NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

End of Year Sample
ASSESSMENT ITEMS FOR S.1 AND S.2

ENGLISH LANGUAGE

2022

SENIOR ONE ENGLISH LANGUAGE SAMPLE ASSESSMENT ITEMS

Guidance to the Teacher

The purpose of providing these sample items is to guide the teacher on setting end-of-year assessment items for learners of Senior One. Below are some of the instructions you can consider while developing the standard paper.

Proposed Instructions:

1. *There are two papers in English language. Paper One has two sections: functional and creative writing. A learner is supposed to attempt one question from either section. Time allocated for this paper is one hour and 30 minutes.*
2. *Paper Two is comprised of four sections (all questions are compulsory): objective (fill-in), a reading text for both comprehension and summary and re-writes. This paper is to be attempted in 1 hour and 40 minutes.*
   Please note that the skills and learning outcomes (some) per section have been integrated.
3. *The short response items will be in Paper Two, while the extended response ones are in both papers.*

NOTE: The items in this paper are samples that you may use to set others for the full paper.

1. SHORT RESPONSE ITEM

Rewrite the following sentences as instructed in brackets. Do not change the meaning unless you are told to do so.

- But for Mary's <u>bravery,</u> I would have been robbed of my wallet.

(Give the antonym for the underlined word) **Refer to the Syllabus book page 28 Learning Outcome (g)**

……

- may i see you please

(Punctuate the above sentence correctly) **Refer to the Syllabus book page 28 Learning Outcome (i)**

……

……

2. *EXTENDED RESPONSE ITEM*

1. **Functional writing**

You are a Senior One student who was admitted to Kaso High School on merit. Kaso is a purely day school and you have unfortunately failed to settle due to the long distance travelled to and from school every day. There is a very good school in your neighbourhood which you would like to join next year, in order to reduce on your travel time.

TASK: You are the student in the above context, write a letter to the head teacher of your preferred school. **Refer to the Syllabus book page 37 Learning Outcomes (q, r, s), 38 (a-g)**

ASSESSMENT GUIDE

SHORT RESPONSE ITEMS

- But for Mary's <u>bravery,</u> I would have been robbed of my wallet.

(Give the antonym for the underlined word)

……

- may i see you please

(Punctuate the above sentence correctly)

……

GUIDE

A learner scores 2 if he/she writes both definite responses following the given instructions.

Scores 1 if he/she writes one of the definite responses following the given instructions.

Total: 2 points x 1 = 2 scores

EXTENDED RESPONSE ITEM

TASK: Write a letter to the head teacher of your preferred school.

Output	**Basis of evaluation**	**Relevance**	**Accuracy**	**Coherence**
A formal/letter of application	Format	A learner scores: **3** for **5-6** or **2** for **3-4** or **1** for **1-2** for; relevantly placing/using the following: addresses, date, salutation, subject, at least three paragraphs, signing off.	A learner scores: **3** for **5-6** or **2** for **3-4** or **1** for **1-2** for; correctly placing/using the following: addresses, date, salutation, subject, at least three paragraphs, signing off.	A learner scores: **3** for **5-6** or **2** for **3-4** or **1** for **1-2** for; logically using/placing the following: addresses, date, salutation, subject, at least three paragraphs, signing off.
	Content	A learner scores: **3** for **all the 3** or **2** for **2** or **1** for **1,** for relevantly using/placing content in: *Introduction* (1st paragraph) Stating the purpose of writing, *Body* (2nd paragraph) broaden the reasons for the need to change school *Conclusion* (concluding remarks).	A learner scores: **3** for **all the 3,** or **2** for **2,** or **1** for **1**, for correctly using/placing content in: *Introduction* (1st paragraph) Stating the purpose of writing, *Body* (2nd paragraph) broaden the reasons for the need to change school *Conclusion* (concluding remarks).	A learner scores: **3** for **all the 3** or **2** for **2,** or **1** for **1,** for logically using/placing content in: *Introduction* (1st paragraph) Stating the purpose of writing, *Body* (2nd paragraph) broaden the reasons for the need to change school *Conclusion* (concluding remarks).

