

THE SPECIAL P.L.E ENGLISH MARKING SCHEME 2023
FROM COMPREHENSION EXPERTS AND AUTHORS OF THE SPECIAL APPROACHES TO
COMPREHENSION AND COMPOSITION TEXTBOOKS (VOND PUBLISHERS LTD)

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| S/NO | FULL MARK (CORRECT RESPONSE) | ZERO MARK (WRONG RESPONSE) |
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| | SECTION A | |
| | Sub Section I | |
| | Correctly spelt response – 1 Mark | |
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|-----|--------------|---|
| 1. | How | how |
| 2. | bit | bite, beat, bitten, scratched, caught, hurt |
| 3. | more | less/very/really/quite |
| 4. | whom | which/him/her |
| 5. | kittens | kits/diminutives/young ones |
| 6. | tomatoes | tomato/tomatos |
| 7. | sold | sells, selling, seller, solid, sold |
| 8. | thirsty | thirst/thirste/thirstier/thirstiest/thirstily |
| 9. | strongest | strong/stronger/strength/strengthen/strengthening/strengthens/strengthened/s trogest /most strong |
| 10. | ironing | iron/irons/ironed/ironing |
| 11. | carelessness | carelesness/carelessnes/carelessly/carelessness/caressness |
| 12. | normally | normal/normaly/normale/normalle/normally |
| 13. | Egyptian | egyptian/Egyptain/Egyptean/Egypt/Egypteen/Egyptyan/Egyptians |

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| 14. | behaviour/behavior | behave/behaviour/behavior/behaviour/behavior/behavir/behaviours |
| 15. | ascending | ascend/ascended/asending/ascendding/ascession |
| 16. | after, before, far, near (ignore omission of commas and inclusion of a full point at the end) for no. 16 and 17) | omission of any of the words |
| 17. | blue, brown, pink, purple | omission of any of the words |
| 18. | We visited patients/cases at Mulago Hospital last Sunday. | victims/casualties /sufferers/the sick /the correct word given but not in a sentence |
| 19. | Some of his supporters kept/continued rejoicing even after he had lost the election. | proceeded/correct word given but not in a sentence |
| 20. | The windows were open when the visitors arrived. (ignore omission of full stop and beginning with a small letter when the key words are correctly spelt in their right position.) | opened/correct word given but not in a sentence |
| 21. | it is/it has | It is/It Is/IT IS/ itis |
| 22. | Wednesday | Wednesday/Wednes day/Wed nesday/Wedding |
| 23. | Idea of: <ul style="list-style-type: none"> • effect of constant use • being dressed/clad in • having something on one's body • having a particular facial expression | any sentence involving a definition or the meaning of the word instead. use of wore, worn, worn out, which changes the sound for No.23 |

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| | <ul style="list-style-type: none"> • having a particular style of hair | |
| 24. | <p>Idea of:</p> <ul style="list-style-type: none"> • a relative adverb used within a sentence. • a conjunction used within a sentence. • a questioning adverb of place. (Consider only forms of the word that don't change the sound for No. 23 and 24.) • Consider any type of sentence given, declarative, interrogative, imperative, exclamatory and optative if applicable for No. 23 and 24 | |
| 25. | benches | bench/benches/benches |
| 26. | dining rooms | dining room/dinning rooms/diningrooms |
| 27. | Chesuro always turns on the security lights before going to bed. | correct opposite given but not in a sentence. |
| 28. | The head teacher's office is on the lower floor of the new building. (Ignore omission of full stops and beginning with a small letter when the key words are correctly spelt in their right positions. |ground/basement/bottom/first floor..... |

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| 29. | Many people attended his graduation. | Many people attended his graduation party/ceremony. |
| 30. | Are you doing anything tomorrow morning? (consider the NSSF principle; No change in size, shape and form for No. 29 and No. 30) | omission of the end marks (full stop for No.29 and question mark for No. 30) |
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Sub Section II (31-50)
Golden Rules and Guidelines

