

INTERNATIONAL TEACHERS TRAINING COLLEGE

MOCK 1 EXAM 2020

*1012/2 MS
P1 ENGLISH
PAPER 2
MOCK 1
February 2020*

MARKING SCHEME
PRIMARY TEACHER EDUCATION

ENGLISH
paper 2

MARKING SCHEME
(CONFIDENTIAL)

This marking scheme consists of 9 printed pages.

Time Over

~~SECTION A: COMPOSITION (40 marks)~~

LITERATURE

1. (a)
 - To signal a pregnant and significant pause.
 - To show that the weeping took a long time.
 - To highlight the tragedy of the separation.

Any 1 (2 marks)

 - To show that the touch was incidental or tangential;
 - To show that the physicality of the relationship was not important.

(b) Alliteration - without/word
- lost/love
- which/wore

Rhyme - much/touch
more/wore

Imagery - blinkers
Apostrophe - the persona addresses someone who is absent
Parallelism - the middle stanzas/for so long, for so late

Direct address - when you left
Rhetorical question - did I worship/such an ingrate

(c)
 - Sad - the persona weeps because of the departure of the person he loved. Any 3 x 2 = (6 marks)
 - Ironic - that the person the persona loved did not love him back.
 - Angry - the person loved did not reciprocate.
 - Regretful - the person loved did not love the persona identification. 2 marks illustration 1 mark = (3 marks)

(d)
 - Ingrate - an ungrateful person/insensitive. (1 mark)

(e) That love should be reciprocal; that if we are loved, we should love back; that love should go beyond the physical; that love can be blind (title!).

2. (a) Lieutenant- Governor; it was through the Resident, and through the Senior District Officer. These last two had each added their comments on the memo, presumably in support of their boss, as it went down to captain Winterbottom.

(b) The memo was asking Captain Winterbottom to implement the British colonial policy of "Indirect Rule," which involved appointing native chiefs in places which didn't have traditional ones, who would then act as conduits of colonial rule. Igboland or Eastern Nigeria didn't have traditional chiefs or kings. The memo was arguing for the need to take into account "The African atmosphere, the African mind, and the whole foundation of his race". (3 marks)

(c) Probably a racist. He claims to know Africans better supposedly because he is on the ground. This is pretentious on his part because the Africans he knows are those he recruits into his administration. Despite his latent racism, he comes across as morally upright. He is critical of James Ikide's high-handedness and immorality after he is appointed warrant chief of Okperi. But he is also balanced in his judgement. When he appoints James Ikedi, he concedes that the man is intelligent. He is realistic - he knows the reality on the ground. Cynical - he has a low opinion of Africans and thinks they are all like Ikedi.

Any 3 x 2 = (6 marks)

- (d)
- Sympathetic - the author presents Captain Winterbottom in a sympathetic light, in spite of what he tells us about the white man.
 - Ironical - the author portrays Winterbottom fairly despite the fact that we are looking at a colonial administrator. He treats him with a sense of irony.
 - Critical - the author criticizes the British policy of "Indirect Rule" by exposing the excesses of an African chief.

Any 1, identification and illustration. (2 marks)

(e) That the chief teamed up with a "notorious and drunken" road overseer. This overseer told people that if they didn't give him money, the road and the drainage would pass through their homesteads. And he actually destroyed the compounds of three families. This in spite of the fact that the plan of the road had avoided homesteads. And James Ikedi "took a big slice of this illegal tax". (59). (3 marks)

2. (a) Two ladies who had boarded a bus he was in left the suitcase beside him. He then picked it claiming it was his.

(b) Désparation

- It is out of desperation that Timi picks the suitcase that wasn't his.
- Superstition/religion
 - Timi believes that providence is with him.
 - He believes that the spirits of his ancestors had pity on him.
- Determination
 - Timi is determined to go through with a task once begun.
- Poverty/suffering - He has a sick wife and hungry children.

(Any 2 x 2 = 4 marks)

(c) "Hum and Buzz"

Means that the street was overcrowded, busy and noisy.

- (d)
- He is desperate because of the situation of his family.
 - He is frightened - because he thinks the suitcase could land him into a problem.
 - He feels tempted to drop the suitcase because he wants to be free from guilt.

(Any 2 x 2 = 4 marks)

- (c)
- Timi is arrested.
 - He is asked to prove that the suitcase is his but fail
 - A child's corpse is found in the suitcase.
 - Timi is imprisoned for eighteen months.
 - He finally tells the truth.

3. (a) Their present situation:

- Desperate for food.
- They wear rags.
- They live in deplorable environment (cave).
- They live a purposeless life that can only lead to death.
- Cannot keep families
- They fantasize.

What they know needs to be done:

- They know they need to work.
- They know to stop their endless sleeping habit.
- They know they need to discover their own medicine.
- They know they need to do research.
- They know they need to stop depending on the West since they get poor and expired things from there.
- They know they need to have families.
- They know they need to lead better lives.

Why they do not do what is right:

- They are lazy/indolent.
- They love sleeping.
- They have no particular purpose in life.
- They are ready to die.
- They prefer the easy way out.
- They are philosophical and justify their laziness philosophically.