Output	Basis of evaluation	Relevance	Accuracy	Coherence
	Language	A learner scores: **A learner scores:** **3** for **5-6** or **2** for **3-4** or **1** for **1-2**for; relevantly placing/using the following aspects; formal/official English language, sentence structures, punctuations, other parts of speech, spellings, handwriting.	A learner scores: **3** for **5-6** or **2** for **3-4** or **1** for **1-2** for; correctly placing/using the following aspects; formal/official English language, sentence structures, punctuations, other parts of speech, spellings, handwriting.	A learner scores: **3** for **5-6** or **2** for **3-4** or **1** for **1-2** for; logically placing/using the following aspects; formal/official English language, sentence structures, punctuations, other parts of speech, spellings, handwriting.

Total score=28 (Added 1 for excellence)

SENIOR TWO ENGLISH LANGUAGE SAMPLE ASSESSMENT ITEMS

Guidance to the Teacher

The purpose of providing these sample items is to guide the teacher on setting end-of-year assessment items for learners of Senior One. Below are some of the instructions you can consider while developing the standard paper.

Proposed Instructions:

1. *There are two papers in English language. Paper One has two sections: functional and creative writing. A learner is supposed to attempt one question from either section. Time allocated for this paper is one hour and 30 minutes.*
2. *Paper Two is comprised of four sections (all questions are compulsory): objective (fill-in), a reading text for both comprehension and summary and re-writes. This paper is to be attempted in 2 hours.*
   Please note that the skills and learning outcomes (some) per section have been integrated.
3. *The short response items will be in Paper Two, while the extended response ones are in both papers.*

NOTE: *The items in this paper are samples that you may use to set others for the full paper.*

SHORT RESONSE ITEMS

Rewrite the following sentences as instructed in brackets. Do not change the meaning unless you are told to do so.

- Maggie likes teaching. Fortunate likes teaching.

(*Join into one sentence using …. as well as*…) **Refer to the Syllabus book page 28 Learning Outcome. (k)**

……

- Jonan used to eat meat every day. Jonan is used to eating meat every day.
  (*State the difference in meaning between the two statements*) **Refer to the Syllabus book page 41 Learning Outcome. (q)**

  ……
  ……

EXTENDED RESPONSE ITEM

Creative Writing

Kakuru has run short of money, yet he urgently needs it. It is evening and all banks are closed. Fortunately, he realises he has money on his mobile account and tries to look for the nearest mobile money kiosk. He asks a boda man to take him to the nearest mobile money vender still working or. to the nearest ATM. Unfortunately, he later finds himself in the middle of the jungle, surrounded by thugs. He silently prays to God for help. You are the Kakuru in this extract; narrate a story entitled: ***A Narrow Escape***

Refer to the Syllabus book on pages 33 Learning Outcome (a-k), 38 (g), 43 (j), 47 (j, h), 50(l), 51-56 (b,d,m).

ASSESSMENT GUIDE

SHORT RESPONSE ITEMS

Rewrite the following sentences as instructed in brackets. Do not change the meaning unless you are told to do so.

1. Maggie likes teaching. Fortunate likes teaching.

   (Join into one sentence using …. as well as…)

   ……

2. Jonan used to eat meat every day. Jonan is used to eating meat every day.

   (*State the difference in meaning between the two statements*)

   ……

Guide:

A learner:

- **scores 2,** if he/she correctly writes the two definite responses following the given instructions.
- **scores 1,** if he/she correctly writes only one of the definite responses following the given instructions.

Total 2 points x1= **2 scores**)

EXTENDED RESPONSE ITEM

TASK: You are the Kakuru in this context; narrate a story entitled: ***A Narrow Escape***.