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| • Correct construction | - 1 Mark |
| • One punctuation error that does not affect the meaning | - Ignore |
| • Two spelling errors not in key word | - Ignore |
| • Clumsy/vague/unnatural construction | - 0 Mark |

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| 31. | Kharobo is my sister (,) but her daughter is my niece. |but the daughter..... |
| 32. | If I had handed in my book to the teacher, he would have marked my work. | If I handed....., he would mark...../ Use of.....would've..... |
| 33. | I am not as tall as my brother (is). | I am as tall as my brother./ My brother is not as tall as I am./My brother is not as short as I am. |
| 34. | It is important for parents to teach their children to do domestic chores./It is important that parents (should) teach their children to do domestic chores. |how to do...../.....must, ought to, have toteach children to do...../ teach their children domestic chores. |
| 35. | Of the two games, which (one) was your choice?/Which (one) of two games was your choice? | Which.....is your choice? /Of the games,is your choice? |
| 36. | The girl who was sworn in yesterday won the election. (The principle of relative clauses; order not meaning determines the correctness) | The girl, who was sworn in yesterday, won the election. The girl who won the election was sworn in yesterday. The girl who was sworn in won the election yesterday. |
| 37. | "I shall/will see the doctor tomorrow," said Kassim. | "I shall/will see the doctor tomorrow" , said Kassim/ "I would see the doctor the following day," said Kassim. (wrong spelling of the name Kassim/the word tomorrow. |

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| 38. | Do not play with sharp objects because they may hurt you. | Don't play with sharp objects.... |
| 39. | What is sandpaper used for in carpentry? | What is sand paper used.....? |
| 40. | When they were cutting down a tree, they saw a very big snake. |cuting.../....cutting a tree.../...saw a big snake/omission of a comma |
| 41. | Was the news read by Mr. Andama? | Was news read.....?/Were the news read...? |
| 42. | What a hard-working woman Tumukunde's mother is! | What hard-working...!/....hardworking/ hard working/omission of the hyphen and exclamation mark/inclusion of "very" |
| 43. | No sooner had the accident occurred than a police car arrived./ No sooner did the accident occur than a police car arrived. | Nosooner had/did.../ No sooner had/did....when..../ occurred..../.... The police car...../....occured.. |
| 44.. | Every baby is fed on milk. | Every babies are fed on...../ Every baby are fed on...../ Every baby is fed on breast milk. |
| 45. | The more fresh fruit and vegetables you eat, the healthier you will keep. | The more you eat....., the more you will keep healthy./The more fresh fruit and....., the more healthy...../ The more fruits and vegetables you eat, the healthier you keep./...,the healthier you keep./The fresher fruit and |
| 46. | Kasula has been in the library since 10.00am. | Kasula went.....since..../ Kasule has been...../ 10.00a.m. |
| 47. | After Bruno (had) finished his homework, we went out to play. | After Bruno finishing..../ After finishing/ After having finished....., Bruno and I went out to play. |
| 48. | The Bible is an important book and so is the Koran./The Koran is an important book and so is the Bible. | The bible.....and so is the Koran/The Bible is....and so is the Koran./The Bible is..... and so does the Koran. |
| 49. | Being cruel to the poor is not good./is bad. | Being cruel to the poor, it is not good/is bad. |

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| 50. | The guest of honour is likely to arrive at the venue early. | The guest of honour may likely arrive at the venue early./is likely to reach the venue early./..honor.... |
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SECTION B
GOLDEN RULES (51-53)

