crossing the Atlantic in a barrel.

(D) He sells poor goods, but charges fancy prices.

(ii) Answer the following questions in your own words as briefly as possible.

(a) How does power play an important role in the Superintendent's decisions? [2]

(b) Why does the goldsmith ask for damages? [2]

(c) Who does the dog belong to? How do we know it? [2]

(iii) Trace the Superintendent's reactions from the time the initial voice in the crowd is heard till the cook takes the dog away (paragraphs 5 to 9). You are required to write the summary in the form of a connected passage in about 100 words. Failure to keep within the word limit will be penalised. [8]

## Comments of Examiners

- (i) (a) While answering this question, several candidates lost marks because they could not identify the correct words from the passage. Some made spelling errors, while others wrote phrases instead of single words, resulting in lose of marks. Additionally, some candidates used the incorrect form of the word. The word 'valuable' was misspelled by most candidates.
- (b) Several candidates made mistakes in selecting the correct answer from the given options. Some wrote down all the options without selecting any, thereby losing marks. Most students did not understand what was expected of them. They failed to choose the correct sentence where the word remained unchanged in form but had a different meaning. Instead, they either selected the sentence with the same meaning or with an incorrect form of the word.
- (ii) (a) This was a higher-order question, as candidates had to pick relevant instances from the passage that demonstrated the power dynamics reflected in the superintendent's decisions. Very few candidates, who had understood the passage well, could infer the correct points showing a change in his decisions each time the General was mentioned. Most candidates copied entire paragraphs from the passage that were irrelevant.
- (b) This question was well answered by most candidates. It was a direct question, and they managed to state all four points clearly. However, some students missed the 'why' part of the question in their answers.
- (c) Several candidates answered correctly, although some could not determine to whom the dog belonged. Some justified their answers with incorrect examples. In many cases, the cook was mistakenly thought to be the dog's owner because the dog goes with the cook at the end. Some even assumed the cook to be the General's mother. There were also several punctuation errors, with candidates frequently writing phrases like "general brother," "brother dog," "cook dog," etc.

### Suggestions for teachers

- Instruct students to observe the correct part of speech and word form and discourage them from writing phrases instead of single words.
- Ensure students are trained to read and comprehend passages with a focus on vocabulary.
- Familiarize students with the correct rules for vocabulary questions and encourage them to frame sentences using different meanings of the same word. Provide rigorous practice in the classroom.
- Warn students against using idiomatic phrases, compound words, phrasal verbs, proper nouns, or changing word forms. Instruct them not to use words as definitions or as part of direct speech if it does not convey the word's meaning.
- Practice Question 4 extensively in class. Make students read passages and teach them to answer the questions that follow. Instruct them to select relevant points and frame their answers accordingly.
- Discourage students from copying entire paragraphs as answers.
- Encourage students to comprehend the passage correctly and ensure classroom discussions to minimize erroneous assumptions.
- Provide extensive practice in précis writing in the classroom.
- Train students to list all points before writing them in paragraph form, using a grid format.
- Avoid irrelevant details and train students to base their answers solely on the question without summarizing the entire passage.
- Train students to write in the correct tense form with fewer linguistic errors.
- Teach students to write complete sentences, placing one word per box in the grid and strictly adhering to the word limit.

- (iii) This was a higher-order question, and students were expected to list eight points about the Superintendent's reactions. Most students were not successful in listing all the points. A few candidates did not adhere to the instructions (paragraphs 5 to 9) and listed points from the earlier paragraphs, resulting in loss of marks. Very few candidates wrote 50 words instead of the required 100. Several linguistic errors were observed, as many candidates wrote in the first person and used incorrect tenses. Additionally, very few candidates assembled words in the précis that made sense.

| <b>MARKING SCHEME</b> |     |   |
|-----------------------|-----|---|
| <b>Question 4</b>     |     |   |
| (i)                   | (a) | Candidates are required to find words, from the passage which has a similar meaning to those given in the question paper.   |
|                       | (1) | countenances  |
|                       | (2) | strides   |
|                       | (3) | valuable  |
|                       | (b) | Candidates are required to choose the sentence that uses the word unchanged in form, but <b><u>with a different meaning from that which it carries in the passage.</u></b>  |
|                       | (1) | (A) We sat in a row at the back of the room.  |
|                       | (2) | (C) They left the house at six o'clock in the morning to reach the airport on time.   |
|                       | (3) | (D) He sells poor goods, but charges fancy prices.  |
| (ii)                  |     | Candidates must answer the questions as briefly as possible and in their own words. Candidates should draw their material only from the passage.  |
|                       | (a) | Since the General is more powerful than the Superintendent, <u>he changes his mind about the action to be taken every time the General is mentioned. The goldsmith is accused of fraud</u> and asking for damages. The victim ultimately becomes the culprit. |
|                       | (b) | <u>He is the town's goldsmith. His is fine work</u> which requires the use of his fingers. <u>As he is injured, he cannot work with his fingers for a week.</u>   |
|                       | (c) | The dog belongs to the General's brother. The cook identifies it.   |
| (iii)                 |     | Summary: Special Instructions   |
|                       |     | Content: A minimum of eight points are required   |
|                       |     | Linguistic ability: Marks are awarded for the candidate's ability to express the points clearly.  |
|                       |     | <b>POINTS:</b><br>1. The Superintendent says the dog couldn't have bitten the goldsmith as it was little and he was a hulking fellow. / He accuses the goldsmith of hurting himself and asking for damages.   |

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|  | <ol style="list-style-type: none"><li>2. The constable is convinced that it cannot be the General's because it was a low creature/no coat or fur/ General will only have valuable dogs.</li><li>3. On hearing this, the Superintendent turns sympathetic to the goldsmith and assures him of compensation.</li><li>4. When a voice in the crowd says that it is the General's dog, the Superintendent commands the Constable to take the dog to the General.</li><li>5. He calls the dog a delicate creature and finds fault with the goldsmith. / He asks the goldsmith to put his hand down.</li><li>6. When the cook says that they never had a dog like this/ the superintendent calls it a stray dog/ He asks it to be chased away.</li><li>7. The General's cook finally reveals that the dog belonged to the General's brother.</li><li>8. Ther Superintendent beams and calls it a nice little pup.</li></ol> |
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