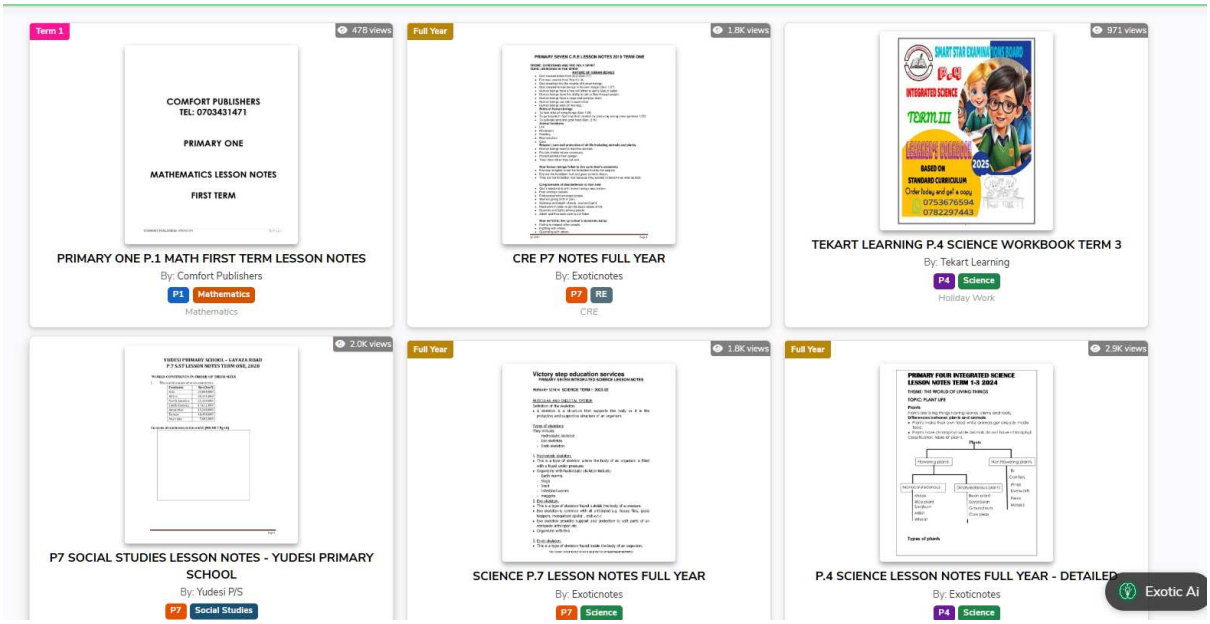
Output	Basis of evaluation	Relevance	Accuracy	Coherence
A written composition.	**Content**	A learner scores: **3 for 5-7, 2 for 3-4, 1 for 1-2**, for relevantly using/writing: the given title, a narrative composition piece, an original piece with: an introduction, rising action, climax, falling action and conclusion.	A learner scores: **3 for 5-7, 2 for 3-4, 1 for 1-2**, for correctly writing/using: the given title, a narrative composition piece, an original piece with: an introduction, rising action, climax, falling action and conclusion.	A learner scores: **3 for 5-7, 2 for 3-4, 1 for 1-2**, for logically using/writing: the given title, a narrative composition piece, an original piece with: an introduction, rising action, climax, falling action and conclusion.
	Language	A learner scores: **3** for **7-10,** or **2** for **4-6,** or **1** for **1-3**, for; relevantly using these language aspects: use of the 1st person, use of the past tense, parts of speech, sentence	A learner scores: **3** for **7-10,** or **2** for **4-6,** or **1** for **1-3**, for; correctly using the following language aspects: use of the 1st person, use of the past tense, parts of speech, sentence structures, spellings, use of figures of	A learner scores: **3** for **7-10,** or **2** for **4-6,** or **1** for **1-3**, for; logically using the following language aspects: use of the 1st person, use of the past tense, parts of speech,

		structures, spellings, use of simple figures of speech, use of direct speech, vocabulary, originality and appealing to the five senses.	speech, use of direct speech, vocabulary, originality and appealing to the five senses.	sentence structures, spellings, use of simple figures of speech, use of direct speech, vocabulary, originality and appealing to the five senses.

Total score=19 (Added 1 for excellence)

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