- *Correct idea in a correct sentence* - *1Mark*
- *Correct idea only* - *1/2 Mrk*
- *Correct idea in a clumsy construction* - *1/2 Mrk*
- *Directly lifted ideas* - *1/2 Mrk*
- *Misspelt names of people and places* - *0 Mrk*
- *Using pronouns instead of given nouns* - *1/2 Mrk*
- *Change of tense* - *0 Mrk*
- *Change of voice* - *0 Mrk*
- *Correct response to a different question* - *0 Mrk*
- *Two punctuation errors* - *Ignore and mark right*
- *More than two punctuation errors* - *1/2 Mrk*
- *Two spelling errors not in a key word* - *Ignore and mark right*
- *More than two spelling errors* - *1/2 Mrk*

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| 51. (a) | There are two market days in Berabera Town Council. | Two market days are in Berabera Town Council./Berabera Town Council has two market days. |
| (b) | <ul style="list-style-type: none"> From their teachers, the two friends had learnt the dangers of plastic materials to people and their environment. | <ul style="list-style-type: none"> The two friends had learnt from their teachers how dangerous plastic materials are/were to people and their environment. |

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| | <ul style="list-style-type: none"> • From their teachers, the two friends had learnt that plastic materials are dangerous to people and their environment. • From their teachers, the two friends had learnt how dangerous plastic materials are to people and their environment. | <ul style="list-style-type: none"> • The two friends had learnt how dangerous plastic materials are/were to people and their environment. • The two friends had learnt how dangerous plastic materials are/were to people and their environment from their teachers. |
| (c) | <ul style="list-style-type: none"> • Plastic materials prevent air and water movements./ Plastic materials destroy the soil by preventing air and water movements. | <p>The plastic materials..... Plastic materials destroy soil.....</p> |
| (d) | <ul style="list-style-type: none"> • Mosquitoes lay eggs in plastic materials because the plastic materials have/contain/keep/hold water. • Mosquitoes lay eggs in plastic materials because the plastic materials have/contain/keep/hold stagnant water. | <ul style="list-style-type: none"> • Mosquitoes lay eggs in plastic materials because they contain/may contain water. • Plastic materials contain water in which mosquitoes lay eggs. • Mosquitoes lay eggs in plastic materials because plastic materials contain/may contain water. • Mosquitoes.....since/for/as..... |
| (e) | <ul style="list-style-type: none"> • From their educational tour to/in Jinja, the two friends learnt (how) to make items/a number of items from plastic materials. • From their educational tour to/in Jinja, the two friends learnt how items/a number of items can/could be made from plastic materials. • From their educational tour to/in Jinja, the two friends learnt (how) to make bags, mats, dolls, toy cars and belts from plastic materials./..... how bags, mats, dolls, toy cars and belts can/could be made from plastic materials. | <ul style="list-style-type: none"> • The two friends learnt how to make a number of items from plastic materials from the educational tour they had in Jinja. • The two friends learnt how to make bags, mats, dolls, toy cars and belts from the educational tour they had in Jinja. • The two friends learnt how items/bags, mats, dolls, toy cars and belts can/could be made from plastic materials from the educational tour they had in Jinja. |

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| (f) | <ul style="list-style-type: none"> • The residents thought that the two friends had gone mad because the residents had seen only mad people picking plastic materials (before). • The residents thought that the two friends had gone mad because it was the first time for the residents to see normal people picking plastic materials. • The residents thought that the two friends had gone mad because the residents had never seen normal people picking plastic materials. • The residents thought that the two friends had gone mad because the residents thought normal people/sane people wouldn't/shouldn't/couldn't pick plastic materials /thought that only mad people pick plastic materials. | <ul style="list-style-type: none"> • The residents thought that the two friends had gone mad because the two friends were picking plastic materials/moving place to place picking plastic materials. • The residents thought that the two friends had gone mad because they saw the two friends/them picking plastic materials. •because they picked plastic materials from the environment. •since/as/for..... • The two friends.....because they saw them picking.... • The two friends.....because they started moving from place to place picking..... |
| (g) | <ul style="list-style-type: none"> • The two friends bought waste bins and tree seedlings with their earnings. • With their earnings, the two friends bought waste bins and tree seedlings. | <ul style="list-style-type: none"> • The two friends bought waste bins with their earnings. • The two friends bought tree seedlings with their earnings. • The two friends bought waste bins which were placed at most shops and stalls and the tree seedlings which they distributed to communities around. |
| (h) | <ul style="list-style-type: none"> • The area Member of Parliament donated two million shillings to the two friends. • The amount of money that/which the area Member of Parliament donated to the two friends is/was two million shillings. | <ul style="list-style-type: none"> • The area Member of Parliament did donate.... • donated two million. •area member of parliament |