- (b) Mari has just paid a visit to Tumach. Tumach appears to find it hard to recognise Mari because her make up and her manner of speech makes her unrecognizable. (2 marks)

- (c) Repetition

And the difference is ...? Repeated twice. This repetition heightens suspense making the reader pay more attention and thought to what Tumach is saying.

Metaphor

Tree: The word tree is used metaphorically because Tumach does not mean that Mari is up a literal tree, he means that Mari has changed in terms of her social class.

Personification

Love may enslave a man - Love is seen as a person.

Ellipsis: And the difference is ... It signals something unsaid.

Dash: It signals an emphatic pause.

Any 3 x 2 =

(6 marks)

(d) Observant: He notes the changes in Mari.

Honest: He expresses his true feelings about Mari.

Philosophical/Reflective: He expresses his feelings/convictions in philosophical statements.

Any 2 well illustrated traits:

2 x 2 = (4 marks)

(e) It is a love relationship but none of the lovers appears to be fully committed to the relationship. Tumach is confused. He feels enslaved in this relationship in which he is not sure whether he loves Mari out of his own free will or he is forced by the circumstances. Mari on the other hand is being sarcastic towards Tumach when she calls him a poet. (2 marks)

(e) Heezfar. (1 mark)

4. (a)
- Makes use of signs and symbols/Arbitrary and abstract symbols.
 - It is organised at different levels.
 - Uses different media for communication.
 - Unlimited number of combinations

(b) Varieties in language are caused by:

- Social differences.
- Occupational differences.
- Degrees of formality.
- Accents.
- Dialects. (Regional/social differences)
- Historical differences.

(Any 3 x 1 = 3 marks)

(c) Benefits of language in human communication:

- Establish relationships
- Convey information.
- Express feelings.
- Instruct or direct.
- Record information.
- Influence people.
- Promote unity and harmony.
- For creative expression.

(a) Ways of conveying meaning of a new word:

- Use real object.
- Use a picture.
- Use a drawing.
- Use models.
- Use of explanation.

(b) Disadvantages of using mother tongue for new items:

- Pupils over-rely on the translation of items and not make effort to decode the new language item.
- Reduced exposure to English language.
- Leads to confusion in English and mother tongue sentence patterns.
- New items learnt are easily forgotten.

(Any 3 x 1 = 3 marks)

(c) Ways of reinforcing the meaning of new words:

- Use of a song activity.
- Use of a game activity.
- Use of dramatisation or a skit.
- Use of a poem.

(Any 3 x 1 = 3 marks)

(d) Advantages of group work in practising new sentence patterns:

- Gives more opportunity for each pupil to use the pattern.
- Pupils learn from one another.
- Pupils gain more independence from the teacher.
- There is less inhibition as opposed to the whole class activity.

(Any 3 x 1 = 3 marks)

6. (a) (i) Refers to a stage where pupils have developed required abilities for reading as well as physical and psychological maturity required for them to be introduced to reading. (2 marks)

(ii) Items for assessing reading readiness:

- Recognition of different colours.
- Knows shape names and recognizes them.
- Knows different sizes.
- Sees differences and similarities in letter shapes.
- Can hear differences and similarities in sounds.
- Can hold a book properly.
- Begins at the front of a book.
- Can follow in a left-to-right eye movement.

(b) Procedure of conducting a reading lesson in Standard Five:

- Language preparation.
- Motivation for reading.
- Silent reading.
- Checking understanding.
- Follow-up activities.

(5 x 1 = 5 marks)

(c) Causes of reading retardation in upper primary:

- Physical disabilities e.g poor eyesight.
- Developmental problems.
- Inadequate oral competence.
- Failure to acquire phonic and other word-attack skills.
- Lack of reading materials.

7. (a) State four types of written exercises during a writing lesson

Filling missing letters

Rewriting sentences

Completing sentences

Matching questions with answers

Filling missing words

Writing sentences from substitution tables

Matching words with pictures

4x1=4 marks

(b) (i) Common handwriting problems in lower primary:

- Poor letter formation
- Dismembered letters
- Poor letter alignments
- Irregularities in size
- Wrong spacing
- Confusion of small and capital letters.
- Mirror writing.

(Any 4 x 1 = 4 marks)

(ii) Correction of handwriting errors:

- Practice through tracing.
- Practice through copying.

(a) Benefits of a syllabus:

- Gives items to be taught at each level.
- Gives order of items to be taught.
- Outlines items from simple to complex.
- Suggests teaching resources.
- Suggests teaching activities.
- Suggests teaching duration.

(Any 3 x 1 = 3 marks)

(b) Emerging issues can be taught through:

- Teaching of the new words.
- While teaching new sentence structures.
- Reading passages.
- Composition writing.
- Drama lessons.
- Poetry lessons.

2 explained

(2 x 2 = 4 marks)

(c) Selecting a teaching/learning resource:

- Availability
- Time for preparation
- Level of learners
- Language level
- Relevance to the lesson

(d) Importance of a lesson plan

- Assists in time management.
- Teaching sequence is maintained.
- Outlines teaching/learning activities.
- Outlines teaching/learning resources.
- Assessment and evaluation.
- Outlines follow-up activities.

(Any 2 x 1 = 2 marks)