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| (i) | <ul style="list-style-type: none"> • The advice the Member of Parliament gave (to) the youth in the district was to wake up and protect their environment. • The Member of Parliament advised/called on/urged/appealed to the youth in the district to wake up and protect their environment. | The area Member of...../ The member of parliament..../.....advised...../told.....asked... |
| (j) | <ul style="list-style-type: none"> • HARD WORK PAYS • TURNING TRASH INTO CASH • PROTECTING THE ENVIRONMENT • NEVER GIVE UP • WASTE MANAGEMENT • KEEPING BERABERA TOWN COUNCL CLEAN • NECESSITY IS THE MOTHER OF INVENTION • WAYS OF DISPOSING OF RUBBISH/WASTE/TRASH/GARBAGE/REFUSE • THE TWO HEROES • MUJUNI AND ATEYOT, THE HEOROEES • MUNJUNI AND ATEYOT BECOME HEROES • (THE TWO) CREATIVE FRIENDS • (THE TWO) INNOVATIVE FRIENDS • MUJUNI AND ATEYOT’S CREATIVITY • MUJUNI AND ATEYOT’S HEROIC ACTION • THE (TWO) WISE FRIENDS • THE HARD-WORKING FRIENDS • THE HEROIC FRIENDS • THE COURAGEOUS FRIENDS | <ul style="list-style-type: none"> • MUJUNI AND ATEYOT • NEVER JUDGE A BOOK BY ITS COVER • THE TWO FRIENDS • TWO MARKET DAYS IN BERABERA TWON COUNCIL |

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| | <ul style="list-style-type: none"> • DANGERS OF PLASTIC MATERIALS ON THE ENVIRONMENT • YOUNG ENVIRONMENTALISTS (IN BERABERA TOWN COUNCIL) • THE INSPIRATIONAL FRIENDS • MUJUNI AND ATEYOT SHOCK RESIDENTS/THEIR COMMUNITY • IMPORTANCE/VALUE OF CREATIVITY • ENVIRONMENTAL PROTECTION, etc. | |
| | | |
| 52. (a) | The above document is called a bank paying-in slip/a paying-in slip/ a deposit slip/ a cash deposit slip. | <ul style="list-style-type: none"> • The document/the document above is called.... • The above document is a bank paying-in slip. • The above document is called a Bank paying-in slip. • The above document is called a bank pay-in slip. • We call the above document a bank paying-in slip. • The name of/The document is called bank paying-in slip. |
| (b) | <ul style="list-style-type: none"> • The document was used in Grand Bank. • The bank in which the document was used is Grand Bank. | <ul style="list-style-type: none"> •used in grand bank/Grand bank/GRAND BANK. • Grand Bank used the document/is where the document was used. |
| (c) | The above document is for Karibu Boarding Primary School. | <ul style="list-style-type: none"> • The document is for/The document above is for..... • The above document is for Karibu boarding primary school/for karibu boarding primary |

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| | | school/for Karibu Primary School/ for KARIBU BOARDING PRIMARY SCHOOL. |
| (d) | <ul style="list-style-type: none"> Kusasira Martha's fees were/was paid using the above document. It was Kusasira Martha's fees that was paid using the above document. | <ul style="list-style-type: none"> Kusasira Martha's school fees was/were paid..... Kusasira's/Martha's fees was/were paid.... Kusasira Martha's fees were/was paid using the document. |
| (e) | <ul style="list-style-type: none"> It was important to indicate the pupil's class on this document for/easy/proper identification of the pupil for whom the school fees were/was paid. for the school to know which pupils had paid school fees.to ensure that the school fees were/was paid for the right pupil.to avoid paying the school fees for a wrong pupil.for the school to be able to identify the right owner of the school fees paid. | <ul style="list-style-type: none"> It was important to indicate the pupils' class on this document for easy identification.to help the school to know the class of the pupil.to enable the school identify the class of the pupil easily.to simplify the work of the school bursar. |
| (f) | The above document was used on 18 th September 2023, 18 /09/2023,18-19-2023,18.19.2023/on September18,2023/on the 18 th day of September 2023. | <ul style="list-style-type: none"> The document was used...../....used on 18th/September/2023,used on 18th Sept. 2023 |
| (g) | <ul style="list-style-type: none"> Eighty thousand shillings was paid using notes of twenty thousand shillings. The amount of money that was paid using notes of twenty thousand shillings was/is eighty thousand shillings. | <ul style="list-style-type: none"> Eighty thousand shillings were paid..... 80,000= was paid The amount of money.....was 80,000=/Ugx.80,000= |
| (h) | <ul style="list-style-type: none"> One hundred fifty thousand shillings was paid as school fees. | <ul style="list-style-type: none"> One hundred fifty-three thousand shillings was paid as school fees. |

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| | <ul style="list-style-type: none"> The amount of money that was paid as school fees is/was one hundred fifty thousand shillings. | <ul style="list-style-type: none"> One hundred fifty thousand shillings were paid as school fees./...Uganda shillings..... 150,000= was paid as school fees. |
| (i) | <ul style="list-style-type: none"> Nera Timothy took the school fees to the bank. It was Nera Timothy who took the school fees to the bank. | <ul style="list-style-type: none"> Nera Timothy took the fees to the bank./nera timothy..... The fees was taken to the bank by Nera Timothy. |
| (j) | <ul style="list-style-type: none"> Nalutaya Agnes was the cashier on the day the above document was used. The cashier on the day the above document was used was Nalutaya Agnes. | <ul style="list-style-type: none"> Nalutaya Agnes was the cashier when.....on the day the document was used. Cashier Nalutaya Agnes was..... |
| | | |
| 53. (a) | The poem is about a wonderful/superb/lovely/an amazing school/Akullu Jessica's school. | The poem is about the writer's wonderful school./about the writer's school/the speaker's school/a school/a wonderful place. |
| (b) | <ul style="list-style-type: none"> Akullu Jessica is speaking in the poem. It is Akullu Jessica speaking in the poem. | A pupil/A learner/A student/A school child/a school goer is speaking in the poem. |
| (c) | The poem has four stanzas. | <ul style="list-style-type: none"> Four stanzas has the poem/There are four stanzas in the poem./Four stanzas are in the poem. The poem is made up of/composed of/comprises/consists of four stanzas. Four stanzas make up the poem. The poem has 4 stanzas. |
| (d) | A beautiful hedge is surrounding the school. | <ul style="list-style-type: none"> A hedge is..... A beautiful hedge and classrooms are..... The school is surrounded by a beautiful hedge. |
| (e) | Two languages are used for teaching in the school. | <ul style="list-style-type: none"> 2 languages are used..... There are 2 languages used in the school. |

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| | There are two languages that/which are used for teaching in the school. | |
| (f) | <ul style="list-style-type: none"> When the school children's teachers make learning enjoyable for the children, the children feel comfortable. The school children feel comfortable when their teachers make learning enjoyable for them. | <ul style="list-style-type: none"> The school children become comfortable/have comfort/get comfort/are comfortable when their..... When the school children's.....for the children, they feel comfortable. |
| (g) | <p>The speaker is inviting fellow children to the school (so as/in order) to have/get fun/to have or get the best education/to acquire or obtain the best education.</p> <p>The speaker is inviting fellow children to the school to have fun and the best education.</p> | <ul style="list-style-type: none"> The speaker is inviting fellow children to the school for fun/for the best education. The speaker is inviting fellow children to the school because there is fun/they have the best education/in fun/the best education. |
| (h) | I think pupils in this school would perform well in their examinations because their teachers are knowledgeable and friendly/are knowledgeable/are friendly. | <ul style="list-style-type: none"> I think the pupils in this school would perform well because..... I think pupils.....because their teachers are experienced/ informed/excellent/superb..... because they have the best teachers/because their teachers make learning practical for them. |
| (i) | <p>(i) clean/orderly/well cared for/ordered/well ordered/well kept/organized/tidy/uncluttered</p> <p>(ii) learn/read/be taught</p> | <p>smart/trim/accurate/deft/adroit/adept</p> <p>learning/education/work/schooling/research/survey/analysis/analyse/examine</p> |
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| 54. | Girl 1: Good afternoon, officer/sir. | Good afternoon/God afternoon to you./Good afternoon, Inspector/Mr. Inspector/Inspector Drici Bravo/Drici/Bravo/Mr. Drici Bravo. |

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| | Girl 2: <ul style="list-style-type: none"> • My name is Kawudha Brenda./is Kaudha/is Brenda. • I am Kawudha Brenda/Kawudha /Brenda. | My names are/I am called/I am known as/Call me Kawudha Brenda/Kawudha Brenda is my name. |
| | Girl 3: <ul style="list-style-type: none"> • I would like to/want to/need to/wish to cross the road but I fear vehicles. • I request you to help me cross the road because I fear vehicles. • Please help me cross the road because I fear vehicles. • I fear vehicles. May you help me to cross the road, please? | <ul style="list-style-type: none"> • I need your help. • Help me to cross the road. • May you help me to cross the road? • Can you help me to cross the road? • You may/can help me to cross the road. |
| | Girl 4: What do I do/can I do/should I do/must I do to cross the road more easily? | <ul style="list-style-type: none"> • What do I use/can I/should I/must I use to cross the road more easily? • How do I/can I/should I/must I cross the road more easily? |
| | Girl 5: <ul style="list-style-type: none"> • What is a zebra crossing? • I would like to know what a zebra crossing is. • May you help me to know what a zebra crossing is? • May you tell me what a zebra crossing is? • May you explain to me what a zebra crossing is? <i>(Accept with or without “please”)</i> | <ul style="list-style-type: none"> • What is the meaning of a zebra crossing? • What does a zebra crossing mean? • Tell me the meaning of a zebra crossing. • What do you mean by a zebra crossing? • Give me/explain to me/Help me know what a zebra crossing is. • I want to know..... |
| | Girl 6: <ul style="list-style-type: none"> • What should/must/do/can I do when I get to a zebra crossing? | <ul style="list-style-type: none"> • Where do I look after stopping at a zebra crossing? |

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| | <ul style="list-style-type: none"> • What do I have/need to do when I get to a zebra crossing? • How do/should/must/can I ensure my safety when I get to a zebra crossing? | <ul style="list-style-type: none"> • How do I behave/act/react when I get to a zebra crossing? • What do I do before crossing the road at a zebra crossing? • What do I do when I get there? • Tell me what to do when I get to a zebra crossing. |
| | Girl 7: Will drivers stop when they see me standing at the zebra crossing? | <ul style="list-style-type: none"> • Do drivers stop.....? • Can drivers stop.....? • I hope drivers/guess/believe/think/assume/know drivers stop when..... • Will the/those/all/some drivers stop when.....? |
| | Girl 8: <ul style="list-style-type: none"> • Is there a zebra crossing near here? • Is there any zebra crossing near here? | <ul style="list-style-type: none"> • Is there some zebra crossing near here? • Do we have a/any zebra crossing near here? • Is there a zebra crossing here? |
| | Girl 9: <ul style="list-style-type: none"> • Thank you(,) sir/Mr. Bravo/Inspector Drici Bravo/officer. • Thanks a lot(,) sir/..... • Thank you so much(,) sir/Mr. Drici Bravo..... • Thank you very much(,) sir/Mr. Drici Bravo.... | <ul style="list-style-type: none"> • Thank you./I appreciate/I appreciate you/I commend you/Thank you Sir Drici Bravo./ Thank you, Mister/Thank you, dear./Thank you, man/Thank you, Inspector./Thank you, Mr. Inspector./Thank you, Drici Bravo./Thank you, Drici./Thank you, Bravo./Thank you, please./Thank you, my friend. |
| | Girl 10: Goodbye(,) Sir/Mr. Bravo/Mr. Drici/Mr. Drici Bravo/Inspector Drici Bravo/officer | Goodbye(,) Mister/Inspector/Mr. Inspector/Bravo/Drici/Drici Bravo/please/to you/dear/my dear/man/Goodbye. |
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| 55. | | |
| 1. | Type of letter (formal) – 1Mark | Informal letter |
| 2. | Writer's address – ½ Mark | Home address/PLE centre address/any other |

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| 3. | Receiver's/addressee's address – ½ Mark | <ul style="list-style-type: none"> • The head teacher • The Headmaster • The Headmistress • The Principal • The Director |
| 4. | Salutation – ½ Mark | <ul style="list-style-type: none"> • Dear Sir/Madam • Dear Sir + Yours sincerely • Dear Madam + Yours sincerely |
| 5. | Subject Heading – 1 Mark | <p>Dear Mr./Dr./Prof./Rev./Fr./Sr./Pr./Ms./Mrs./Miss....+ Yours faithfully Yours truly/Yours/Yours affectionately</p> |
| | | |
| | <p>Re: PERMISSION TO ATTEND A WEDDING Re: REQUEST FOR PERMISSION TO ATTEND A FUNCTION/MY UNCLE'S WEDDING Re: ABSENCE FROM SCHOOL/CLASS OR Re: Permission to Attend a Wedding Re: Request for Permission to Attend a Function/My Uncle's Wedding Re: Absence from School/Class</p> | <p>Re: REQUEST/PERMISSION/ABSENCE/UNCLE'S WEDDING/WEDDING/REQUEST FOR PERMISSION</p> <p>Re: permission to attend a wedding/request for permission to attend my uncle's wedding</p> <p>Re: absence from school/class</p> |
| | | |
| 6 | <p>Body</p> <ul style="list-style-type: none"> • Reason for permission - – ½ Mark • Date for the wedding – ½ Mark • Date of departure – ½ Mark • Date of return – ½ Mark | |

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| | <ul style="list-style-type: none"> How to catch up with the rest of the pupils – ½ Mark | |
| 7 | Conclusion.....1/2 <ul style="list-style-type: none"> I shall/will be grateful..... I look forward to..... I hope my request will be..... I am waiting for your..... | <ul style="list-style-type: none"> Quoted subject heading Omission of any point given in the instruction. Omission of the conclusion Interchange of signature and name Inclusion of PRIMARY SIX under the name as postscript as though it were an office Interchange of any of the parts of the letter. Any irrelevant information given. |
| 8 | Yours faithfully/sincerely.....½ Mark | |
| 9 | Signature.....½ Mark | |
| 10 | Name.....½ Mark PPST: Paragraphing.....½ Mark Punctuation.....½ Mark Spelling.....½ Mark Tense½ Mark TOTAL MARKS - 10 | |

Dear User,

The correct responses and question approaches in this Marking Guide are the ones that you, as a contemporary teacher, should train your children. The UNEB Marking Guide may include some responses that are not here on this guide. What you need to learn is that the objectives of UNEB marking might be different from your teaching aims.

Merry Christmas and a Serene New Year 2024